Human Reproduction and Pregnancy (Life Begins)
6th Grade, Lesson #1

Time Needed
90 minutes

Student Learning Objectives
To be able to...

1. Describe the functions of the Reproductive System; how menstruation and ovulation occur; fertilization and conception; labor and birth.
2. Understand facts relating to pregnancy health; the prevention of negative birth outcomes, and the causes of miscarriage, premature birth.
3. Evaluate the consequences of teen pregnancy, both to teen parents and babies born to teens.
4. Define abstinence and list four reasons for choosing it.

Agenda
1. Ground Rules.
2. Explain the relevance of the lesson to the unit and to students’ lives.
3. Introduce the anatomy.
4. Explain the processes of menstruation, and ovulation as it relates to pregnancy.
5. Explain the processes of fertilization, conception, labor, and birth.
7. Discuss teen pregnancy.
8. Define abstinence and reasoning for choosing it.
9. Answer students’ verbal and anonymous questions.

Activities:

1. Ground rules
   a. ASKING questions is critical to learning.
      i. Students may ask questions aloud, in writing or in private.
      ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
      iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
      iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.
   b. PASSING (choosing not to respond or participate) is every person’s essential right.
Lesson Plan

i. Acknowledge that sexuality is a personal issue, and that discussing it can feel awkward and embarrassing.

ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.

iii. Assure students that they also have permission to “pass.”

c. PROTECTING peoples’ feelings is critical to the building of trust.

   i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.

   ii. It means respecting others’ rights to disagree.

   iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. LISTENING respectfully is essential.

   i. You deserve it, students deserve it and guest speakers deserve it.

e. ENCOURAGING others to follow these rules ... means positive peer pressure.

   i. Students can gently remind one another of the ground rules.

2. Explain the relevance of the lesson to students’ lives

   a. Home & Family Life – When people think of Human Reproduction, some think of making a family. If someone wants to make a family, they must first know how to take care of themselves. The first step is to understand how your own body and other peoples’ bodies work.

   b. Health - Before you can learn about how to keep a body system healthy, you have to understand how it is supposed to work when it is healthy. We have studied other systems at the Hult Center; today we will look at the reproductive system.

   c. Science - We have studied how individual cells reproduce, and we have looked at simple life forms. It is time to look at reproduction in mammals, and humans in particular.

3. Introduce the Reproductive Systems

   a. Pronounce the name, and explain the function of each part. Describe the path of a sperm cell, using the terms “erection” and “ejaculation.” Describe the menstrual cycle, beginning with “ovulation.”

4. How the System Works

   a. Describe the process of fertilization, conception, and then discuss the stages of development during pregnancy.

   b. Prenatal Development;

      i. First 3 months

         1. During 1st month: Blood begins circulating.

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a. Brain is just beginning to form, though it does not work yet.

2. During 2nd month: Arms, legs, and internal organs begin forming.
   a. Genitals are starting to form, but male and female still look alike.
   b. Tail disappears.

3. During 3rd month: Male and female begin to look different.
   a. Fingers, toes, and fingernails form.
   b. The head is almost half the size it will be at birth.

ii. Second 3 months
1. During 4th month:
   a. Muscles move.
   b. Skin is transparent.
   c. Sweat glands, eyebrows, and eyelashes form.

2. During 5th month:
   a. Hair, eyelashes, eyebrows form.
   b. Hiccups begin and other movement can be felt.
   c. Heartbeat can be heard.
   d. There is hair on the head.

3. During 6th month:
   a. Brain waves begin (brain starts working).
   b. Eyes open.
   c. Ears begin to work.
   d. There are fingerprints and footprints.

iii. Last 3 months
1. During 7th month:
   a. Adds body fat.
   b. Moves a lot.
   c. Responds to sound.
   d. Sometimes awake, sometimes asleep.

2. During 8th month:
   a. Less active, less wrinkled.
   b. Still growing longer, heavier.
   c. Nails, bones begin to harden.

3. During 9th month:
   a. Lungs and other organs finish maturing (The brain won’t be fully mature for two more years and then it will mature even more in the preteen and teen years and the reproductive system won’t finish maturing for years, either.)

5. Reasons for Miscarriages and Birth Defects

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6. Teen Pregnancy
   a. Teens are physically able to reproduce, but are teens ready to be parents?
      i. 3 out of 10 girls will become pregnant in their teens.
      ii. What do you want to be when you grow up?
      iii. Think about the tremendous job of parenting. Teen parents have to grow up really fast.
   b. Describe the various consequences to babies of teens.
   c. Describe the various consequences to teen mothers and fathers.

7. Contraceptives
   a. For most people, intercourse eventually leads to pregnancy. Some of those couples got pregnant on the first day of the year, others after a few tries. But 85 or 90 would by the end of the year.
   b. If a couple does not want to have a baby, you might have heard of people using birth control.
   c. Which forms have you heard of?
   d. There are several different methods of birth control.
      i. Birth control does not protect you against STIs.

8. Abstinence
   a. ABSTINENCE = Choosing not to have sexual intercourse.
      i. Waiting until committed relationship
      ii. Healthiest choice for teens
      iii. Even if you have been sexually active in the past, you can choose abstinence starting today!
      iv. Talking to your partner-if you can’t talk about it-you aren’t ready!
      v. What are the consequences of NOT talking to your partner?

9. Answer students’ questions and close
Questions Used for Interactive TurningPoint Questions

Q: What is the name of the sac that holds the testes?
A: The scrotum. The scrotum holds the testes and controls their temperature. Sperm can only grow at temperatures a little cooler than normal body temperature of 98.6 degrees. The testes have to be outside the body, in the scrotum, in order to be cool enough to make sperm.

Q: The end of the uterus that opens into the vagina is called the ________.
A: Cervix. It’s not a separate part; it’s just the bottom part of the uterus. It has a small opening that sperm can swim through and that period blood can come out of. The opening gets much bigger when a person is giving birth to let the baby out.

Q: True or False: the menstrual period lasts about a day each month.
A: False. It usually takes between 2 and 10 days for the uterus to completely empty. There are about 4 to 6 tablespoons of blood and tissue in all.

Q: What is it called when sperm come out of the body?
A: Ejaculation. A person might ejaculate during sex, while masturbating, or in their sleep, which is also called a wet dream.

Q: A woman usually ovulates during her menstrual period.
A: False. Ovulation usually happens 2 weeks before the next period. If the person does not get pregnant, the extra lining in the uterus is not needed. So after 2 weeks, it comes out. That’s called menstruating or “having a period.”

Q: True or False: The male and female reproductive systems have many similarities.
A: True. There are many similarities: the clitoris and penis are both made of erectile tissue and both get erections; the ovaries and testicles both produce sex cells (sperm and egg) and make hormones; the fallopian tubes and vas deferens are both two sets of tubes connecting the ovaries or testicles to the rest of the reproductive system. One reason there are so many similarities is because all embryos start out with the same parts. An embryo could go on to develop into either sex, depending on what chromosomes are present.

Q: The liquid that carries sperm is called ________.
A: Semen. This fluid helps to nourish and protect the cells once they leave the body.

Q: True or False? All men’s reproductive systems look exactly the same, as do all women’s reproductive systems.
A: False. People’s genitals and their internal reproductive organs can look very different, but still be normal and healthy. A person’s penis, clitoris or labia can be different sizes or a person might have only one testicle or ovary. Some people might have testes as well as vagina. The pictures we looked at in class today do not look like everyone’s bodies.

Q: Is a pregnancy most likely to start during a person’s period, just before a period, or in between periods?
A: In between periods. Of course, a pregnancy could start anytime because people do not always release eggs on schedule. But the most likely time for fertilization to be possible is about 2 weeks before a menstrual period.

Q: True or false: Alcohol is harmful for a pregnancy.
A: Answer: True. Alcohol can cause dangerous health problems and learning problems for the baby.

For questions pertaining to this specific lesson, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Undoing Gender Stereotypes
6th Grade, Lesson #2

Time Needed
50-60 minutes

Student Learning Objectives
To be able to...

1. Explain that everyone has a gender identity and a sexual orientation, and differentiate between them.
2. Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.
3. Explain why it is important for people to feel proud of their identities, including their sexual orientation and gender identity.

Agenda

1. Ground Rules.
2. Introduce lesson and define stereotypes.
4. Discuss the effects of gender stereotypes and cultural values.
5. Answer students’ questions.

Materials

Classroom Materials:
Two pieces of paper/poster/flipchart paper, or a board to write on

Activities:

1. Ground rules
   a. ASKING questions is critical to learning.
      i. Students may ask questions aloud, in writing or in private.
      ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.

b. PASSING (choosing not to respond or participate) is every person’s essential right.
   i. Acknowledge that sexuality is a personal issue, and that discussing it can feel awkward and embarrassing.
   ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.
   iii. Assure students that they also have permission to “pass.”

c. PROTECTING peoples’ feelings is critical to the building of trust.
   i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
   ii. It means respecting others’ rights to disagree.
   iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. LISTENING respectfully is essential.
   i. You deserve it, students deserve it and guest speakers deserve it.

e. ENCOURAGING others to follow these rules ... means positive peer pressure.
   i. Students can gently remind one another of the ground rules.

2. Explain what a stereotype is
   a. Today, we are going to talk about gender, gender stereotypes.
      i. Can anyone give me a good definition of a stereotype?
      ii. A good basic definition is: an idea or image about an entire group of people. Although the stereotype may be true for a few members of the group, it is assumed to be true for all members.
      iii. Example: one stereotype is that teenagers are lazy. Although there certainly are teenagers who don’t do much (just as there are people of all ages), most teenagers are active and productive.
      iv. Are these stereotypes flattering?
         1. No. Usually stereotypes are hurtful.
2. Even ones that seem harmless at first end up being harmful because we expect everyone in that group to have that characteristic.

b. These are some things to keep in mind today as we talk about gender stereotypes: stereotypes are often hurtful and they are never true for all members of a group.

c. As we talk about gender stereotypes today, we’ll be discussing some of the hurtful assumptions, words, and slurs that can come from these stereotypes.

d. I want to remind everyone of our ground rules and ask everyone to be respectful as we work through this together.

3. **Genderbox Brainstorm Activity**

a. Ask students stereotypes or expectations of men, and them women, prompting them to think about media messages as well as messages from friends and family.

b. Display two boxes on the board (or paper, whatever medium being used)- one labeled “**Act Like a Man**” and another labeled “**Act like a Lady**”, and then ask students:
   i. If someone is told to “act like a man”, what does that mean?
   ii. What are some of the stereotypes we have about how men should act?
   iii. You don’t need to raise your hands, just shout out your answers and I will write them.

   c. Write responses inside the square. If students are stuck, ask clarifying questions:
      i. How are “real men” supposed to act?
      ii. If we were watching a movie, what would the leading man in the movie be like?
      iii. What are some things that boys are taught about being a man?
      iv. What messages do boys toys give them about who they should be as they get older?
      v. How do “real men” communicate? What about relationships? What about sex?

d. Make sure the list includes these words (even if added by yourself):
   i. Strong, tough, control.

e. If students are trying to move past the activity by saying things like, “not all men act like this”, validate what they say and reframe the activity; we are looking into expectations now, but will move beyond that in the next part.

f. Referencing the square on the board, ask the students:
i. If this is how a man is supposed to act, what kinds of things are boys called if they step outside of the box?
ii. Some examples might include: fag, sissy, weak, wimpy, gay, weird, queer.
iii. Write students responses around the outside of the square on the board, encouraging students to be frank and honest with their responses.

g. Now move to the “Act Like a Lady” square, and repeat the activity with expectations of women. Make sure the list includes these words (even if added by yourself):
   i. Emotional, polite, takes care of others.

h. Now ask again:
   i. What types of things are said about women if they step outside of this box?
   ii. Some examples might include: lesbian, gay, dyke, ball-buster, ugly, uptight, weird, queer.

i. Referring to both boxes and the words on the outside of the boxes, ask students:
   i. How do these words keep people in the box?
   ii. What kinds of things do people do to keep others in the box, besides name-calling? Are there specific behaviors you can think of?
   iii. Answers should include things like bullying, harassment, spreading rumors.

j. Debrief the final portion of the activity by explicitly linking homophobia to gender stereotypes:
   i. Obviously, these are offensive words about men and women.
   ii. You probably also noticed that many of these words are hurtful or offensive words about gay people.
   iii. When men and women don’t act like people think they should, they are often labeled gay or lesbian, and in this situation, these words are meant as insults.
      1. These words also reinforce harmful stereotypes about gay and lesbian people and can cause people to act in stereotypical ways out of fear that they will be labeled as gay or lesbian.
      2. Fear, discomfort and hatred of gay and lesbian people is called homophobia, and you can hear how homophobia even affects people who are not gay, by pressuring people to “act like a man” or “act like a lady”. Does that make sense to everyone?
4. **Discuss the Effects of Gender Stereotypes and Cultural Values**
   a. Explain: The reason we are all so familiar with these stereotypes is because we are always being taught what is a “real man” or a “real woman”.
   b. Of course, some of these qualities are true for some people- some women are very nurturing and some men are strong.
   c. They are still stereotypes, however, because we expect ALL men and women to act this way, and of course all these qualities are not true for all men and women.
   d. Ask: Where are some places we get messages about what it means to be a man or a woman?
      i. Answers should include things like: movies, tv shows, commercials, family, religion, school.
      ii. Respond: Good. It sounds like these messages come from lots of different places, and we get these messages all the time.
   e. We could also say that some of these messages are so pervasive that they have become “cultural values”, which means that they are woven into the US culture as expectations that are solely based on your gender.
      i. Of course not everyone who lives in the US is from here originally, although there are many other cultures that have similar values to these.
      ii. Regardless, anyone who loves in the US is influenced by the dominant cultural values that exist here, to some extent.
   f. When something becomes so pervasive that it is a cultural value, it can influence all areas of our lives, including dating, sex, and relationships.
   g. US cultural values about gender can sometimes limit people or even lead them to make unhealthy decisions.
   h. It is important to note that there is nothing inherently wrong with these values. It’s great to be strong and to be polite.
      i. The problem is when all men or women are expected to behave in these ways, and when they are expected to ALWAYS behave this way.
      ii. What about the moments when you are not strong, or you need to be assertive instead of polite?
      iii. That’s when these values can be limiting.

5. **Answer students’ questions and close**
This lesson is being taught by Central Illinois Pride Health Center. For questions pertaining to the teaching of this specific lesson, please contact CI Pride at cipridehealthcenter@gmail.com

For questions pertaining to the FLASH curriculum itself, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Rules of Dating
6th Grade, Lesson #3

Time Needed
50-60 minutes

Student Learning Objectives
To be able to…

1. Explain the qualities of a healthy dating relationship.
2. Collaborate with others to advocate for safe, respectful and equitable relationships.

Agenda

1. Ground Rules.
2. Discuss healthy relationships.
3. Explain the steps to dating.
5. Brainstorm activity on fairness.
7. Answer student questions and close.

Materials

Classroom Materials:
- TurningPoint Technologies Response Clickers
- Paper, writing utensils, tape

Activities:

1. Ground rules
   a. **ASKING** questions is critical to learning.
      i. Students may ask questions aloud, in writing or in private.
      ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
      iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
      iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.
   b. **PASSING** (choosing not to respond or participate) is every person’s essential right.
i. Acknowledge that sexuality is a personal issue, and that discussing it can feel awkward and embarrassing.

ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.

iii. Assure students that they also have permission to “pass.”

c. **PROTECTING** peoples’ feelings is critical to the building of trust.
   i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
   ii. It means respecting others’ rights to disagree.
   iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. **LISTENING** respectfully is essential.
   i. You deserve it, students deserve it and guest speakers deserve it.

e. **ENCOURAGING** others to follow these rules ... means positive peer pressure.
   i. Students can gently remind one another of the ground rules.

2. **Discuss Healthy Relationships**
   a. Introduce the topic for the day.
      i. Today we are going to look more closely at dating.
      ii. I know that some of you are already dating, or are interested in dating, and some of you are not.
      iii. Of course, even people who are not dating can still have ideas and opinions about it.
      iv. Sometimes families have rules about dating, such as how old you have to be before you can date, if you have to date in groups or always have an adult with you.
      v. In this lesson, you are going to have a chance to make some rules of your own about how you think people should act with each other when they are dating.
   b. Ask the class to describe one characteristic of a healthy dating relationship, and then have them explain why they think this quality would be important.

3. **Explain the Steps to Dating**
   a. Describe how dating works, and ask class for their thoughts and opinions on each point.
      i. Dating usually has 3 main events: (1) asking someone out or getting together, (2) dating or going out, and (3) breaking up.
      ii. At some point when they are older, probably after high school, a person may meet someone who they want to spend the rest of their life with, and they may never break up.
1. However, for most relationships, these are the three main steps.

iii. We are going to create a list of common behaviors for each step of dating.
   1. This is not a list of what people “should” do, but rather what you have seen or heard of people actually doing, both good and problematic.

iv. Brainstorm the list.
   1. Step 1: Asking someone out or getting together.
      a. How do people ask each other out? How do they get together?
      b. What sorts of things do they do or say to each other?
   2. Step 2: Dating or going out.
      a. What sorts of things do two people do together when they’re dating?
      b. How do they treat each other?
      c. How do they talk to other people about their boyfriend or girlfriend?
      a. How do people break up with each other?
      b. How do they talk about their ex to other people?
      c. What sorts of specific behaviors would you see?
      d. Help students focus on the act of breaking up or the immediate aftermath.

v. Debrief the brainstorm.
   1. Take a look at these lists. Do all people usually do these things, or are some of them more likely for only boys or only girls?
      a. Point out brainstorm items that already include gender, if any. Make a notation next to additional items that students identify.
      b. This is not surprising because in our society there are often different expectations of people depending on their gender—whether they are a boy or a girl.
      c. When we write our own rules, we will have a chance to make rules that are fairer for everyone.

4. Dating Laws Activity
   a. Explain that there are laws that people need to follow about relationships and sex, not just cultural rules like the ones the class came up with.
      i. These laws are very important in keeping people safe from sexual assault and abuse, but they don’t go very far in teaching people how to have happy, healthy relationships.
      ii. That is going to be your job in the next activity!
   b. Use TurningPoint Technologies for the trivia activity.
i. How old do you have to be to get married in most states? 18

ii. A person can get married to someone of any gender. True.
   1. According to federal and Illinois State law, a person can get married to someone of any gender.

iii. What is consent? Giving a firm yes.
   1. If two people have sex or engage in sexual touch, they have to both give consent to each other, which means permission.
   2. If a person who is drunk or high gives consent to have sex, it does not legally count as consent in most states.
      a. The person they have sex with will get in trouble.
      b. It is never allowed to have sex with a person who is passed out, asleep or unconscious, even if the person gave consent in the past.
   3. Consent needs to be freely given each time.
   4. A person can legally give their permission to have sex at age 16, 17 or 18, depending on their state.
   5. The laws for people who are younger than this and who choose to have sex or engage in sexual touch are different depending on the state they live in.
   6. Explain to the class that next week, we will be discussing “Saying No”, and some helpful skills if you do not want to give consent.

iv. Consent is the same in every state. False.
   1. Consent in IL: “Consent” means a freely given agreement to the act of sexual penetration or sexual conduct in question. Lack of verbal or physical resistance or submission by the victim resulting from the use of force or threat of force by the accused shall not constitute consent. The manner of dress of the victim at the time of the offense shall not constitute consent. A person who initially consents to sexual penetration or sexual conduct is not deemed to have consented to any sexual penetration or sexual conduct that occurs after he or she withdraws consent during the course of that sexual penetration or sexual conduct.
   2. Some states define consent very clear/detailed, while others do not.
   3. Anyone who is in a position of power, like a teacher, coach or boss, cannot have sexual contact with a youth or student they supervise, no matter how they met.
   4. These laws are very important in keeping people safe from sexual assault and abuse, but they don’t go very far in teaching people how to have happy, healthy relationships.
      a. That is going to be your job in the next activity!
5. Brainstorm Activity on Fairness
   a. Ask the class what means to be fair.
   b. The idea of fairness is important to the rest of the lesson.
      i. Right, it applies the same to everyone. It is not biased in favor of one
         person or group of people.
   c. Hand out dating situation prompts and get the students to explain why
      different dating situations could be or could NOT be fair.

6. Rules of Dating Group Activity
   a. Explain the group activity to the class.
      i. I want you all to imagine that you have been appointed by the
         President of the United States to the Presidential Teen Dating
         Commission.
      ii. Your job on the commission is to create a set of dating rules for teens
         so that they can have happier, healthier dating relationships.
      iii. There are a few things you should keep in mind as you are creating
         your rules. The rules you create must meet the following criteria:
         1. The rules must be completely fair.
         2. Every rule must work for everyone, including people of all
            sexual orientations, gender identities, cultures, races,
            religions, economic levels, etc.
         3. The rules should promote respect and fairness between the
            people who are dating.
         4. The rules can’t cause harm to anyone.
         5. There must be at least one rule for each step of dating. (asking
            someone out, dating/going out & breaking up)
   b. Make sure students touch on the following topics when making their rules:
      i. How people talk to each other.
      ii. How people talk to others about their boyfriend or girlfriend.
      iii. How people show physical affection to their boyfriend or girlfriend.
      iv. How people make decisions on what they are going to do.
      v. How people handle disagreements.
      vi. How people handle someone telling them “No”.
   c. Divide the class into small groups and further explain the activity.
      i. Each group should write at least 3 rules: one rule for each dating step.
         1. Try to make them complete, well-written rules that anyone
            could follow.
         2. Remind them that the guidelines we just reviewed will help
            them.
         3. Write the rules that your whole group agrees upon on your
            handout.
         4. There’s also a place for any other general dating rules you can
            think of.
5. I would like your group to write each rule you have come up with on an individual piece of paper.

6. Please write big and clearly because others will be reading these.

7. Then, tape your individual rules on the poster where they belong. For example, you will tape your rule for “Asking Someone Out” onto the poster titled “Asking Someone Out.” You will see pieces of tape to use next to each poster. When you are done, please return to your seats.

d. Review and cluster the rules, observing common themes.

e. At the end of the activity when all of the rules have been presented, have students vote on their favorites.
   i. Now it is time for the Presidential Teen Dating Commission to vote! You have two stickers and one minute to vote.
   ii. You can vote for your two favorite rules by putting a sticker next to the rule on the paper.
   iii. It is OK if you want to vote for your own rule.

7. Answer student questions and close.

For questions pertaining to this specific lesson, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Saying No: Abstinence
6th Grade, Lesson #4

Time Needed
50-60 minutes

Student Learning Objectives
To be able to...

1. Define sexual abstinence as it relates to pregnancy and STD prevention.
2. Demonstrate effective peer refusal skills to avoid sexual risk behaviors.

Agenda

1. Ground Rules.
2. Define abstinence.
3. Discuss refusal skills.
4. Defining consent.
5. Practice refusal skills.
6. Refusal skills group activity.
7. Answer student questions and close.

Materials

Classroom Materials:
Refusal Skills check-list
Refusal Skills scenarios

Activities:

1. Ground rules
   a. ASKING questions is critical to learning.
      i. Students may ask questions aloud, in writing or in private.
      ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
      iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
      iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.
   b. PASSING (choosing not to respond or participate) is every person’s essential right.
      i. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.
ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.

iii. Assure students that they also have permission to “pass.”

c. **PROTECTING** peoples’ feelings is critical to the building of trust.
   
   i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.

   ii. It means respecting others’ rights to disagree.

   iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. **LISTENING** respectfully is essential.
   
   i. You deserve it, students deserve it and guest speakers deserve it.

e. **ENCOURAGING** others to follow these rules ... means positive peer pressure.
   
   i. Students can gently remind one another of the ground rules.

2. **Define Abstinence**

   a. Define abstinence, emphasizing the sexual behaviors that need to be avoided in order to prevent pregnancy and STIs—oral, anal and vaginal sex.

   b. Explain that abstinence is very common, and reinforce that it is a decision people make throughout their lives.

   i. Can someone define abstinence for me? (Allow students to give their own definitions of abstinence and validate their ideas.)

   ii. People have a lot of personal definitions of abstinence.

   iii. The definition we are going to use in this class is that abstinence means not having oral, anal or vaginal sex.

      1. Oral sex is when one person’s mouth goes on another person’s genitals.

      2. Anal sex is when a penis goes in someone’s anus or butt.

      3. Vaginal sex is when a penis goes in someone’s vagina.

   iv. The reason we are including all of these types of sex in our in our definition of abstinence is because abstinence is a 100% effective way to not get pregnant or catch an STI.

   v. Since people can get STIs from oral, anal and vaginal sex, and can get pregnant from vaginal sex, we are going to include all of these types of sex in our definition of abstinence.

   c. Why do you think it’s important to know that most high school students are abstinent?

      i. If someone thought that every student in this school was having sex, how would that feel?

      ii. It’s important to know that most high school students are not having sex, so that you don’t feel pressured to have sex.
d. Abstinence is something that teens and adults choose at different times in their lives.
   i. People of every sexual orientation, including gay, lesbian, bisexual and straight people, choose abstinence.
   ii. And people can choose abstinence at any point in their lives, even if they’ve already had sex.
   iii. The purpose of today’s lesson is to learn and practice the important steps in staying abstinent and saying NO to sexual pressure.

e. Describe “how abstinence works”.
   i. Everyone can make the decision not to have sex, or to be abstinent.
      1. Even if people have had sex before, they can still make a decision not to have sex at different times in their lives.
      2. This could be for long periods of time, or it could be that they do not want to have sex in a particular moment or with a particular person.
   ii. It is okay for a person to change their mind!! If they wanted to have sex but decide they don’t want to, that is their right!
      1. Just because someone had sex in the past does not mean they are obligated to have sex in new romantic relationships.
   iii. Once people make the decision to not have sex, it’s important to be able to communicate their decision to whomever they are with.
   iv. It’s also really helpful to avoid situations where they might be tempted to have sex, or where sexual activity is more likely, such as being home alone with a boyfriend or girlfriend.
   v. Even when people have sexual feelings, are curious about sex, or are already kissing or touching each other, they can still make the choice not to have sex.

3. Discuss Refusal Skills
   a. Brainstorm with the class a list of ways someone can say “No.”
      i. Sometimes, one person wants to have sex and the other person doesn’t.
      ii. Teens that choose not to have sex have many strategies they can use to help them be abstinent.
      iii. Brainstorm ways to say NO clearly, including the following points:
         1. Say the word NO.
         2. Use a clear voice.
         3. Match what is being said with body language.
      iv. Explain that people can learn skills to help them leave the situation or get help if someone is not respecting their “NO”.
      v. Stress that forcing or coercing someone to have sex is always wrong. If people are forced or coerced to do something sexually, it’s not their fault.
b. Display Refusal Skills in PowerPoint, read the refusal steps, and give a brief explanation of each one.
   i. Say NO. Clearly state that you do not want to have sex.
   ii. Explain why, for example: “I don’t want to get pregnant,” or “I’m not ready to have sex.”
   iii. Suggest an alternative. Offer something else that you can do together instead. For example, “I think we should go outside now.”
   iv. Leave if you need or want to. Like we discussed earlier, sometimes the other person doesn’t respect your NO. At that point you might need to get out of the situation or get help from someone else.
   v. It might seem like it would be easy to just say no, but if you are in a relationship with someone you care about it can be hard to think of the right thing to say.

4. Defining Consent
   a. Refer student to the “Rules of Dating” lesson from last week and ask if anyone remember what consent means.
      i. I want to be really clear that it is always the other person’s responsibility to listen when someone says no to having sex or engaging in any kind of sexual touching.
      ii. It is never OK to force or pressure someone into having sex or into any kind of sexual touching.
      iii. If people are forced or pressured into having sex or a sexual act, it is never their fault.
      iv. It is always the fault of the person who forced or pressured them, and it is always wrong.

5. Practice Refusal Skills
   a. Unfortunately, people don’t always want to hear or respond well to NO.
      i. There are times when people need to say NO very clearly and leave the situation.
      ii. They might also need to tell an adult or ask a friend for help.
   b. To be abstinent, there may be times when a person has to refuse to have sex.
      i. Sometimes this is easy to do; sometimes it can be difficult.
      ii. Either way, practice makes it easier.
      iii. For the purposes of this lesson, let’s assume that you like the person you are saying NO to and want to continue hanging out, but you do not want to have sex.
   c. Read the first scenarios for the class to discuss
      i. I will need two volunteers to read the script to the class

6. Refusal Skills Group Activity
a. Explain to students that they will now work in small groups to come up with responses to these scenarios- their scripts will only be partially filled in, however.

b. Pass out and review the Refusal Skills Checklist.

c. For each scenario, one person will be the asker, one person will be the refuser, and one person will fill out the Refusal Skills Checklist while they observe.
   i. Give students 10 minutes to fill in lines for all three scenarios.
   ii. Every student fills in the lines for all three scenarios, even though they will only be reading one of them in their small group.
   iii. Remind the class that the person playing the refuser likes the asker and wants to continue hanging out with them, even though they want to say no to them.
   iv. In each group, each member takes a turn being the asker, the refuser and the observer.

d. After reading each scenario out loud with the new lines written by the refuser, everyone will switch roles and do another scenario, so that each person gets the opportunity to be in each role.
   i. The purpose is for everyone to practice refusal skills and to hear good refusal skills.

e. Debrief as a large group after all groups have finished, debriefing each scenario one at a time.
   i. Ask volunteers from a few of the groups to give examples of the refusal skills that they came up with or observed.
   ii. Validate all of the refusal language. Conclude the lesson by praising the students’ effort and skill.
   iii. Depending on the class you may want to have volunteers act out the scenarios in front of the class.

7. Answer Student Questions and Close

For questions pertaining to this specific lesson, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Communication and Decision Making
6th Grade, Lesson #5

Time Needed
50-60 minutes

Student Learning Objectives
To be able to...

1. Demonstrate effective communication skills to promote sexual health and healthy relationships.
2. Choose a healthy alternative when making decisions.
3. Apply a decision-making model to various situations.

Agenda

1. Ground Rules
2. Define active and passive decisions
3. Active vs. passive activity
4. Healthy communication role play activity
5. Discuss helpful tips for healthy communication
6. Practice healthy communication with a class scenario
7. Group work with real-life scenarios using communication skills
8. Answer students’ questions

Materials

Teaching Materials:
PowerPoint Presentation
Two Signs, one reads “Active” the other reads “Passive” (optional)
FLASH Healthy Communication Tips and Refusal Skills Handout, adapted
Real-Life Scenarios for group work

Activities:

1. Ground Rules.
a. ASKING questions is critical to learning.
   i. Students may ask questions aloud, in writing or in private.
   ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
   iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.

b. **PASSING** (choosing not to respond or participate) is every person’s essential right.
   i. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.
   ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skill of limit—setting.
   iii. Assure students that they also have permission to “pass.”

c. **PROTECTING** peoples’ feelings is critical to the building of trust.
   i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
   ii. It means respecting others’ rights to disagree.
   iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. **LISTENING** respectfully is essential.
   i. You deserve it, students deserve it and guest speakers deserve it.

e. **ENCOURAGING** others to follow these rules ... means positive peer pressure.
   i. Students can gently remind one another of the ground rules.

2. **Define Active and Passive Decisions**
   a. Discuss with students that we are responsible for the choices we make- and we can make healthier choices if we are actively thinking about them!
   b. Ask students- do people always act on their feelings? No! They actually don’t!
      i. “Feeling” does not necessarily equal “acting.”
      ii. People do not always act on their feelings.
         1. For example, you may feel like killing your little brother or sister when they are annoying you, but you definitely stop yourself from doing that.
         2. You may feel like eating a whole chocolate cake, but you stop yourself.
         3. Human beings process a step between feeling and acting...deciding.
   c. Tell students there are two ways people go about deciding:
      i. Active -- by choosing
      ii. Passive -- by letting things happen to them (by chance, habit, or letting someone else make the choice for you).
   d. Give students an example to explain the difference:
i. For example, an active, chosen decision would be to say “I am going to have an orange popsicle.”
ii. A passive decision would be to reach in the box and take whatever flavor you happen to grab. Or to ask someone else to get you a Popsicle, without telling them a flavor. That works fine, unless you happen to really dislike one flavor. A passive decision is usually OK, as long as the situation is as unimportant as what to have for a snack.

3. **Active vs. Passive Activity**
   a. Check students’ comprehension of Active vs. Passive with a quick game
      i. Read a statement at a time and ask students to stand on one side of the room if it sounds like an active choice, and stand on the other side if it sounds like a passive choice (can use signs for this activity).
      ii. If there is a disagreement about any of the choices, ask students for their opinions.
   b. Statements:
      i. You ask your friend what movie they want to watch tonight and they say “I don’t care, you pick.” **Passive**
      ii. You are walking in the hall and you see some kids your age picking on a 5th grader, so you walk up to them and tell your classmates to cut it out and leave them alone. **Active**
      iii. You have a big test coming up next week that you know you need to do well on, so you decide to study tonight instead of going over to your friend’s house. **Active**
      iv. You have a headache and it’s really hard to focus in class because of it- but you try to ignore it and hope it will go away. **Passive**
      v. You are at your friend’s house when their older siblings are home and drinking. They ask you if you want to try it and you say, no thanks, I don’t drink and I don’t want to start now. **Active**
      vi. You are with your friends at recess and you really would rather play basketball or something today- but you go along with the group and sit in your usual spot and talk, because it’s what you always do. **Passive**

4. **Healthy Communication Role-Play Activity**
   a. Discuss with students that it is important that people feel like they can make their own choices and have the power to do that- and it is even MORE important for people to feel like they can communicate their wants, or their choices, to others and actually be heard.
   b. Continue with healthy communication means people are open and honest, respectful, and actively seeking to understand each other! Tell students that we are now going to talk about how we can communicate with people so we are using our words in a healthy way.
c. Role Play Activity
   i. Request 3 volunteers for a communication skills demonstration. Instruct the rest of the class to read “Healthy Communication Tips and Refusal Skills” to themselves, while the 3 volunteers receive instructions from the teacher.
   ii. Take the volunteers out to the hallway or another space where the rest of the class cannot hear or see you.
   iii. Explain to the volunteers that they will do 3 demonstrations of asking someone to hang out after school. Each scenario will start the same, but the asker will be using different communication skills for each one.
   iv. Roles:
      1. Asker- will be asking the Responder to hang out, first in a way that is too shy, second in a way that is too pushy, and third in a respectful, effective way.
      2. Responder- will be responding to however they are asked by the Asker- tell them to naturally respond to how they are being treated.
      3. Friend of Responder- there to support their friend, the Responder, if they feel their friend is uncomfortable or needs help.
   v. Make sure students understand their roles and give volunteers about a minute to discuss how they want to perform the demonstrations.
   vi. Remind volunteers that gender is not important in this activity encourage them to act like themselves, in their normal voices.
   vii. Have the volunteers act out the first attempt (shy asker) and the second attempt (pushy asker). Instruct students to use their Effective Communication Tips handout to answer the following questions after both scenarios:
      1. What didn’t go so well?
      2. Did person A do any of the things from your handout?
      3. Let’s say person A is your friend, and you really want to help out. What advice would you give?
   viii. Then have the volunteers act out the final scenario the third attempt (respectful asker). Instruct students to use the Tips handout again to answer the following questions:
      1. What did person A do well?
      2. Did person A do anything of the things from your handout?
3. Did person A respectfully ask a question and genuinely wait for the answer?

   d. Summarize by covering concepts covered: healthy vs. unhealthy relationships; respecting a no; effective and healthy communication.

5. **Discuss Helpful Tips for Healthy Communication**
   a. Call on a volunteer (or two) to read the information on the handout.
   b. Elaborate on the points.
      i. Use “I” statements: this lets the person know you just want to be heard for what you think and feel. It’s not about being polite, it’s about being clear.
         1. Example: “I feel hurt when I am shouted at. Sometimes it even makes me angry.” Vs. “When you shout at me, it makes me really angry.”
      ii. Express your opinions and feelings: It is okay to let people know how you feel, and what things you think strongly about is especially important! Do not be afraid to stand up for yourself and what you think is right, even if you have to turn someone down or refuse them.
      iii. Say NO firmly but respectfully: You have the right to say no - you all discussed that a few weeks ago when learning refusal skills. We can say no firmly, without being disrespectful.
      iv. Ask for what you want: Like we said before, it is okay to have a voice in your own relationships, friendships or romantic relationships. If you ask straight for what you want and are honest, you are most clearly communicating. Remember though, just because you ask straight for what you want doesn’t mean someone has to say yes. Other people are allowed to say no to you, and you need to respect that, too.

6. **Practice Healthy Communication- Class Scenario**
   a. Tell students you are going to practice healthy communication as a group, keeping in mind Active Decisions- we want to be clear and certain with what we are saying, no wishy-washy statements or decisions!
   b. Pose the following question to the class: What could we say if... You see your friend shoplift; nobody seems to have noticed, but you definitely did.
      i. Take some volunteer responses, and validate any opinions.
      ii. Tell students that the more alternatives a person thinks of, and the more thoughtful s/he is about each one of them, the better the chances of a good decision.
      iii. Have them consider, aloud, how they might feel in this specific situation and what beliefs might affect the decision.

7. **Group Work**
a. Now, break the students into 3 or 6 groups, and hand out individual scenarios. Tell them they will work as a group to come up with their own responses to this new situation. (If split into 6 groups, each group will have the same scenario as one other group.)

b. Remind them that they will be reading their responses out loud, and that responses should use either the refusal skills or the communication tips, and should be respectful and non-judgmental. After they've come up with their group response, students can share with the class. Encourage them to write down their thoughts.

c. Allow 5 minutes for group work and then ask groups to share their responses. After groups have shared all of their responses, have students choose favorites/strongest responses to share with the class.

8. **Answer Student Questions**
   a. Conclude the lesson with a wrap up of today’s topics.
      i. Thank students for their thoughtful comments and hard work. Remind them that many people find themselves in situations like the ones we discussed or role-played today. It can be helpful to be prepared with good communication skills and a strong understanding of “okay vs. not okay” in a relationships, like you discussed during your Rules of Dating lesson. Healthy communication can help you make the best decisions possible to keep yourselves healthy and safe!
   b. Ask student if they have any questions and conclude the lesson.

This lesson is being taught by Peoria Public School’s FLASH trained representatives within your student’s school. For questions pertaining to this specific lesson, please contact your school’s principal.

For questions regarding curriculum for this lesson, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Healthy Communication Tips and Refusal Skills

Communication Tips:

Use “I” Statements (I think... I want...)
• “I won’t go out with someone who treats people like that.”
• “I think we should find something else to do.”

Express Your Opinions and Feelings (I believe...)
• “I believe people should be open and honest in their friendships.”
• “I appreciate how you listen to me and take my feelings seriously.”

Say NO Firmly but Respectfully.
• “No, I don’t want to go out with you.”
• “No, I don’t want to go without our friends.”

Ask for/Say What You Want.
• “I want to wait to have sex until I am older.”
• “I want to date you, but only if my family is okay with it.”

Refusal Skills:

Say NO clearly and state what you don’t want to do.
• “No, I don’t want to do that.”

Explain why.
• “I am not ready.”

Suggest an alternative.
• “I don’t want to go upstairs, but we can stay here and keep talking with everyone else.”

Leave if you need or want to.
• “We are done talking about this. I am leaving.”
Child Sexual Abuse
Grade 6, Lesson #6

Time Needed:
45 minutes

Student Learning Objectives:
Keeping My Body Safe aims to instill in each child the following:
- Body Safety Rules
- Trust feelings when making decisions about sharing bodies (inner voice/instincts)
- Child abuse is not a child’s fault

New Topics Introduced in This Lesson
- Recognizing when a friend may have a bad secret
- How to overcome fear/uncertainty about divulging bad secrets
- Sexual exploitation
- Gender roles
- The importance of telling someone and being believed

Materials
- Evaluations
- Pencils

Lesson Outline
I. Introduction
   A. Introduce self and agency
   B. Introduce today’s topic
III. Introduce Concepts/Video
   A. What is sexual abuse?
   B. Bad secrets and fear
   C. Sexual exploitation
   D. Gender roles
   E. Tell someone and be believed

II. Quick Recap of Previous Topics
   A. Good secrets vs. bad secrets
   B. Review of good touch vs. bad touch
   C. Feelings and instinct
   D. Body safety rules

IV. Play Video
V. Discussion Questions
VI. Quick Review of Today’s Concepts

For more information or scheduling regarding Erin’s Law or Child Sexual Abuse Prevention education, please call: 309-691-0551 or visit our website at: www.centerforpreventionofabuse.org