Sexual Orientation and Gender Stereotypes
Grade 7, Lesson #1

Time Needed
50-60 minutes

Student Learning Objectives

The students will 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’s important for people to feel proud of their identities, including their sexual orientation and gender identity.

Agenda

1. Ground Rules.
2. Find your identity.
3. Definitions activity with TurningPoint.
5. Uniqueness activity.
6. LGBT Bullying video and discussion.
7. Being an ally.
8. Answer student questions and close.

Materials Needed

For Classroom:
Sam Killermann’s Genderbread Person

Common Questions Q and A

SexEtc. LGBT Bullying Video
http://sexetc.org/videos/lgbtq-discrimination/

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. **Find Your Identity**
   a. A person’s identity refers to their sense of who they are as an individual and as members of social groups.
   b. People have many identities.
      i. Their identities might include their gender, their race, their nationality, their sexual orientation, their family identity (sister, uncle, etc.), their religious identity, if they have one, their work or an important interest.
      ii. Name 3 of your most important identities. For example: male, Mexican American, gay, sister, Buddhist, soccer player, artist, environmentalist, gamer, etc.
         1. Would you pick the same identities now as when you were in kindergarten? Why or why not?

3. **Definitions Activity**
   a. Today we’re going to focus on two particular types of identity.
   b. Every person has a sexual orientation and a gender identity.
c. We’re going to start by learning some common and respectful words having to do with sexual orientation and gender identity that are important for everyone to know.
   i. What term is a way to identify when a person doesn’t feel exactly like a boy or a girl, at least not all the time?
   ii. True or False: Cisgender is when a person’s gender identity matches the sex (male or female) the doctor assigned them at birth.
   iii. When a person’s gender identity doesn’t match the sex (male or female) the doctor assigned them at birth, how do they identify?
   iv. Queer is a broad term that can include gay, lesbian and bisexual people, as well as others who don’t identify as straight.

d. Sexual Orientation vs. Gender Identity.
   i. Sexual Orientation/Attraction
     1. Who a person likes/sexually or romantically attracted to.
        a. Lesbian or Gay – attracted to own gender.
        b. Bisexual – attracted to more than one gender.
        c. Heterosexual – attracted to another gender.
   ii. Gender Identity
     2. Usually matches physical anatomy and gender assigned by their biological sex.
        b. Transgender – identity does not match body.

e. Review Genderbread person.
   i. Brainstorm and give examples of different point of the spectrum that help piece together a person’s identity.

4. Common Questions
   a. We’re all going to learn more about this topic by thinking about the most common questions students ask about sexual orientation and gender identity.
   b. You can see seven different questions posted around the room.
   c. I’m going to hand each small group a packet that has all the answers to these questions on different slips of paper.
      i. Your task is to figure out the right answer to each question.
      ii. When I call time, you’ll have 15 seconds to tape each of your answers to the correct question.
      iii. Then I’ll check the answers and clarify any confusion.
   d. Questions:
      i. How does someone know their sexual orientation? Their gender identity?
      ii. Can lesbian, gay and trans people have kids?
      iii. If a boy acts like a girl, or a girl acts like a boy, does that mean they are gay?
      iv. How do gay, lesbian and trans people have sex?
v. How old are people when they know their sexual orientation or gender identity?
vi. Can you change your sexual orientation? Gender identity?
vii. What if I don’t know someone’s sexual orientation or gender identity? What should I call them?

5. Uniqueness Activity
   a. Pass around a ball and for each person who gets the ball they have to say one thing that makes them unique.
   b. If they can’t think of something that makes them unique make them state why someone else in that class is unique.

6. LGBT Bullying Video and Discussion
   a. Tell students to pay close attention to the video for a discussion afterwards.
   b. Have students note 3 things:
      i. What did they see that is “Okay”
      ii. What did they see that is “Not okay”
      iii. What did they see that is “Really not okay”
   c. Discussion questions:
      i. In his dream, how does the main character know he's is in a world where being straight is the minority?
      ii. The main character was bullied and teased for being straight. How could that negatively impact him?
      iii. In our society, how are people given the message that being straight is the "right" or "normal" way to be?
      iv. How can these messages harm or limit people? (including straight, gay, lesbian, bisexual, transgender and cisgender people)

7. How to Be an Ally
   a. Tell the class we are now going to move into talk about how to be supportive, or an ally, to our classmates, family, friends, anyone, who is LGBT.
   b. Describe what an "Ally" is:
      i. A person who is a member of the dominant or majority group who works to end the oppression of those in the minority.
      ii. Can be used to describe someone who is supportive of LGBT people.
   c. Brainstorm with the class what a student could do to act as an ally to LGBT classmates and friends.
      i. Speak up.
      ii. Be honest.
      iii. Be supportive.

8. Answer students’ questions and close lesson
For questions pertaining to the curriculum itself, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Reproductive System and Pregnancy
7th Grade, Lesson #2

Time Needed
90 minutes

Student Learning Objectives
To be able to...

1. Name the parts of the male and female genitals and reproductive systems.
2. Describe the path of an egg during the menstrual cycle.
3. Describe the path of a sperm during ejaculation.
4. Recognize that there is a wide range of normal anatomy.
5. Describe the signs of pregnancy.
6. Describe the prenatal practices that can contribute to a healthy pregnancy.
7. Access medically accurate information about pregnancy, pregnancy options, and sexual/reproductive health services.

Agenda

1. Ground Rules.
2. Broken Words activity.
3. Review with TurningPoint activity.
4. Discuss and name the parts of reproductive anatomy and explain the processes of ovulation, fertilization, and conception.
5. Explain early signs of pregnancy.
6. Discuss the growth and development during pregnancy and prenatal care.
7. Review the process of labor and delivery.
8. Introduce laws related to pregnancy.
10. Share local sexual and reproductive health resources.
11. 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.
   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. **Broken Words Activity**
   a. Have students participate in a word-game to as an ice-breaker as well as to review some terms about human reproduction and anatomy.

3. **Review with TurningPoint Activity**
   a. What are the two sex cells called?
      i. The human body is made of billions of cells: brain cells, blood cells, bone cells, many more. This includes egg cells- ovum- and sperm cells. It takes an egg cell and a sperm cell to start a pregnancy.
      ii. The egg cell and sperm cell are different from all other cell sin the human body. They have half as many chromosomes. Chromosomes are the parts inside a cell that tell which characteristics are passed from generation to generation.

   b. What is ovulation?
      i. An egg and sperm cell can join in a few different ways- vaginal intercourse, donation of sperm to a woman, or help of medical technology
ii. When a woman ovulates, her body is creating the opportunity for a pregnancy to begin. If a couple has sexual intercourse around the time of ovulation, they could start a pregnancy.

c. What is fertilization?
   i. When the sperm and egg join, their chromosomes form into pairs, making them like all the other body cells, with 2 pairs of 23 chromosomes each, for a total of 46.
   ii. If an egg cell is present, only one sperm cell may enter the egg. Fertilization is complete when the egg cell and sperm cell have joined.
   iii. If the fertilized egg doesn’t die, then within 12 hours, it begins to divide and become 2 cells, then 4, then 8... continues its journey.

d. Where does a baby grow and develop?
   i. Uterus.

4. Discuss and Name the Parts of Reproductive Anatomy and Explain the Processes of Ovulation, Fertilization and Conception
   a. Male system development:
      i. For males, the reproductive system starts to mature during puberty ages 11-16.
      ii. You might notice changes such as wider shoulders, deeper voice.... All of these changes happen because of a small gland in the brain called the pituitary gland.
   b. Male system anatomy:
      i. Identify- Testicles, Scrotum. Vas Deferens, Prostate Gland, Seminal Vesicles, Urethra, Penis.
      ii. Define: Erection.
   c. Female system development:
      i. Also matures during puberty, the pituitary gland sends chemicals to the ovaries, female hormones (estrogen and progesterone) travel throughout the body and cause more changes, giving women menstrual periods.
      ii. Girls usually notice these changes around the ages of 9-12.
   d. Female system anatomy:
      i. Identify- Ovaries, Fallopian Tubes, Uterus, Cervix, Vagina, Clitoris.
      ii. Define: Menstruation, Ovulation.
      iii. Video discussing menstruation, ovulation, and fertilization and conception.

5. Early Signs of Pregnancy
   a. Brainstorm with the class typical signs and symptoms that indicate pregnancy.
b. If people think they might be pregnant, even without any of these symptoms, they should get a pregnancy test.
c. A pregnancy test can be done at a clinic or purchased at a drug store to be used at home. It takes about 5 minutes to get the results.
   i. At a clinic, the person pees into a cup and a medical staff person runs the test.
   ii. In a home test, the person pees on the plastic stick that comes with the test. The test can be done 7-10 days after pregnancy begins.
d. Ask: How can people know they are getting a pregnancy test at a reliable clinic?
   i. Clinic has medical staff, such as doctors, nurse practitioners or physician assistants.
   ii. Staff will provide information about places that will help them if they choose to become a parent, have an abortion, or make an adoption plan, without giving personal opinions, or trying to promote a particular choice.

6. Discuss the Growth and Development During Pregnancy and Prenatal Care
   a. Fetal Development
      i. For the first 2 months, the set of developing cells is called an embryo. After that, it is called a fetus. People often use the word “baby” during pregnancy, but baby refers to the time after birth. Pregnancies are often described in 3-month periods of time, or “trimesters”.
   b. First Trimester:
      i. During this time, all the organs begin to develop. This is when the embryo is most at risk for damage from infections and substances like alcohol and nicotine.
      ii. The term “prenatal care” means taking care of the pregnant woman’s health during pregnancy, which is very important right from the start of pregnancy. Tring to eat well, rest, take vitamins, exercise, and avoid alcohol, nicotine and other drugs are all important things to do. Seeing a prenatal doctor or midwife is important, too.
      iii. The first trimester is also when abortions take place. Abortion is ending a pregnancy with the help of a doctor. People have many different beliefs and feelings about abortion.
      iv. By the end of the first trimester, the fetus weights about 1 ounce—about the weight of a quarter.
   c. Second Trimester:
      i. During this time, the organs continue to grow and mature.
      ii. Prenatal care is very important at this time.
iii. By the end of the 6th month, the fetus weighs just under 2 pounds, about as much as a can of soda.

d. Third Trimester:
   i. The fetus’s brain and lungs continue to mature. The fetus begins to open and close its eyes, suck its thumb, and respond to light and sound.
   ii. By the end of the third trimester when the baby is born, the average weight is 7.5 pounds, though many babies are smaller or larger.

7. Review the Process of Labor and Delivery
   a. Show students a video and describe the three stages of labor.
      i. Three Stages to Labor
         1. First: contractions slowly open the cervix (opens to 10cm), which is the opening of the uterus, where the fetus has been growing and developing. As contractions happen more often, the mother is getting closer to delivering their baby. Longest part of labor (a few hours to 16 hours...)
         2. Second: contractions have helped move the uterus and the baby in place - now the mother pushes.
         3. Third: the baby has been born and the placenta is delivered.

8. Introduce Laws Related to Pregnancy
   a. The law says that a pregnant girl or woman has three choices.
      i. Keeping the baby.
      ii. Placing the baby for adoption – at any time in a pregnancy, an adoption can be made.
         1. Adoption is when people become the legal parent of a child that is not their biological child.
         2. Adoption is more common than many people think; over 2% of all US children are adopted.
         3. If there is an adoption plan in place, the baby will go live with the adoptive parents after they are born.
      iii. Having an abortion.
   b. She would want to talk it over with people she trusts before deciding.
   c. A boy or man who’s involved in a pregnancy has few alternatives; it’s not up to him which decision the girl or woman makes.
      i. If she chooses to keep the baby, the law says he must help pay for the child’s care for at least 18 years.
d. The law also says that a young person can take their infant to a Safe Haven which allows people in crisis to hand over their newborns to the proper authorities anonymously, without getting in trouble.
   i. Ask students to think about why this law exists, and why it is helpful.
   ii. The purpose of these laws is to protect infants and make sure that there is someone to take care of them.

9. Brainstorm Pregnancy Prevention Methods
   a. Review what has been discussed thus far:
      i. The reproductive system has the job of creating reproductive cells - or sex cells.
         1. Ovum and Sperm
      ii. The male sperm must fertilize the female ovum to start a pregnancy.
         1. This usually happens through sexual intercourse
      iii. Both male and female reproductive systems mature during puberty.
      iv. That means that once puberty begins, those systems can start a pregnancy.
         1. But, are teens ready to be parents? Why not?
         2. 3 out of 10 girls in the US will become pregnant in their teens.
            a. Have 30% of students stand to represent this statistic.
         3. In Peoria, about 1/10 girls will become a teen mom.
   b. Ways to prevent pregnancy
      i. Ask students what are some ways a young person can prevent teen pregnancy?
         1. Individual choices – ACTIVE decision making.
            a. Choosing abstinence; wearing a condom every time they have sex; using birth control; talking to a partner about the consequences of sex BEFORE choosing.
         2. Respecting other’s choices.
            a. If someone is choosing abstinence, respecting their right to say no; never force or pressure someone to do something they don’t want to do; supporting our friends and family.
            a. Not spreading rumors; not pushing stigmas; sharing factual, correct information like a health educator would!
         4. Asking questions.
a. When you aren’t sure, ask! Who could you talk to? Identify people in your mind who can help answer these questions!

ii. What are some ways a teen parent can prevent unhealthy consequences for themselves, their partner, and even their baby?
   a. Preventing pregnancy in the first place by choosing abstinence, using condoms, or using birth control.
   b. Talking to partner about the consequences of having sex.
   c. Maintain a healthy lifestyle- even before becoming pregnant, the choices we make affect our body into the future- even our CELLS!
   d. If pregnant, maintaining a healthy diet, exercising, not using drugs like cigarettes and alcohol, and going to the doctor for check-ups.
   e. If the partner of a pregnant mother, being supportive of the mother and encourage healthy habits, maintain your own healthy habits taking responsibility on your part.

10. Share Local Sexual and Reproductive Health Resources
   a. Where can someone get a pregnancy test in Peoria?
      i. Planned Parenthood, Heartland Health Clinic, In School Health Clinics, Drug Stores, like CVS.
   b. Planned Parenthood Peoria Health Center
      i. Pregnancy testing and services
      ii. Birth Control
   c. Heartland Community Health Clinic
      i. Pregnancy testing and services
      ii. Birth Control
   d. Whole Women’s Health
      i. Pregnancy testing
      ii. Birth control
      iii. Individual and family counseling
      iv. Abortion care

11. 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
Sexually Transmitted Infections (STIs)
Grade 7, Lesson 3

**Time Needed:**
50-60 minutes

**Student Learning Objectives**
The student will be able to ...

1. Describe the benefits of sexual abstinence as the safest, most effective risk avoidance method of protection from STDs.
2. Describe the benefits of condoms in reducing the risk of STDs.
3. Describe the benefits of testing in reducing the spread of STDs.
4. State a health-enhancing position on the prevention of STDs supported with medically accurate information.
5. Collaborate with others to advocate for behaviors that prevent STDs.

**Agenda**

1. Ground Rules.
2. Define STIs and describe different types.
3. Discuss community rates of infections.
4. True/False activity.
5. Share local sexual health resource sheet.
6. Public Service Announcement activity.
7. Answer student questions and close.

**Materials Needed**

**Student Materials**
- Local Sexual Health Resource Sheets
- Persuasion Map worksheet
- Facts about STIs handout
- Paper and writing utensils

**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 STIs and Describe Different Types
   a. You may have heard the term STD. Both STI and STD are correct to use.
      i. We prefer to use the term “infection” instead of “disease” because when people think of diseases they picture someone with obvious signs and symptoms that they are sick.
      ii. But the word “infection” reminds you that it can live silently in your body without knowing it’s there.
   b. Today we will look at another way of getting infections.
      i. Any of these infections can pass through sexual activity: vaginal, anal, or oral sex, and even genital skin to skin contact.
   c. Many people catch infections of the reproductive system by having sex with someone else who has them.
      i. Explain, too, your appreciation of their age and your support for abstinence: I know many of you are not sexually active.
      ii. For some, it may be several years... even ten or fifteen years.
      iii. But you will want to know this information eventually, even if it’s just to act as a health educator for friends and family
   d. Ask the class to brainstorm names of STIs they have heard of.
   e. List and describe the three different types of STIs:
i. Parasites: Curable, if recognized
   1. Scabies
   2. Pubic lice

ii. Bacteria: Curable, if recognized
   1. Chlamydia
   2. Gonorrhea
   3. Syphilis

iii. Viruses: Treatable, but not curable
   1. Herpes
   2. HPV (Human Papilloma Virus)
   3. HIV (Human Immunodeficiency Virus)
   4. Hepatitis B and C

3. Discuss Community Rates of Infections
   a. Ask the class to review and analyze the data presented, and ask them what kind of impact this information has.

4. True/False Activity
   a. Tell students to stand if they believe the statement is true, sit down if they believe it is false, and hold up both hands if they are unsure.
      i. HIV is a virus. True
      ii. HIV is found in the blood, semen, vaginal fluids and breast milk of someone who has the virus. True
      iii. Bumps, sores, painful urination and unusual fluid from the penis or vagina are possible signs of an STI. True
      iv. People who have HIV and other STIs often have no symptoms at all. True
      v. HIV can be spread through sweat, tears or urine. False
      vi. Some people can’t get pregnant after having an STI. True
         1. This usually happens when someone has had an STI a long time or many times without knowing and without getting treatment.
      vii. HIV can be cured with medicine. False
         1. There is still no cure for HIV, despite all of the advances in medicine.
      viii. People can live a very long time with HIV with the help of a doctor. True
         1. Medicine helps people live longer and healthier; helps make them less likely to pass HIV to others; and helps pregnant women not pass HIV to their babies.
      ix. Anyone can get an STI: male, female, trans, straight, gay, lesbian, bisexual, poor, or rich. True
x. A person can get an STI by having unprotected oral, anal or vaginal sex with someone who already has an STI. True
   1. STIs can spread by semen, vaginal fluid, blood, breast milk or skin-to-skin, depending on the specific type of STI. The most common ways are vaginal sex and anal sex.

xi. The most effective ways to protect against HIV and other STIs is to not have sex and not inject drugs. True

xii. Vaginal, anal or oral sex with a penis is much safer when using a condom. True
   1. Condoms are the best way for a person who has vaginal, anal or oral sex with a penis to protect themselves from HIV and other STIs.

xiii. Some STIs can be cured with medicine. True
   1. Many STIs can be cured, and all of them can be made better with treatment.

xiv. A person usually can tell if they have an STI by their symptoms. False
   1. Most of the time people have no symptoms.

xv. There is a vaccine to help people prevent getting Human Papillomavirus, a cancer-causing STI. True

xvi. It is risky to receive donated blood. False
   1. The blood supply is very safe. It is tested for HIV.

xvii. A person can choose abstinence at any point in their life. True

5. Share Local Sexual Health Resource Sheet

6. Public Service Announcement Activity
   a. Hand out Persuasion Map worksheets and the Facts about STIs handout.
      i. The purpose of a persuasion map is to help you create a convincing argument about something.
      ii. Today, we’re going to create convincing arguments about how to prevent STIs.
   b. Your first task will be to pick one main message out of the three choices in the first box, and circle it. It’s up to you. All are good messages.
   c. Then fill in the box with the reasons you think the main message is important, and the facts that support your opinion.
      i. The Facts About STIs handout can help you.
   d. You can be creative, as long as you support your opinion with facts, and don’t put down any of the other messages: abstinence, condoms or testing.
e. We’ll be doing this activity in small groups. (Break the class into pairs or triads.)
f. Have students create their PSAs
   i. Now we’re going to create Public Service Announcements about preventing STIs. Does anyone know what a Public Service Announcement is? They’re short ads put out by TV, radio, or social media to help change people’s behavior or attitude about important topics.
   ii. Your announcement must encourage abstinence, condoms or testing. It should be 3 to 5 sentences long.
      1. Use your Persuasion Map to get ideas.
      2. The announcement must be rated G or PG.
      3. Avoid scare tactics and negative judgments.
      4. Be sure it is medically accurate.
   iii. Leave 5 minutes for each small group to take turns reading their Public Service Announcement at the end of 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
Coercion and Consent
Grade 7, Lesson 4

Time Needed:
45 minutes

Student Learning Objectives
The students will be able to...

1. Define sexual consent and explain its implications for sexual decision-making.
2. Analyze techniques that are used to coerce or pressure someone to have sex.
3. Describe potential impacts of power differences within sexual relationships.
4. Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.
5. Summarize why individuals have the right to refuse sexual contact.
6. Explain why it is wrong to trick, threaten, or coerce another person into having sex.

New Topics Introduced in this Lesson
- Sexual Assault
- Coercion
- Consent
- Illinois Law on Consent

Lesson Outline
I. Introduction
   a. Introduce self and agency
   b. Introduce today’s topic

II. Introduce Concepts
   a. Sexual Assault: coercing or forcing another person into sexual contact
   b. Coercion: the use of manipulation to persuade people to do something they may not want to do, such as being sexual or performing certain sexual acts
   c. Consent: permission or agreement to engage in sexual activity
   d. Illinois Law on Consent

III. Coercion and Consent Scenarios
   a. Group Review and Report
   b. Discussion

IV. Review of Coercion and Consent
   a. Questions and Answers

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
Online Safety
Grade 7, Lesson 5

Time Needed:
45 minutes

Student Learning Objectives:
Students will be able to...
1. Evaluate the potentially positive and negative roles of technology and social media in relationships.
2. Describe strategies to use social media safely, legally, and respectfully.
3. Analyze the effect of technology on personal and community sexual health practices and behaviors.

New Topics Introduced in this Lesson
- Technology and its uses
- Positive and Negative effects of technological communication
- Risks of sexual violence and their connections to technology

Lesson Outline
I. Introduction
   a. Introduce self and agency
   b. Introduce today’s topic

II. Introduce Concepts
   a. Technology and its uses (social media, apps, etc)
   b. Positive and negative effects of communicating with technology
   c. Connecting the risks of sexual violence and technology

III. Online Behavior Activities
   a. Behaviors to avoid when communicating via technology
      i. Handout and Discussion
   b. Communication Scenarios
      i. Group Review and Report
      ii. Discussion

IV. Review of Online Safety
   a. Questions and Answers

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Sexual Harassment
7th Grade, Lesson 6

Time Needed:
45-60 minutes

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

New Topics Introduced in This Lesson
- Harassment and sexual harassment
- Respect, self-respect, and disrespect
- Gender roles
- The steps to stop sexual harassment
- Communication as a means to prevent (aggressive, passive, assertive, manipulative)

Materials
- PowerPoint with notes pages
- Evaluations
- Pencils

Lesson Outline
I. Introduction
   A. Introduce self and agency
   B. Introduce today’s topic
II. Quick Recap of Previous Topic
   A. Body Safety Rules
III. Introduce Concepts/Video
   A. What is Sexual Harassment?
      1. Physical
      2. Verbal
      3. Gender
   B. Flirting vs. Sexual Harassment
   C. Boundaries
   D. How to stop sexual harassment
   E. Respect, self respect, disrespect
IV. Play Video
V. Discussion Questions
VI. Quick Review of Concept

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