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UNITED STATES DISTRICT COURT
DISTRICT OF OREGON
EUGENE DIVISION

STATE OF WASHINGTON, et al.,

Case No.: 6:25-cv-01748-AA

Plaintiff(s),

v.

NOTICE OF AMENDED EXHIBIT

UNITED STATES DEPARTMENT OF
HEALTH AND HUMAN SERVICES, et al.,

Defendant(s).

NOTICE OF AMENDED EXHIBIT

Please take notice that Defendants hereby file an amended exhibit to Attachment #20 to Part 2 of the Administrative Record (ECF 91) in the above captioned case. The original exhibit was inadvertently left blank.

Dated: January 30, 2026.

Respectfully submitted,

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Counsel for Defendants

They Love Me... They Love Me Not...

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

CHR.10.CC.1 – Compare and contrast the characteristics of healthy and unhealthy relationships*

CHR.10.INF.1 – Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support

IV.10.CC.2 – Describe the types of abuse (e.g., physical, emotional, psychological, financial, and sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence*

IV.10.AI.1 – Demonstrate how to access credible sources of information and resources for survivors of interpersonal violence, including sexual violence

TARGET GRADE: Grade 9
Lesson 1

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with video, “Dating Abuse: Tools for Talking to Teens”
- LCD projector and screen
- White board and markers
- Worksheet: What Would You Tell Them To Do? – one copy for every three students
- Resource sheet: Love Is Respect, cut up into individual squares
- Extra pencils if students do not have them
- Lined paper if students do not have paper handy in class

ADVANCE PREPARATION FOR LESSON:

- Download the video “Dating Abuse: Tools for Talking to Teens” from <https://vimeo.com/99610424> or work with the IT person at your school to enable internet access. It is also helpful to watch the video before class to ensure you can lead the discussion confidently.
- Print out the resource sheet, “Love is Respect,” and cut up into individual squares, enough for each student to receive one square.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least three characteristics of an unhealthy or emotionally abusive relationship. [Knowledge]
2. Explain at least one thing a person in an unhealthy or abusive relationship can do to leave that relationship. [Knowledge]
3. Identify their own feelings about partners’ roles and responsibilities in a relationship when there is a power difference between the two. [Knowledge, Affect]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, and using gender neutral names in scenarios and role-plays. For example, in Scenario 2, Quinn’s gender is not named. Quinn could be interpreted to be a boy, a girl, or non-binary. How would this change the scenario? This is intended to make the curriculum inclusive of all genders and gender identities and to recognize that a person of any gender can be in an unhealthy relationship.

PROCEDURE:

STEP 1: Say, “Everywhere around us are examples of people in romantic relationships. People in our families, people we know – celebrities, characters in tv shows and movies. We constantly get messages about what it means to be in a relationship – and then it’s up to us to determine what we want and need, as well as what we’re willing to put up with, since no one’s perfect, and no relationship is perfect!”

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Some of you have already started being in relationships, and some of you haven't yet. No matter who we are or how old we are, we all hope for one thing: That our relationship is happy and healthy. We want to enjoy the time we spend with the other person. We want to care about them and know they care about us.

We also need to learn from our relationships – how to disagree respectfully and make up without holding grudges. We need to learn when and how to compromise, and when we need to dig in our heels and insist on something. Above all, we need to learn to recognize when things we don't like in our relationship are kind of frustrating but part of an overall give and take of a healthy relationship – and when things we don't like mean our relationship is unhealthy, or even abusive. That's what we're going to talk about today."

(3 minutes)

STEP 2: Show the video, "Dating Abuse: Tools for Talking to Teens." Stop the video right at 4:45 when the screen says, "Teens Need to Talk." Ask for general reactions to the video, then probe more deeply about what they saw by asking the following questions:

What were some of the things the teens were excited about when they first met their boyfriends? Probe for:

- He was funny; they laughed a lot
- They spent a lot of time/did a lot together
- He was cute/hot
- He made them feel good about themselves
- He was attentive – e.g., texting cute messages
- He was smart
- He was "mine" – the idea of belonging to another person
- He was thoughtful
- He was "different" – no one had ever talked to/done that for one of the teens before

What were some of the things that happened in these relationships that indicated things were changing? Probe for:

- Texting a lot and getting angry if they didn't text back
- Getting annoyed or angry if they spent time with friends and family instead of their boyfriend
- Wanting to know where they were and who they were with 24/7
- Becoming possessive – including threatened by close or best friends who were male; accusing them of cheating
- Jealous of activities or clubs they were involved in that didn't include the boyfriend
- Giving ultimatums – "choose the club or that person or me"
- Disrespecting boundaries – asking for sexy photos and the posting them on social media
- Commenting on – or even deciding on – what their girlfriend or boyfriend was wearing

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In each of the relationships, the person being controlled figured it was them – they were the problem, not their boyfriend. What examples do you remember of that? Why do you think they made those concessions – like quitting the debate team, or giving him more attention, or sending naked pictures, not just sexy pictures even when they seemed like they didn't want to do it? What happened in these relationships? Probe for:

- All the power in the relationship was taken by the abusive partner – for example, one person said they “needed his permission to do anything”
- One used threats – for example, threatening to show one girl's brother the naked photos; threatening to “out” or tell everyone that his boyfriend was gay
- One used physical violence – shaking or even slapping his girlfriend
- One boyfriend wanted to stop using condoms, even though his girlfriend was concerned about it – then became angry with her and forced her to have sex – which is rape, even if it's someone's boyfriend or girlfriend and even if they have had sex before

In each of the relationships, the abusive partner had power and control over his girlfriend or boyfriend. What techniques did he use to control his girlfriend or boyfriend? Probe for:

- He'd get angry – but then say how much he missed them.
- He'd apologize
- He'd promise not to do it again—“I'll change”
- He gave flowers/gifts
- He took away his boyfriend or girlfriend's sense of self-worth – e.g., “Who else would want me?” and “I felt stupid.”
- He isolated his boyfriend or girlfriend from their friends and family

Say, “The most frequent question people ask of others who are in abusive relationships is, ‘why did you stay so long?’ or ‘why didn't you break up with them sooner?’ While this ends up blaming the person being abused (we should be asking the abusive person why they were abusive!), it is a very common question. What do you think some of the answers to that question are, based on what you saw in this video?” Probe for:

- It's not always so clear what's normal – what's a typical fight or typical attentiveness and what's abuse or being obsessive – especially if things were going well for a while and then started to go bad.
- Because the person being abused usually has strong feelings for the abuser before they become abusive. They may hang on to hope that the abuser will change back to the sweet person they were before the abuse started – or may even blame themselves for the abuse.

Summarize the discussion by saying, “One thing that's important to keep in mind here has to do with gender. In all of these cases, the person who was abusive was one gender, but people of all genders can be abusive, too – and it can happen in relationships where they have boyfriends and it can happen in relationships where they have girlfriends. So while the majority of reported relationship abuse cases are between a male-female couple where the

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guy is the abuser and the girl is being abused, a person of any gender can be in either position.”
(20 minutes)

STEP 3: Say, “Given that people who are in abusive relationships can sometimes feel confused or unsure, people in their lives – family members or friends, for example – can play really important roles in helping the abuse stop. Let’s take a look at what some of those things are.” Divide the class into groups of 3. Distribute the worksheets, “What Would You Tell Them?” Instruct them to work together to complete the two scenarios using a separate piece of paper if they want to write anything down. Let them know they have about 8 minutes in which to do the work together.” (10 minutes)

STEP 4: After about 8 minutes, ask the groups to stop their work. Ask for a volunteer to read scenario 1 aloud. Ask for a volunteer from another group to respond to the first question, then solicit other responses from other groups. Do the same with scenario 2, continuing to ask for volunteers from groups who have not yet spoken. The processing of this activity will depend on what is contributed by students, but you can use the following questions as a guide in order to get to some key issues around power differences in both relationships:

What was it like to do that? What was [easy, sad, frustrating – fill in their answers] about it? What did both scenarios have in common? [That there was a power difference in each relationship; that someone who has strong feelings for another person doesn’t necessarily see when the relationship is becoming unhealthy or abusive.]

What did you notice about the advice that was suggested for each scenario? How likely do you think it would be that Oliver or Quinn would get out of their unhealthy relationships? Why?

Say, “Whenever you see something going on in a friend’s or a loved one’s relationship you don’t like, you have to ask yourself, ‘Do I say something? Is it my place?’ When it comes to an unhealthy or abusive relationship, the answer is yes – it’s really important to say something to let that person know you’re there for them, but without making them feel like they’re stupid for being in the relationship in the first place.” (15 minutes)

STEP 5: Explain the homework assignment, which will have them listen to a short podcast and react to it in their journals [if you have been using journals in class], or that they can complete by writing on a piece of lined paper or typing up their reaction on the computer. Write the following link on the board: <https://www.wnyc.org/story/seeking-end-cycles-abuse/> and ask them to write this down on a blank piece of paper or a blank page in their journals.

Note to the Teacher: *You may also wish to email or text the students the link after class to ensure they wrote it correctly.*

Say, “As you leave, I am going to give each of you a small piece of paper. Keep it for yourselves, or share it with someone you know who you think might need it. It has the National Domestic violence hotline, a text number for someone who thinks they may be in an unhealthy or abusive relationship – and a website for more information about healthy and unhealthy relationships.” Distribute the small pieces of paper as they leave.
(2 minutes)

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Responsibility: A K-12 Curriculum*

**RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION
OF LESSON:**

The in-class discussion and small group work will achieve the first two learning objectives, although feelings will be identified and expressed during these activities (objective number three). The third learning objective will be fulfilled by the affective homework assignment.

HOMEWORK:

Students will listen to an episode of Radio Rookie in which a teen's older sister is in an abusive relationship and write a journal response to it:

<https://www.wnyc.org/story/seeking-end-cycles-abuse/>

Worksheet: What Would You Tell Them To Do?

Scenario – What Would You Tell Him To Do?

Oliver is 14 and Emily is 17. He has never had a girlfriend before and can't believe that someone in the 12th grade is interested in him – especially someone as popular and beautiful as Emily. His friends tell him they don't like her – they think she's really bossy and fake, but he tells them they just don't know her. She likes when he comes to her soccer games after school – at the last one, he sat with a girl he's known since they were in kindergarten and considers one of his best friends. Emily sees them and they both wave to her on the field, but she doesn't wave back. When the game is over, she walks up to him, slaps him across the face and hisses, "Let's go!" and walks away. Oliver looks at his friend, shrugs, and runs after Emily.

In what ways does Emily have power over Oliver? How does she use this power?

If Oliver came to you for advice, what would you advise him to do? Keep in mind how he feels about Emily.

Scenario – What Would You Tell Them To Do?

Quinn and Greg are both in 10th grade and have been a couple for four months. Quinn has loved Greg in some way since they were little kids, and adults always joked they were destined to get married. Greg's father is the CEO of a major company and they have a huge home in the nicest part of town. Quinn lives with their dad, who works for the local cable company, in a one-bedroom apartment (Quinn sleeps in the living room). Quinn babysits every afternoon and weekend to make money to help pay for clothes and any social life with friends. Everything else goes into a college fund. Greg is intense – whatever he does, he does to the max – he goes out a lot and spends a lot of his dad's money. Everyone wants to hang out with him and he rewards people by paying for things – including Quinn. Greg wants Quinn with him all the time, and if Quinn is supposed to work babysitting, he just pays whatever Quinn would have earned that night. This is awesome for Quinn – getting the money and a social life! His parents are away a lot, and Greg has lots of parties at home when they're away. At one party, Greg calls Quinn over and asks Quinn to dance really sexy in front of his friends. Quinn whispers in his ear, "I don't do that kind of thing in front of other people." Greg smiles and says, "But baby, you work for me – and I want you to."

In what ways does Greg have more power in this relationship? How does he use this power?

If Quinn came to you for advice, what would you advise Quinn to do? Keep in mind how Quinn feels about Greg.

Resource Sheet: Love is Respect

<p>1.800.799.SAFE (7233) Text loveis to 22522 www.loveisrespect.org</p>	<p>1.800.799.SAFE (7233) Text loveis to 22522 www.loveisrespect.org</p>	<p>1.800.799.SAFE (7233) Text loveis to 22522 www.loveisrespect.org</p>
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How Well Do I Communicate with Others?

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.*

2012 NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.IC.1 – Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors.

TARGET GRADE: Grade 9
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Student Handout: “How Well Do I Communicate with Others? Example One” – one per half the students in class, folded in half
- Student Handout: “How Well Do I Communicate with Others? Example Two” – one per half the students in the class, folded in half
- “How Well Do I Communicate with Others?” roles – prepared as described
- Homework: “Communication in the Media” – one per student
- Exit slips cut in half, enough for each student to have one half sheet
- Blank sheets of 8 ½ x 11 paper – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

Print out enough copies of the “How Well Do I Communicate?” roles and cut them into thirds. Put each role into separate piles, and from that create enough triads for the entire class (for example, if you have 24 students, you would create 8 complete sets with each having a partner one, a partner two and a judge to create one complete set). You may wish to put each set together with a paper clip for easy distribution in class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe at least two characteristics of effective communication. [Knowledge]
2. Apply effective communication skills to a scenario relating to communicating with a partner about having a sexual relationship. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, “Today, we are going to looking at how we communicate with other people. Have any of you ever said something to another person, and they’ve reacted in a surprising way – or some way that didn’t make sense?” After students react, say, “A lot of times we immediately wonder, ‘wow, what’s wrong with them? Why didn’t they get what I was saying?’ Rather than blame the other person right away, we need to take a look at how we communicate, and whether we’re being as clear as we think we are!” (2 minutes)

STEP 2: Ask the class to get into pairs and to make sure they have something to write with. Distribute the blank sheets of paper and say,

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“I’m going to distribute two things to you right now. First, everyone should get a blank sheet of paper. Once you all have that, I’m going to give another sheet to one person in each pair. That person is going to be the ‘communicator.’ We will do this twice, switching roles the second time, so to start please decide now who is going to be the communicator first.”

Ask the communicators to raise their hands and walk around the room with the “How Well Do I Communicate? Example One” sheets, folded in half. Say, “I am giving the communicator a sheet. Please do not show it to your partner or anyone else in the class.

We will call the other person in the pair the ‘listener.’ The communicator needs to sit facing the listener so that the listener cannot see what is on the piece of paper. Communicators, you may need to hold up a notebook between you and your listener. When I say ‘go,’ communicators are going to describe what is on the sheet of paper in front of them. Listeners, you are going to draw on the blank paper what you hear the communicators describe to try to create something that matches what they are describing. The goal is at the end to have both papers look the same.

Now, there are a few rules:”

Write the following rules on the board as you go through them:

1. Listeners cannot see what’s on the communicator’s sheet.
2. Communicators cannot use hand gestures or draw anything themselves.
3. You may not look at the work other pairs are doing or refer to their work.
4. Listeners can ask clarifying questions, but otherwise should not speak.

Answer any questions they may have and tell them they have about 5 minutes in which to do this. Ask them to not show the other person what’s on their sheet, even once you have called time. (10 minutes)

STEP 3: After about 5 minutes, ask everyone to stop, reminding them to not show the other person either what was on their sheet or what they drew. Say, “Please place your sheets face down on the desk. Now, you’re going to switch – the communicator is now the listener, and vice versa. I am going to distribute a second, different sheet to the new communicators, and the other person will now be the listeners. Please do not get started until I have said ‘go.’” Have the new communicators raise their hands and go around the room distributing the “How Well Do I Communicate? Example Two” sheets folded in half to them. Once everyone has a sheet, remind them of the rules and that they have about 5 minutes and have them get started. (8 minutes)

STEP 4: As the students are working, write on the board to the right of the activity rules, “Worked Well” and then a few feet to the right, “Didn’t Work Well.” After about 5 minutes, ask the students to stop their work. At this point, they should turn over all four sheets to compare both drawings and originals. Give them a minute to react to these in their pairs.

Ask, “So how’d you all do?” Allow the range of responses, from “we both did great,” or “I was nowhere near – but my partner did a great job!”

Say, “Think about whether your drawing matched the communicator’s descriptions. When something you drew matched, why do you think that was?” Record responses in the “Worked Well” column. Responses may include:

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- The person was really clear
- The person was specific
- The person compared what was on the sheet to something else I already knew
- I spoke up and asked questions to make sure I understood
- The person didn't get frustrated; if I didn't get it they tried again

Then ask, "When something you drew didn't match, or if you didn't end up completing the drawing, why do you think that was?" Record these responses under the "Didn't Work Well" column. Responses may include:

- The communicator got frustrated with me when I didn't understand
- The communicator rushed me
- The communicator gave incomplete information, such as the shape but not its size or location on the page
- I didn't ask clarifying questions because I didn't think I could

Ask them to review the two lists and reflect on what they notice. Then say, "Both people have a role to play in communicating clearly. When we're the one who has something in particular to say or get across, we can sometimes be so focused on that that we don't think about the other person and how they're hearing it. If we become impatient or angry, that can shut the other person down so they may not feel like they can ask clarifying questions – or they may just agree to end the conversation. But both people have a responsibility to be as clear as possible when talking with another person – and they both have an equal right to be heard." (10 minutes)

STEP 5: Say, "This was just about drawing a picture – we're going to now talk about what it's like when two people are communicating about sex."

Divide the class into new groups of 3. Tell them that each group is going to have three characters: Partner One, Partner Two and the Judge. Each person will have a specific task, which you will give them. Explain that partners one and two are going to communicate with each other about something relating to their sexual relationship, and that they need to reach a decision. The judge's job is to decide how well they communicated and whether the decision they reached made sense given how they communicated. Ask the triads to please not show each other what's on their sheets.

Ask whether there are any questions. Refer back to the lists on the board about what they found worked or didn't work when it came to communicating during the drawing activity and to use that in their dialogues.

Then go around the room, randomly assigning people the role of partner one, partner two and judge, making sure each triad has a partner one, partner two and a judge. Once everyone has a sheet, give them about 2 minutes to read it through and think about how they want to play their role. Tell them they can make notes to themselves on their sheets, too, if they think that would help (in particular, the judge should be noting what they observe in the interaction). Tell them they can start, and that you will stop them after about 5 minutes of discussion. Ask the judge not to express any opinions until you have said so. (7 minutes)

Note to the Teacher: *If two cisgender, heterosexual boys end up randomly being assigned to each other, it is possible they will have a homophobic response that could include refusing to do the work or speaking or making gestures that mimic their understanding of gay*

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male stereotypes. Some boys may be fine doing the role plays, but someone from another group might make a homophobic comment about it. Should this happen in your class, it's important to stop what you are doing, notice the interaction, and ask for the class members to reflect on what's happening and why. Direct the students back to your class groundrules and reinforce the agreement to be respectful – and that making homophobic comments is not respectful.

STEP 6: After about 5 minutes, ask the groups to stop their work. Then ask the judges to take 2 minutes to share with the partners what they thought. After 2 minutes, ask for the class' attention and process the activity using the following questions:

- What was it like to do that? What was [easy, challenging, fun, boring – add in their responses] about it?
- Partners one and two – how do you think you did? Did you feel you were clear? Was your partner clear?
- Judges – what did you think of how the partners did? Can you share an example of when the two partners were on the same page and when they weren't? Why?
- How many partners compromised and changed their minds? What caused you do that?

Say, “It’s so common for people to misunderstand each other – it can happen in friendships, family relationships and between boyfriends and girlfriends. Communicating about sex carries a bit more responsibility with it – it’s a big decision to make, even if one or both people have already had sex before. Each decision with a partner is a new decision – so it’s important to know and communicate what you are and aren’t interested in doing, and to respect where the other person is if it’s different from where you are.”

Distribute the homework and briefly review the assignment with the students. Then distribute the exit slips and ask them to complete them and hand them to you as they leave class. (13 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

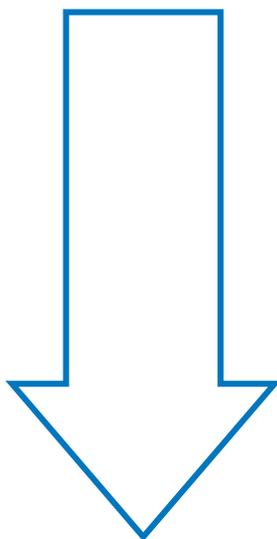
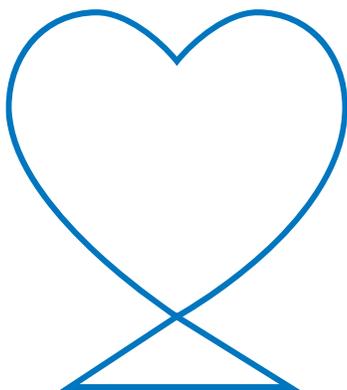
The in-class activities all serve to fulfill the learning objective for this lesson. The homework assignment contextualizes the learning in the world around the students.

HOMEWORK:

Worksheet: “Communication in the Media” – have students take note of videos or shows they watch over a week’s period and note what from class they saw examples of.

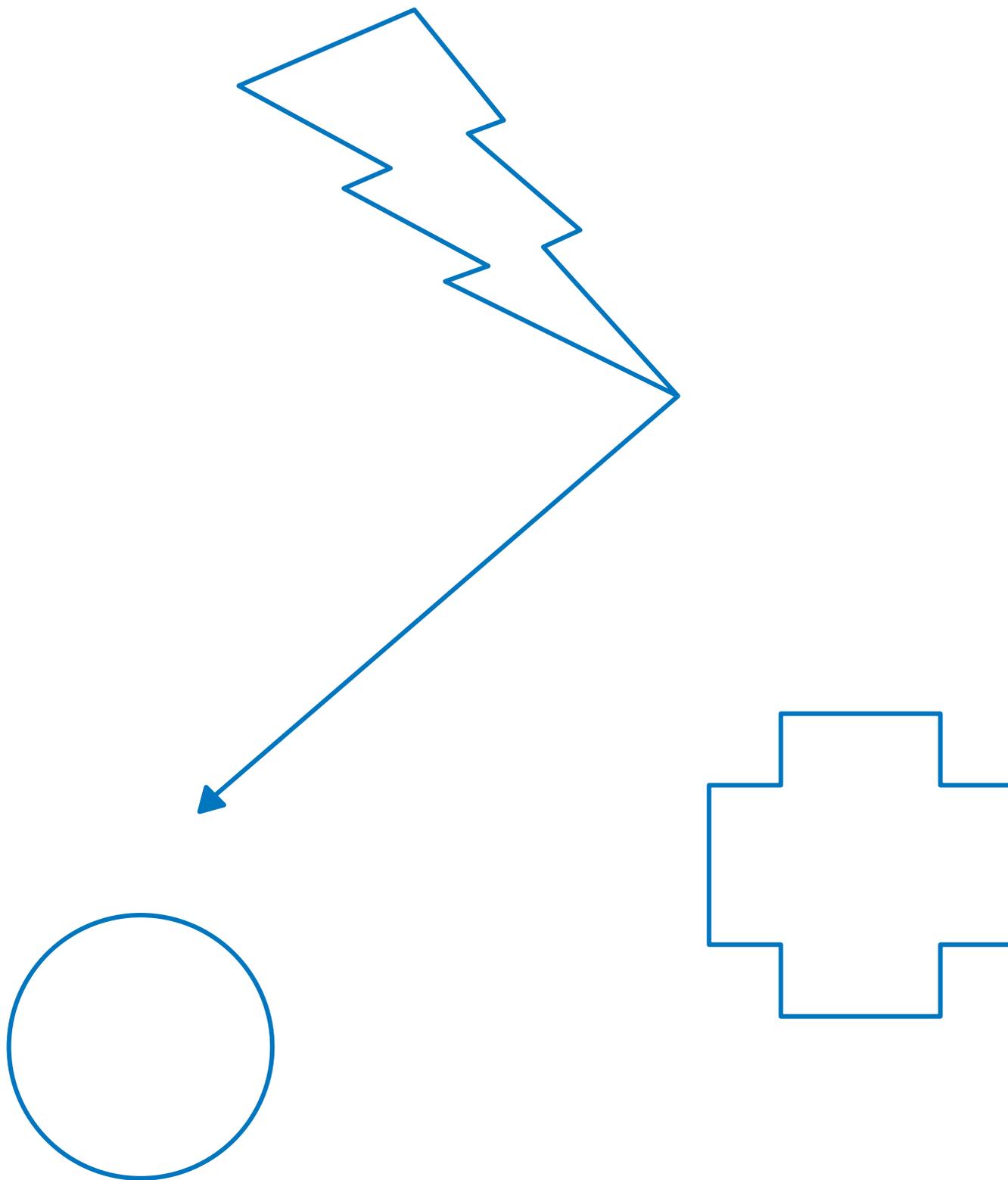
How Well Do I Communicate with Others?

EXAMPLE ONE



How Well Do I Communicate with Others?

EXAMPLE TWO



How Well Do I Communicate with Others?

ROLES

PARTNER ONE

You really like Partner Two. You have not had sex, and you really don't feel ready. You like the making out you've done, which hasn't included oral sex yet. You have it in your mind that if you are together in three months, you'll feel like you know each other well enough and be committed enough to each other to have sex. You are 100% sure that when you do have sex you two will need to use latex barriers, like condoms – no matter what!

PARTNER TWO

You really like Partner One. You have not had sex, and you really think you're ready. You like the making out you've done, but really think it's time to take it to the next step. You're sure that most of your friends have started having sex and don't see any reason to wait. You think that if partner one really cares about you they'll want to have sex. The one thing you are 100% sure about is that when you do have sex, you two will need to use latex barriers, like condoms – no matter what!

JUDGE

How did each partner do on communicating what they do and don't want to do? What could each partner have done more effectively? Do you think the decision they reached was the right one for them as a couple? Why or why not?

Exit Slip: Before you go . . .

Name: _____

What is one specific thing you think you can use from what we did today in class that will help you communicate with another person?



Exit Slip: Before you go . . .

Name: _____

What is one specific thing you think you can use from what we did today in class that will help you communicate with another person?

Homework: Communication in the Media

Name: _____ Date: _____

INSTRUCTIONS: Over the next week, as you're watching tv or shows online (or watching a movie), find two examples of couples communicating – one that you think communicated well, and one that didn't do so well. Record the examples as you see them, then answer the questions at the end.

Couple That Communicated WELL

Show/Movie name:

Character(s) observed:

What was the conversation about?

CHECK

Communicated clearly

Listened to the other person

Compromised when something was important to the other person

Didn't give in when they were feeling pressured

Used ultimatums ("do this or else") to get what they wanted

Couple that DIDN'T communicate WELL

Show/Movie name:

Character(s) observed:

Homework: Communication in the Media

What was the conversation about?

CHECK

Communicated clearly

Listened to the other person

Compromised when something was important to the other person

Didn't give in when they were feeling pressured

Used ultimatums ("do this or else") to get what they wanted

Questions:

1. For the couple that **DIDN'T communicate well**, what was the impact on their relationship?

2. For the couple that **DIDN'T communicate well**, what would you have them do differently in order for their conversation to have been more effective or clearer?

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A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

PS.8.CC.1 – Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence.

PS.8.CC.2 – Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong.

PS.8.AI.1 – Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted.

TARGET GRADE: Grade 8
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop connected to the internet
- LCD projector and screen
- White board and markers
- Newsprint paper and markers (if pre-writing the chart is described on page 4)
- Homework: "Taking Action: Making Sexual Assault Stop" - one per student
- Pencils in case students do not have their own
- Speakers to project audio from videos

ADVANCE PREPARATION FOR LESSON:

- Make sure you have internet access in your classroom and that you have had these links unblocked for your use:
 - What is Sexual Assault?:
<https://www.youtube.com/watch?v=w8gslq85Xsc>
 - The Signs:
<https://www.youtube.com/watch?v=He1pu4VwKdM>
- Right before class, open the videos and make sure they are working; keep the links open and minimized so they are ready when you need them.
- Be sure to tell the school counselor that you will be addressing this topic in class and invite them to sit in in case a student discloses any current or past abuse or is triggered by what is discussed. If the counselor is not available, you may wish to follow up with them after the class as needed to let them know whether you observed anything in any of the students that would make you feel concerned and merit follow-up.
- If the school counselor is not available, it would still be useful to have another adult in the classroom in case a student needs to step out of the class or is otherwise particularly distressed by the material.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two different types of sexual assault. [Knowledge]
2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge]
3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge]
4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]

Note to the Teacher: *Another option for addressing this topic that can be very powerful is to have survivors of relationship abuse or sexual assault come to speak with your class. Regardless of whether you choose to do that or conduct the lesson as written, be sure to coordinate with your school counselor, as discussing the topics in this*

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Lesson can be overwhelming or triggering for some students who may have experienced assault. If you do choose to present a panel, be sure to vet your panelists thoroughly. Try to invite survivors of different genders to break stereotypes that only men abuse and only women are abused.

In addition, regardless of whether you have a panel or use this lesson, it is a good idea to let students know during the previous class that you will be addressing this topic the next time you meet with them. This gives those who may be survivors of abuse or trauma who may wish to miss this class session to avoid being triggered and re-traumatized the opportunity to take care of themselves.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain to the students that you are going to be talking about a particularly intense topic today – sexual abuse and assault. If you have already created groundrules for your classroom, be sure to highlight them before starting the lesson. If you don't have any already created, explain to the students that you are going to ask them to be particularly sensitive and respectful during this class session. (2 minutes)

STEP 2: Say, "Talking about sexual abuse and assault and harassment can sometimes be really clear and straight forward. For example, you may know already that rape and sexual assault are when someone is forced to do something sexual they don't want to do. Let's take a quick look at some basic information about sexual assault."

Play the AMAZE.org video "What is Sexual Assault" from <https://amaze.org/video/personal-safety-sexual-assault/>. Ask the following questions:

- Why does Barb, the main character, try to quiet Sarah when she says "He might be sexually assaulting you." out loud?
- What is the definition of sexual assault you remember being stated in the video? (Answer: When someone does something sexual to another person without getting their permission first.)
- What are some examples of things that are considered sexual assault?

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(Answer: Touching someone's genitals, breasts or butt, inserting anything into any other body parts, showing them something sexual without their explicit consent, etc.)

- What is explicit consent?
(Answer: A clear, voluntary agreement to do something sexual)
- What are the situations in which it's not possible for someone to give explicit consent?
(Answer: A shrug, being silent, feeling pressured or uncomfortable, being drunk or high)
- Why is sexual assault never the fault of the victim?
(Answer: Sexual assault is about power, not sex and the victim – no matter who they are, what they are wearing, what they look like, how much they have been drinking/doing drugs – never did anything to consent to the assault, no matter what.)
- What should someone do if they are sexually assaulted?
(Answer: Get to a hospital and tell a trusted adult like a parent/caregiver, school counselor, etc.)
- Why is it normal to feel uncomfortable or afraid to talk about sexual assault?
(Answer: It can be a very upsetting topic, many victims feel like it was their fault, people might have been threatened or pressured to not tell what happened, victims can worry they or their loved ones will get in trouble if they report, etc.)

Share the following information not covered in the video:

- That sexual abuse and assault happens very often in the US, approximately 15-25% of people will experience this in their lifetime
- That it happens so often to people when they're really young
- People of all ages, body types and appearances are raped or sexually assaulted
- That most people know the person who assaulted them
- That it happens to boys and men, too
- That it happens to people of all races and ethnicities and other backgrounds
- Rape and sexual assault are about power and control, not about sex

Share with the students that boys and men are also raped but report it much less than girls and women. Ask students, "Why do you think it may feel more difficult for boys and men to report sexual assault?"

Probe for:

- Because if a heterosexual guy is assaulted by another guy, he may be worried that other people think he is or "will become" gay because of what happened (be sure to tell them this is not the case).

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- If the guy who was assaulted actually is gay, he may feel unsafe reporting it to someone else because he might be worried they'll discriminate against or further victimize him (or simply not care).
- If the rapist is female, he may feel like no one will believe him – or won't understand why he could not overpower her or otherwise get away.
(15 minutes)

STEP 3: Say, "I mentioned before that when someone forces someone to do something they don't want to do, it's pretty clear cut that it's sexual assault. But what happens when it's unclear? We're going to do an activity now where we look at what's okay and not okay when it comes to sexual touch and behaviors – how we can be clear about what we do and don't want to do – and how we can be sure to recognize whether the other person is really giving their consent to – meaning, actively saying "yes" and that you are sure they want to be kissed or touched by you." (2 minutes)

STEP 4: Either have the following written on the board with the video screen covering it, or have it pre-written on newsprint and post it at this point:



Say, "I'm going to start at the far right, because we just talked about this, and as I said, it's the most obvious and easily recognizable example of sexual touch that is never okay, and illegal.

Rape/Sexual Assault is when someone forces another person to perform a sex act, such as vaginal, oral or anal sex. This includes when someone uses an object to – and in some states, even a finger.

Aggression is more random touching – like someone walks by someone and pinches them or touches a sexual body part – where the act is over before the person could have even given their consent. This is a type of assault, even if it may have been intended as a joke or as teasing.

Threats refers to when someone tells the other person that if they don't do something sexual with them, there will be consequences that are not physical – for example:

- 'If you don't have sex with me, I'll go out and find someone who will.'
- 'If you don't have sex with me, I'll just tell people you did anyway.'
- 'If you don't do this, I'll forward those sexy pictures you texted me to everyone you know.'

Unfair Pressure is when someone uses what they know is important to the other person to

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get that person to do what they want. It's not restricted to sexuality-related things, but we're going to keep focused on that. For example:

- When someone says, 'I love you' to someone even if they don't, because they think saying that will get that person to do something sexual with them.
- When someone keeps pressuring the other person, knowing that that person will eventually give in just to make the pressure stop.

Mutual Consent:

Mutual consent is essential in any relationship. It's when both people actively say what they want, and both people agree to any behavior that they are going to do together. When we are talking about doing something sexual in nature, you need to ask your partner if they want to do it. Do they want what you want? Never assume that just because someone doesn't verbally say "no" it means that they are good with it, always ask. And if you can tell your partner doesn't feel right about doing something, back off and consider something else."

Likewise, if you don't feel right about doing something, speak up and say it."

Say, "That was a lot to go through! What's your reaction to seeing all these? Do you have any questions?" (14 minutes)

STEP 5: After answering any questions or facilitating comments from the class, say, "Remember the part in the last video when it said that in most cases sexual assaults are committed by someone who knows the person they assault? This can, unfortunately, also be a family member. When it's committed by a family member it's called 'incest.' And sometimes, it can be a partner or spouse who is abusive, whether physically or not. For the next part of class, we're going to take a look at some of the abuse that can happen in those types of relationships."

Show the video clip, "The Signs."

Process by asking the following questions:

- "How do you think Amanda is feeling when Nick first asked her out?"
- "What was the first sign that there was something off about the relationship?"
- "How did Nick respond after their first argument? Do you think this was a healthy way to respond or not?"
- "Where would you put the different interactions between them on the chart?" Write these up on the board/newsprint.
- "When the relationship started moving from Mutual Consent to the right, what impact(s) did it have on Amanda? What about on her best friend, Ashley?" (14 minutes)

STEP 6: Say, "We often hear the term 'dating or domestic violence,' when abusive relationships may not be physically abusive at all. The point here – and the theme that

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runs throughout these videos and all the information we have been discussing during this class -- is 'power and control.' And while you may hear 'power and control' and think that's something you'd want -- it's not something that should be a part of a healthy relationship. So even if you're the one doing the manipulating and controlling, your relationship isn't healthy. And keep in mind – some of the behaviors we've been talking about are also illegal.

Someone who is being abused or assaulted should speak up if they can so that others can help make the abuse stop and so that it won't happen to someone else.”

Say, “The first step in making it stop is to know how. So the homework for this class will be to visit at least one of the websites on the sheet I'm about to hand out to you and answer some questions I've asked.” As you distribute the homework assignments, say, “This is a very intense topic we've discussed. The school counselor knows we were going to talk about this today. So if you have more questions and you want to talk about this more, you can speak with the school counselor – or of course, you can always come to me to talk.”
(3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

This lesson is very affective and discussion-based; as such, the teacher will need to assess understanding of the first four learning objectives and material during the discussions as part of student participation. It is also important to keep in mind that if students have had any personal experience with abuse or assault, they may participate less – which does not necessarily mean they are not understanding the material. The homework assignment will give students the opportunity to demonstrate their understanding of some of the class content, while also achieving the fifth learning objective.

HOMEWORK:

Students will be given a sheet listing several websites that are age-appropriate for them that lists additional facts, as well as information about how to report abuse or an assault, and will be asked to visit at least one site and respond to several questions about it.

Note to the Teacher: Be sure to return these homework sheets to the students after you've reviewed them so they will have the website information to keep moving forward.

Note: Consent chart adapted from an activity in the curriculum “Sexual Violence in Teenage Lives: A Prevention Curriculum.” Planned Parenthood of Northern New England, 1994.

Homework: Taking Action Make Sexual Assault and Abuse STOP

Name: _____ Date: _____

Please choose one of the following websites and respond to the questions listed below about that site:

- Love is Respect: <http://www.loveisrespect.org/>

- Rape, Abuse and Incest National Network (RAINN): <https://rainn.org/>

Which site did you visit? _____

1. Name two facts about sexual abuse or assault from your site that you didn't know already:

a. _____

b. _____

2. What is this site's phone hotline or text line for talking with someone about an assault or abuse?

3. If you knew someone who had been assaulted or abused, would you refer them to this site? Why or why not?

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NSES ALIGNMENT:

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PS.8.AI.1 – Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted.

TARGET GRADE: Grade 8
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop connected to the internet
- LCD projector and screen
- White board and markers
- Newsprint paper and markers (if pre-writing the chart is described on page 4)
- Homework: "Taking Action: Making Sexual Assault Stop" - one per student
- Pencils in case students do not have their own
- Speakers to project audio from videos

ADVANCE PREPARATION FOR LESSON:

- Make sure you have internet access in your classroom and that you have had these links unblocked for your use:
 - Teen Dating Violence: <https://www.youtube.com/watch?v=ZFpmB571fqE>
 - The Signs: <https://www.youtube.com/watch?v=He1pu4VwKdM>
- Right before class, open the videos and make sure they are working; keep the links open and minimized so they are ready when you need them.
- Be sure to tell the school counselor that you will be addressing this topic in class and invite them to sit in in case a student discloses any current or past abuse or is triggered by what is discussed. If the counselor is not available, you may wish to follow up with them after the class as needed to let them know whether you observed anything in any of the students that would make you feel concerned and merit follow-up.
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LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two different types of sexual assault. [Knowledge]
2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression. [Knowledge]
3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted. [Knowledge]
4. Demonstrate an understanding of how to report a sexual assault or abusive relationship. [Knowledge, Skill]

Note to the Teacher: Another option for addressing this topic that can be very powerful is to have survivors of relationship abuse or sexual assault come to speak with your class. Regardless of whether you choose to do that or conduct the lesson as written, be sure to coordinate with your school counselor, as discussing the topics in this

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Lesson can be overwhelming or triggering for some students who may have experienced assault. If you do choose to present a panel, be sure to vet your panelists thoroughly. Try to invite survivors of different genders to break stereotypes that only men abuse and only women are abused.

In addition, regardless of whether you have a panel or use this lesson, it is a good idea to let students know during the previous class that you will be addressing this topic the next time you meet with them. This gives those who may be survivors of abuse or trauma who may wish to miss this class session to avoid being triggered and re-traumatized the opportunity to take care of themselves.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain to the students that you are going to be talking about a particularly intense topic today – sexual abuse and assault. If you have already created groundrules for your classroom, be sure to highlight them before starting the lesson. If you don't have any already created, explain to the students that you are going to ask them to be particularly sensitive and respectful during this class session. (2 minutes)

STEP 2: Say, "Talking about sexual abuse and assault and harassment can sometimes be really clear and straight forward. For example, you may know already that rape and sexual assault are when someone is forced to do something sexual they don't want to do. Let's take a quick look at some basic information about sexual assault."

Play the video clip, "Teen Dating Violence PSA" from <https://www.youtube.com/watch?v=ZFpmB571fqE>.

Ask the students, "What facts stood out to you about this clip?" Probe for the following:

- That sexual abuse and assault is common among teens (1 in 3 teens).
- That teen dating violence can take many forms. (i.e., emotional, verbal, financial, sexual, etc.)
- That it happens so often to people when they're really young
- That most people know the person who assaulted them
- That it happens to boys and men, too
- That it happens to people of all races and ethnicities and other backgrounds

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Ask, “What do you think one it meant when she said, ‘I had the excuse that love means you can do whatever you to your partner and I did not realize that was wrong.’”

Write the phrase, “rape is about power and control, it’s not about sex” on the board. Ask students, what do you think this means?

Probe for:

- People who rape aren’t concerned about what the other person wants – it’s all about “conquering” the other person and getting them to do what they want them to do.
- Even though the overpowering is done through a sexual behavior, the overpowering of the other person is the turn-on, it’s not the sex act. People of all ages, body types and appearances are raped or sexually assaulted. It’s not about physical attractiveness, it’s about someone deciding that another person is vulnerable in some way and taking complete control away from that person.

Say, “Even though this video featured a girl who had experienced abuse, we know boys and men can also be sexually assaulted said, ‘For a boy or man to report a sexual assault really takes a lot.’ Why do you think it may feel more difficult for boys and men to report sexual assault?” Probe for:

- Because if a heterosexual guy is assaulted by another guy, he may be worried that other people think he is or “will become” gay because of what happened (be sure to tell them this is not the case).
- If the guy who was assaulted actually is gay, he may feel unsafe reporting it to someone else because he might be worried they’ll discriminate against or further victimize him (or simply not care).
- If the rapist is female, he may feel like no one will believe him – or won’t understand why he could not overpower her or otherwise get away.
- Even though anyone of any gender can assault a person of any gender, the vast majority of rapes and sexual assaults in the world are committed by men. So in addition to helping people who are survivors of rape and sexual assault, we need to focus on trying to keep boys and men from ever believing they have a right to force someone else to do something sexual.
(15 minutes)

STEP 3: Say, “I mentioned before that when someone forces someone to do something they don’t want to do, it’s pretty clear cut that it’s sexual assault. But what happens when it’s unclear? We’re going to do an activity now where we look at what’s okay and not okay when it comes to sexual touch and behaviors – how we can be clear about what we do and don’t want to do – and how we can be sure to recognize whether the other person is really giving their consent to – meaning, actively saying “yes” and that you are sure they want to be kissed or touched by you.” (2 minutes)

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STEP 4: Either have the following written on the board with the video screen covering it, or have it pre-written on newsprint and post it at this point:



Say, “I’m going to start at the far right, because we just talked about this, and as I said, it’s the most obvious and easily recognizable example of sexual touch that is never okay, and illegal.

Rape/Sexual Assault is when someone forces another person to perform a sex act, such as vaginal, oral or anal sex. This includes when someone uses an object to – and in some states, even a finger.

Aggression is more random touching – like someone walks by someone and pinches them or touches a sexual body part – where the act is over before the person could have even given their consent. This is a type of assault, even if it may have been intended as a joke or as teasing.

Threats refers to when someone tells the other person that if they don’t do something sexual with them, there will be consequences that are not physical – for example:

- ‘If you don’t have sex with me, I’ll go out and find someone who will.’
- ‘If you don’t have sex with me, I’ll just tell people you did anyway.’
- ‘If you don’t do this, I’ll forward those sexy pictures you texted me to everyone you know.’

Unfair Pressure is when someone uses what they know is important to the other person to get that person to do what they want. It’s not restricted to sexuality-related things, but we’re going to keep focused on that. For example:

- When someone says, ‘I love you’ to someone even if they don’t, because they think saying that will get that person to do something sexual with them.
- When someone keeps pressuring the other person, knowing that that person will eventually give in just to make the pressure stop.

Mutual Consent:

Mutual consent is essential in any relationship. It’s when both people actively say what they want, and both people agree to any behavior that they are going to do together. When we are talking about doing something sexual in nature, you need to ask your partner if they want to do it. Do they want what you want? Never assume that just because someone doesn’t verbally say “no” it means that they are good with it, always ask. And if you can tell your partner doesn’t feel right about doing something, back off and consider something else.”

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Likewise, if you don't feel right about doing something, speak up and say it."

Say, "That was a lot to go through! What's your reaction to seeing all these? Do you have any questions?" (14 minutes)

STEP 5: After answering any questions or facilitating comments from the class, say, "Remember the part in the last video when it said that in most cases sexual assaults are committed by someone who knows the person they assault? This can, unfortunately, also be a family member. When it's committed by a family member it's called 'incest.' And sometimes, it can be a partner or spouse who is abusive, whether physically or not. For the next part of class, we're going to take a look at some of the abuse that can happen in those types of relationships."

Show the video clip, "The Signs."

Process by asking the following questions:

- "How do you think Amanda is feeling when Nick first asked her out?"
- "What was the first sign that there was something off about the relationship?"
- "How did Nick respond after their first argument? Do you think this was a healthy way to respond or not?"
- "Where would you put the different interactions between them on the chart?" Write these up on the board/newsprint.
- "When the relationship started moving from Mutual Consent to the right, what impact(s) did it have on Amanda? What about on her best friend, Ashley?" (14 minutes)

STEP 6: Say, "We often hear the term 'dating or domestic violence,' when abusive relationships may not be physically abusive at all. The point here – and the theme that runs throughout these videos and all the information we have been discussing during this class -- is 'power and control.' And while you may hear 'power and control' and think that's something you'd want -- it's not something that should be a part of a healthy relationship. So even if you're the one doing the manipulating and controlling, your relationship isn't healthy. And keep in mind – some of the behaviors we've been talking about are also illegal.

Someone who is being abused or assaulted should speak up if they can so that others can help make the abuse stop and so that it won't happen to someone else."

Say, "The first step in making it stop is to know how. So the homework for this class will be to visit at least one of the websites on the sheet I'm about to hand out to you and answer some questions I've asked." As you distribute the homework assignments, say, "This is a very intense topic we've discussed. The school counselor knows we were going to talk about this today. So if you have more questions and you want to talk about this more, you can speak with the school counselor – or of course, you can always come to me to talk." (3 minutes)

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Responsibility: A K-12 Curriculum*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

This lesson is very affective and discussion-based; as such, the teacher will need to assess understanding of the first four learning objectives and material during the discussions as part of student participation. It is also important to keep in mind that if students have had any personal experience with abuse or assault, they may participate less – which does not necessarily mean they are not understanding the material. The homework assignment will give students the opportunity to demonstrate their understanding of some of the class content, while also achieving the fifth learning objective.

HOMEWORK:

Students will be given a sheet listing several websites that are age-appropriate for them that lists additional facts, as well as information about how to report abuse or an assault, and will be asked to visit at least one site and respond to several questions about it.

***Note to the Teacher:** Be sure to return these homework sheets to the students after you've reviewed them so they will have the website information to keep moving forward.*

Note: Consent chart adapted from an activity in the curriculum "Sexual Violence in Teenage Lives: A Prevention Curriculum." Planned Parenthood of Northern New England, 1994.

Homework: Taking Action Make Sexual Assault and Abuse STOP

Name: _____ Date: _____

Please choose one of the following websites and respond to the questions listed below about that site:

- Break the Cycle: <http://www.breakthecycle.org/>
- Love is Respect: <http://www.loveisrespect.org/>
- Rape, Abuse and Incest National Network (RAINN): <https://rainn.org/>

Which site did you visit? _____

1. Name two facts about sexual abuse or assault from your site that you didn't know already:

- a. _____
- b. _____

2. What is this site's phone hotline or text line for talking with someone about an assault or abuse?

3. If you knew someone who had been assaulted or abused, would you refer them to this site? Why or why not?

Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

ID.12.CC.2 – Distinguish between sexual orientation, sexual behavior and sexual identity.

TARGET GRADE: Grade 9
Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or laptop computer with PowerPoint on it
- LCD projector and screen
- **PowerPoint: “Understanding Sexual Orientation”**
- “Yellow Flag Language” flipchart sheet, prepared as described
- “Sexual Orientation: Myth and Fact” – one per student
- “Sexual Orientation: Myth and Fact Answer Key” – one copy
- Teacher’s Guide: “Yellow Flag Language” – one copy
- Homework: “Who Do I Know?” – one per student
- Masking tape
- At least one flipchart marker
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON :

- Prepare and post the flipchart sheet with “Yellow Flag Language” on it and a drawing of a yellow flag next to the word “language” on the front board, over to the right side of the board so it isn’t the main focus of the lesson. Fold the bottom up and tape it to the top so that students cannot see what is written on it when they come in.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least three different sexual orientations. [Knowledge]
2. Describe the three components of sexual orientation (orientation, behavior and identity) and how they are unique from and connected to each other. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Tell students that today’s lesson is going to be about sexual orientation. Say, “There’s a lot of discussion in the media right now about sexual orientation – some of which is true, some of which isn’t. Today’s class is going to look at some of the language around sexual orientation, and correct a lot of the misinformation that’s out there.”

Go to the flipchart sheet with “Yellow Flag Language” written on it and take down the bottom half to reveal what is written there. Ask the class, “When you see a yellow flag out in the world – like by a construction site – what does that tend to mean?” Probe for “caution.”

Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Say, “A lot of times people are taught certain language around sexual orientation that is outright offensive or wrong – and other times, there are words that are sometimes okay and sometimes not. So depending on who or where we are, we may need to exercise caution before using them.

As we go along, it’s very possible that some of these words or phrases will come up. If I hear one – and if I use one, which I may do as I go through today’s lesson – I’m going to walk over here and put that word or phrase up on the list. If you’ve used a word or phrase and you see me put it up, please know you’ve done nothing wrong – you’ve actually helped me teach!” (3 minutes)

STEP 2: Start the PowerPoint and with the first slide visible, ask, “Let’s start with that term itself – what comes to mind when you hear ‘sexual orientation?’” Possible answers you might hear include:

- Who you like
- Who you’re attracted to
- Who you have sex with
- The first time you have sex
- Your sexual preference*

Write responses on the board. If any yellow flag language words (marked with an asterisk) are shared, walk over to the flipchart sheet and write them there using the flipchart marker. Tell the class you’ll come back to these terms later.

Go to slide #2 and read the definition there. Say, “Two things should stand out to you about this definition – what do you think they are?” After eliciting a few responses, go to slide #3 and point out the two key points about the definition: that people can be attracted to more than one sex or gender, and that it’s about who you love – so you can know what your sexual orientation is even if you’ve never had sex or been in a relationship before. Explain, too, that if you’re in between relationships you don’t stop being the orientation you are.

Ask, “What names do we have for various categories of sexual orientation? For example, if someone is attracted only to people of a different sex, what might that person call themselves?” (Probe for “heterosexual;” chances are, you will hear “straight*.” Be sure to say, “Straight – or heterosexual” as you put “straight” up on the yellow flag language list). Ask for other ideas, which may include:

- Straight*
- Gay
- Lesbian
- Homosexual*
- Bi or Bisexual
- Queer*
- Pansexual
- Asexual

Note to the Teacher: *The last three may not come up at all, and it’s up to you as to whether you wish to go into them with your students. Some classes will need very basic information, while others may know a bit more or be a bit more knowledgeable and/or mature and thus be able to*

Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

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discuss the last two or three.

Once the list is up, go to slide 4 and ask students what they think each means. Probe for:

- Heterosexual – someone who is only attracted to people of a different gender
- Lesbian or gay – someone who is only attracted to someone of their same gender
- Bisexual – someone who may be attracted to people of their own gender AND to people of a different gender. This is different from someone finding all people attractive. It just means that the other person’s gender isn’t the defining factor as to whether the bisexual person finds that person attractive or falls in love with them.

***Note to the Teacher:** If you choose to describe “pansexual” or if a student has used that term, this would be the time to explain what it means – that bisexual technically means “two,” and pansexual means “many.” So people who are attracted to more than two genders – including transgender individuals – may use the term “pansexual” rather than “bisexual.”*

- Queer* -- students often struggle with this one. It can be used in a number of ways: someone may feel like the other categories are too restrictive and don’t describe them accurately. Someone may wish to take back the negative meaning of the word and use it as a positive way of describing who they are.
- Asexual – If this term comes up, you would define it as someone who does not have feelings of sexual attraction. An asexual person can still fall in love with and be in relationships with other people, but these relationships do not include a sexual relationship.

***Note to the Teacher:** Some students will add in “transgender,” mostly because they have seen the acronym, “LGBT.” Be sure to tell them that being transgender is not about sexual orientation or who we are attracted to, but it is about how we understand our gender. For example someone may be male, or female or transgender – and still have a sexual orientation. (12 minutes)*

STEP 3: Go through slides 5 – 7 to explain the concepts of Orientation, Behavior and Identity.

***Note to the Teacher:** In the examples provided on the PowerPoint, students will be asked to describe how they think a student identifies based on the examples given. If you ask, “How does this person identify?” and a student says, “Confused!” it will be important to stop and talk about that so that all students feel safe and accepted. A helpful response might be, “Actually, that person isn’t confused – someone who doesn’t feel the same way might be because it’s not them. But people feel the way they feel – it’s not anyone else’s right to label or judge others.”*

Ask for reactions and questions from the students (there may be a lot!). Students may also be very quiet, as this is a lot of information and it may confuse or overwhelm others. (10 minutes)

STEP 4: Say, “There’s a lot of talk in the media about people of all different sexual orientations. Some of it is true, and a lot of it is incorrect. Let’s do an activity now to take a look at some accurate information about sexual orientation and identity.”

Sexual Orientation, Behavior and Identity: How I Feel, What I Do and Who I Am

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Distribute the “Sexual Orientation: Myths and Facts” to each person. Tell them they have about 5 minutes in which to complete it individually.

After about 5 minutes, call time and ask them to pair up with someone sitting nearby to compare their answers. If there are questions where their answers don’t match, ask them to circle them to discuss in the larger group. (7 minutes)

STEP 5: Using the “Teacher’s Guide: Sexual Orientation Myths and Facts,” go through each question, asking different students to volunteer their answers. Have the class follow along and correct any they may have gotten incorrect. (13 minutes)

STEP 6: Say, “Before we finish up, I want to come back to this Yellow Flag Language list here on the board.” Go through each of the terms that are up there, supplementing as necessary from the “Teacher’s Guide: Yellow Flag Language.” Once you have gone through them all, ask if there are any other terms students have heard and if so, add them to the list and talk about why they should be used with caution.

Note to the Teacher: *Students may use derogatory terms here, such as “faggot” or “dyke” or “homo.” If any of these are used, be sure to explain that they are red flag words, not yellow flag words, and should never be used because they are offensive.*

Distribute and explain the homework assignment, asking them to hand it in during the next class session. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The content provision of the lesson is designed to be an interactive lecture. As such, the contributions of the class and responses to probing questions will be used by the teacher to ensure they have achieved the learning objectives for the lesson.

HOMEWORK:

Worksheet: “Who Do I Know?”

Note: The Orientation, Behavior and Identity concept has been used by many sexuality educators over the years, and is not an original concept to this curriculum. Original author of framing orientation in that way is unknown.

Teacher's Guide: Yellow Flag Language

The following is a guide to some of the terms relating to sexual orientation that belong on the yellow flag list, and therefore should be used with caution. If some or none of these are used by the students in class, be sure to add them to the list yourself and explain them to the class.

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Homosexual	Gay or Lesbian	<p>“Homosexual” was used as a mental health diagnosis until the early 1980s when it was no longer seen as a mental disorder by the American Psychological Association.</p> <p>Today, “homosexual” is often shortened to “homo,” which is used as an insult to people who are or are perceived to be gay (or to heterosexual people to mean they’re stupid, like “that’s so gay”).</p> <p>Yet, it is also an accurate category of sexual orientation that some people still use. If someone identifies as “homosexual,” someone else can’t say “you can’t use that term.” It’s their right to use whatever term feels right to them.</p>
Straight	Heterosexual	<p>The opposite of “straight” is “bent” or “crooked.” This can imply that there is something wrong with someone who is not heterosexual.</p>
Sexual preference	Sexual orientation	<p>“Preference” is a term that’s used only about non-heterosexual orientations. It is intended to minimize those who are anything other than heterosexual by implying their orientation is simply something they prefer, rather than who they are.</p> <p>This is a “yellow flag” term because bisexual and pansexual people may say, “I am attracted to people of all genders, but I tend to prefer being in relationships with _____.” In that case, the use of the word “preference” is correct.</p>

Teacher’s Guide: Yellow Flag Language

YELLOW FLAG TERM	RECOMMENDED TERM	REASON(S)
Choice	It depends: OBI	<p>Implying that a person’s orientation is a choice is offensive. Heterosexual people do not choose to be heterosexual, it’s who they are. Similarly, lesbian, gay, bisexual and other people do not choose to be their orientation, they are who they are.</p> <p>People do not choose their orientation (their feelings of attraction). They DO, however, choose how, whether and with whom they act on their feelings (behavior). They also choose what to call themselves (identity). This is why “choice” is a cautionary word – depends on how it’s used.</p>
Sexual Lifestyle or Gay Lifestyle	Sexual Orientation	<p>“Lifestyle” refers to the manner in which a person lives their life. There is no such thing as one heterosexual lifestyle. Heterosexual people live very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships, they marry, they divorce, they have children, they travel, etc.</p> <p>Lesbian, gay, bisexual and other people also lead very diverse lives. They have all different kinds of jobs. They are in short- and long-term relationships – they marry, they divorce, they have children, they travel, etc.</p> <p>“Lifestyle” or “gay lifestyle” is a term used to make heterosexual people feel afraid of and disgusted by non-heterosexual people by creating stereotypes about how they live. When someone is depicted as different and less than human, it is easier to discriminate against them.</p>
Queer	Queer, if...	<p>Many people who belong to social or power minority groups will sometimes use offensive terms among themselves in order to defuse the negative power of and reclaim these words. Many lesbian, gay, bisexual and other people identify as “queer,” and many do not. Some will call each other “fags” and “dykes,” which we consider to be red flag words. This will be confusing to heterosexual people who don’t understand why it is offensive when they do the same.</p> <p>As a general rule, it is best to use lesbian, gay, bisexual, and heterosexual. Don’t use “queer” or any other term unless a person tells you that that is how they prefer to be identified.</p>

Sexual Orientation: MYTH OR FACT?

INSTRUCTIONS: Decide whether each of the statements is a myth or a fact, and circle the corresponding response.

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

FACT

2. Most people know what their sexual orientation is by the time they are 13 years old.

MYTH

FACT

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

FACT

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

MYTH

FACT

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

FACT

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

FACT

Sexual Orientation: MYTH OR FACT?

ANSWER KEY

1. You can tell whether someone is heterosexual, lesbian or gay, or bisexual by the way they look or act.

MYTH

The answer here is really, “not necessarily.” Sometimes, a person will act in a way that fulfills stereotypes about a heterosexual, lesbian or gay, or bisexual person. But people act, speak, and dress in all different ways, regardless of their sexual orientation. They have many different kinds of families, jobs, and interests. So while someone may guess correctly that a person is a particular orientation, they could guess the same about someone with similar characteristics and be completely wrong. When in doubt, ask -- or, better yet, wait for them to share with you who they are. We all have a right to decide when we want to share personal information about ourselves with others.

2. Most people know what their sexual orientation is by the time they are 13 years old.

MYTH

It's really different for everyone. Some people know from a very young age. Many children who do not end up identifying as heterosexual say they had a sense of being “different” growing up, but they didn't necessarily have the language to articulate it. Others are sure they are one orientation, and then come to discover later that they are not. Still others know very well what orientation they are, but act in ways that will enable them to conceal it. This is particularly risky when it comes to safer sexual behaviors; if someone, for example, were to get pregnant or get someone pregnant in order to hide that they aren't heterosexual.

3. The way parents raise their children determines whether a child is heterosexual, lesbian or gay, or bisexual.

MYTH

The vast majority of lesbian, gay, bisexual, heterosexual and other people were raised by heterosexual parents or caregivers. Similarly, there are lesbian, gay, bisexual and other parents and caregivers who raise heterosexual children. A parent or caregiver does not determine a child's orientation by how they behave with their child, by their own orientation, or by the activities their children do at home or out in the world. (For example, playing with dolls does not “make” a boy gay – he may be and he may not be, but his orientation was already determined before he started playing with those dolls.)

4. If you try really hard, you can change your sexual orientation – regardless of whether you are heterosexual, lesbian or gay, or bisexual.

MYTH

Nope. You can change your BEHAVIORS, you can change your IDENTITY – but you can't

change your ORIENTATION, or how you feel. Feelings of attraction are discovered, not chosen. It isn't something a person can turn on and off like a light switch. We don't choose who we are attracted to. Now, sometimes we can discover new feelings of attraction – for example, always being attracted to one gender, and then finding someone or others of a different gender attractive later in life. That is different from sitting down and trying to change the way you feel – or from going to therapy or to church to try to influence your feelings. It doesn't work, and can end up doing real psychological and emotional harm.

5. In a same-sex relationship, one person plays a “male” or “butch” role, and the other plays a “female” or “femme” role.

MYTH

Like in question number one, this is also a “not necessarily” answer. Most societies are stuck in a binary gender perspective – meaning that there needs to be a man figure and a woman figure in a relationship for it to work. As a result, people will look to a stereotypically “masculine” person to fulfill the “male” role in a same-gender relationship, and a “feminine” person to fulfill the “female” role. Now, in some relationships, people do express characteristics that may be judged by some to be either “masculine” or “feminine” – but gender doesn't necessarily determine this. For example, in a different-gender relationship, a female partner may support the family financially while her male partner is a stay-at-home dad and raises the children. In a lesbian relationship, one partner may make more money and the other may stay home and raise children. It is circumstance that causes these decisions to be made, not the desire to “be like a man” or “be like a woman”.

6. The majority of people in the world with HIV or AIDS are gay men.

MYTH

Approximately 37 million people around the world are living with HIV or AIDS. Women and children make up about half of those cases, and men make up the rest. The vast majority of people living with HIV around the world are women who contracted HIV from a male partner. Keep in mind, however, many people have same-sex behaviors but don't identify as gay or lesbian.

7. With the 2015 US Supreme Court Decision on marriage equality, LGB people now have all the same rights as heterosexual people.

MYTH

The US Supreme Court decision granting the right for same-sex couples to marry throughout the US only applies to that. In many states, LGB people can still be discriminated against in the workplace, in housing and in medical settings. It was a huge decision relating to equal rights, but there is much work left to do to eliminate prejudice and stigma for LGB people.

Homework: Who Do I Know?

Name: _____ Date: _____

INSTRUCTIONS: Please complete the questions below, using people in your own life or people you've seen in the media, whose sexual orientations you know, and who represent more than one of the orientations we discussed in class, listed below. What have you learned from them about what it's like to be their sexual orientation?

1). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

2). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?

3). Name: _____

How You Know Them: _____

Are they: Heterosexual Lesbian Gay Bisexual Queer Other: _____

What is one thing you learned about being that orientation from this person?



Understanding Sexual Orientation: How we feel, what we do, and who we are

9th Grade – Lesson 4 Sexual Orientation, Behavior & Identity

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What is “Sexual Orientation”?



“The gender(s) of the
people to whom we are
attracted, physically and
romantically”

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What is “Sexual Orientation”?

“The **gender(s)** of the people to whom we are attracted, physically **and romantically**.”

- Can include more than one gender
- Includes love: can know one’s orientation without necessarily doing something sexual with another person

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What Names Do We Have?



- Heterosexual • Queer
- Lesbian or Gay • Others?
- Bisexual

Sexual Orientation Has Three Parts To It



- **Orientation** – Who we're attracted to
- **Behavior** – How we behave sexually
- **Identity** – What we call ourselves

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In Most Cases, These “Match”

- If I’m attracted only to people of a different sex (Orientation)
- Chances are I’ll only be sexual with people of a different sex (Behavior)
- Chances are I’ll call myself “heterosexual” (Identity)

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But When They Don't Match...

Identity “wins.”

People have the right to call themselves
whatever they wish – even if it may not
make sense to others.

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Example One

- 11th grade girl
- Has only been in relationships with other girls since the 8th grade
- Always identified as lesbian
- Just met and fell in love with a guy who she's really attracted to and now they're in a relationship. She says she doesn't find other guys attractive, but still finds girls really attractive.

How Does She Identify?

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It's a trick question!

You have to ask her!

Her orientation is MOSTLY girls, one guy.

Her current behavior is ONLY one guy.

Her identity: Whatever SHE decides it is.

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She might call herself...

- **Lesbian** – since she’s still mostly attracted to other girls and isn’t attracted to other guys.
- **Bisexual** – since she’s with this one guy and still attracted to other girls.
- **Queer** – since the labels might not fit for her.
- **Something else altogether.**

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Example Two

- 9th grade guy.
- Has only ever been attracted to and made out with girls (he's never had any kind of sex).
- Just met and fell in love with another guy, and now they're in a relationship. They also date other people; both of them are only dating guys.

How Does He Identify?

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It's the same trick question!

You have to ask him!

His orientation is CURRENTLY guys, even though he has only been with girls in the past.

His current behavior is with one guy, as well as other guys.

His identity: Whatever HE decides it is.

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He might call himself...

- **Gay** – since he is only dating guys.
- **Bisexual** – since he’s been with girls and may still find them attractive, even though he’s only dating guys.
- **Queer** – since the labels might not fit for him.
- **Something else altogether.**

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Bottom Line?

- It is every person's **RIGHT** to identify however they wish.
- Others need to **RESPECT** who that person is, even if that person's identity doesn't make sense to them.

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Respect.
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Bottom Line?

- No matter who you are attracted to or sexual with, you have a **RESPONSIBILITY** to both you and your partner to practice safer sex in order to stay healthy.

Rights.
Respect.
Responsibility.

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Decisions Decisions

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people's rights to honest sexuality education.*

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.DM.1 – Apply a decision-making model to choices about contraception, including abstinence and condoms.

SH.12.DM.1 – Apply a decision-making model to choices about safer sex practices, including abstinence and condoms.

PD.12.DM.1 – Apply a decision-making model to various situations relating to sexual health.

TARGET GRADE: Grade 9
Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- A donut – any kind
- A paper plate and napkin
- Donut Nutritional Information – one copy
- “Decisions, Decisions” – one per student, prepared as booklets as described
- Worksheet: “What’s Your Dogma?” – one per student
- Teacher’s Guide: “What’s Your Dogma?” – one copy
- Homework: “Teach Your Parents Well” – one per student
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the “Decisions, Decisions” pages for all students to have one whole set. Cut each sheet in half, and put them together in order with “Decisions, Decisions” on the top. Staple them in one corner to create individual booklets, one per student.
- Become familiar with the decision-making model below so that you can present it easily in class.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe the steps involved in one decision-making model. [Knowledge]
2. Apply the decision-making model to a scenario relating to pregnancy prevention and safer sex. [Knowledge, Skill]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Say, “We make decisions every single day. What are some of the decisions you have made before you got to class today?” Possible answers may include:

- What to wear to school
- What to eat for breakfast
- Whether to take the bus/subway/walk to school
- Who to sit with at lunch
- Whether/how to respond to someone’s text

Say, “What we’re going to look at today is how we make decisions, focusing on making decisions that have to do with sexuality.” (2 minutes)

Decisions Decisions

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 2: Make sure all the students have a pencil or other writing implement. Distribute the decision-making booklets to every student face down, asking them not to turn them over until you have said so. Explain that, when you say go, you're going to ask them to turn over their booklets. On each page of these booklets is a situation in which they need to decide whether to do something. Tell them that you are going to read each situation and they must immediately decide whether they'd do what is described or not and then circle "yes" or "no" to reflect their choice. Tell them that no one will see their answers except them, so they should be completely honest.

Ask whether there are any questions and then ask them to turn the booklet over, turn to page 1 and read what's there. After you've read the brief scenario, say, "Yes or no?" Immediately say, "Turn the page," and read the scenario on the second page. Continue in this rapid fire way until you've completed the entire packet. (6 minutes)

STEP 3: Ask the students, "What was it like to do that?" Probe for responses, which will vary, but may include:

- It was easy
- It was difficult
- It went too fast
- It was fun

Ask, "Did this reflect how you usually make decisions? Why or why not?" Talk about how it may depend on the situation; how it may depend on what other factors are going on at the time. Ask for an example of what else they'd need to know in one of the examples in order to make a decision. (8 minutes)

STEP 4: Say, "This is very typical of how we make decisions every day. I'm guessing most of you did not sit staring at the breakfast choices this morning for 20 minutes wondering, 'Cheerios? Toast? Hmm...' You thought for a moment about what you wanted, you listened to what your body was saying, and you made your decision. That works for moving us through the day. What it doesn't work for is making decisions about sex and sexuality. Let's talk about that now."

Ask whether anyone has ever heard the word "dogma" before. Say, "A dogma is a set of principles or values or beliefs we have. They may be informed by our families, our friends, our religious group if we have one, and just our own thoughts about what we do and don't believe. When it comes to sexuality, we are making decisions based on what we know and what we believe. So when you think of making sexuality-related decisions, think about your own DOGMA."

On the board, write "DOGMA" in a column going down one side of the board. Say, "In this lesson, 'dogma' both means your beliefs and it is how you can remember the steps to making an effective decision that reflects those beliefs."

Next to each of the letters write the corresponding word, and go through each as outlined:

D = Determine what the situation is

Explain that in the scenarios given in the booklet, the scenarios were quick and easy – they either knew for sure because of their beliefs, or made a choice based on what they wanted in the moment. Explain that after you have gone through the model, you are going to talk

Decisions Decisions

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

about how you determine what the real situation is that they need to make a decision about.

O = Brainstorm your Options

Say, “We always hear people say, ‘I didn’t have a choice’ or ‘what was I supposed to do?’ For example, in one of the situations in the booklet, people might say, ‘that donut was calling to me!’ Of course, they’re joking – donuts can’t talk... but when we say we didn’t have a choice, many times it’s a way of making an excuse for just doing what we want to do.

Let’s stick with the donut example, because obviously, I’m hungry today. Are there only two possible outcomes, either eat or don’t eat the donut? No. I could [write these on the board] eat the donut, not eat the donut, eat part of the donut, take the donut and leave money for the person whose donut it was, I could leave a note for the person that reads, ‘if no one wants this donut, can I have it?’ sign my name and not eat it until I’ve given enough time for people to say whether they want it themselves.”

G = Gather Information about and weigh the pros and cons of each option

Say, “Once I have thought of my options, I need to gather information that will help me make my decision. Sometimes, this information is in my brain and I just need to access it. Other times, I’ll need to ask someone else for their thoughts or what they know or have experienced – or I might need to go online.

For example, say I want to eat the donut, but I’m also trying to be healthy and watch what I eat. That doesn’t mean I might not still eat it, but I need to know a bit more about the donut so I can determine – is it worth it?”

Hold up the Donut Nutritional Information and explain the one you found that does less harm, and one you could have that was much higher in calories, fat, etc. Explain that while you could eat either – or both – the impact of each is different because of the amount of fat, sugar and calories in each.

Say, “Now that I’ve gotten some information, I need to look at what the advantages and disadvantages of each option are.

Let’s talk choice one: I don’t eat the donut at all. What are some of the advantages of that?”

Probe for “You’ll feel better about yourself,” “You won’t feel gross afterwards,” “You won’t have a sugar rush and then the crash afterwards” as advantages, and “You won’t have eaten what looks like a yummy donut” as one disadvantage.

Then ask, “Now, what about a different choice? What if I just eat some of donut? What are the advantages and disadvantages?”

Probe for, “You still get some of the donut, but not as many calories or fat or other bad stuff” as an advantage and “You don’t get the whole thing” or “You may make the person whose donut it is really mad by only taking a piece of it” as disadvantages.

Say, “These are all good things to keep in mind. Also tuck away in your mind that the number of advantages and disadvantages you identify tells you something. If I can come up with ten reasons not to eat the donut, and only one reason TO eat the donut, I need to really pay attention to that.”

Decisions Decisions

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M = Make a decision

Say, “So you’ve made a list of each options and weighed the pros and cons to each. Now you need to go ahead and decide what to do based on those things.”

A = Act on your decision

Say, ‘Now that I’ve made my decision I’m going to act on it. I pop that donut into my mouth and make all sorts of yummy noises as I eat it -- even as the person who owns the donut is yelling, ‘what are you doing?!’ Or, I walk away, feeling superior to everyone who I think was weak, knowing I made the right choice for my health.”

Summarize the steps of the model again. Then say, “So, we’ve gone from making a decision in a split second to going through a whole model that feels like it would take 15 minutes to do. But that’s not the case. By practicing this model, decisions start to come easier and easier – they’re just more thought-out.” (12 minutes)

STEP 5: Break the class into groups of 3. Hand out the worksheet, “What’s My DOGMA?” to each student, so that everyone can follow along, even if they complete only one for the triad. Ask them to put all three names on one of the sheets and designate a writer. Ask for a volunteer to read the scenario aloud to the class. Then ask students to decide which of the two characters they plan to represent and go through the worksheet and practice their DOGMA. Tell them they have about 10 minutes in which to do this. (12 minutes)

STEP 6: After about 10 minutes, stop the groups. Ask for one group to present their D and O, also asking for input from other groups. Record these on the board. Go to another group and ask them to share their G and M, again, asking for input from other groups to supplement.

Then go around the room and ask each group to share their final decision, or their A. If there is repetition, place check marks on the board next to any decisions that are repeated.

Once all the groups’ actions are recorded on the board, ask the students to reflect on what they notice about the decisions people reached. Each list will be different, but you may hear any or all of the following:

- Most of us picked the same answer
- There’s a lot of variety in what we said we’d do
- I started the activity thinking I’d do one thing, and ended up deciding something else

Ask, “Did you notice a difference when it was Kyle who they represented vs. Erika? Why do you think that was?”

Note to the Teacher: *If none of the students select Kyle, be sure to talk about whether and how they think it might have looked differently had someone selected that character instead.*

After students have shared their responses say, “The point is not to get to the same outcome, although some of you may have. The point is that, whatever decision you make, you want to think it through carefully before making it.”

Take the donut from the plate, wrap it in the original bag or paper, and throw it in the garbage.

Decisions Decisions

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Then tell students about the homework and distribute the worksheet. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The in-class description of the model will fulfill the first learning objective (the second in-class activity and homework will also reinforce the first learning objective). The homework assignment will achieve the second learning objective.

HOMEWORK:

“Teach Your Parents Well” worksheet, in which students need to walk through the decision-making model with one of their parents/caregivers and then help them make a decision they have to make.

Note: *Decision-making booklet activity adapted from an activity created by Michelle Gerka, CAI Global.*

Teacher's Guide: What's Your DOGMA?

Note: There will be all different responses from students. This provides a sample so you can help guide them on how to use the decision-making model effectively. It represents one possible choice, not necessarily the right choice.

Kyle and Erika have been together since the beginning of 8th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 9th grade, and they both feel ready to start having sex. Neither of them has ever had sex with anyone else before, although Erika performed oral sex on the guy she liked before Kyle (she didn't tell Kyle because she doesn't think that's really sex). Kyle and Erika don't want Erika to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one):

Kyle

Erika

D - DETERMINE WHAT THE SITUATION IS

We both want to have sex, but we don't know what the most effective protection is.

O - BRAINSTORM YOUR OPTIONS

We can research birth control online and figure out what our options are.

We can go to a teen health clinic and find out more information there.

We can call/text a clinic hotline I saw advertised on Facebook to get more information.

We can ask a parent/trusted adult to get more information.

We can do nothing and just hope we're lucky and she doesn't get pregnant.

G - GATHER INFORMATION ABOUT AND WEIGH THE PROS AND CONS OF EACH OPTION

I want to talk with Erika about what birth control is available.

I want to figure out if we should get tested for STDs too?

I need to think about whether I am comfortable using condoms, since two methods work better together (I just read that on a website).

I need to find out from Erika what she would consider using.

(Note: A couple of options)

1) Get birth control from teen health center

PROS

Prevent pregnancy

If condoms, could prevent STDs

Will help us relax knowing we're protected

CONS

Might be embarrassing to go to clinic/drugstore

Might cost a lot of money depending on method

No method works 100% by itself so we should use two methods together (dual use)

Teacher's Guide: What's Your DOGMA?

2) Don't get birth control and hope Erika doesn't get pregnant

PROS

We don't have to do anything

It doesn't cost money

CONS

Big risk for pregnancy

Erika getting pregnant would be a disaster

If there's a risk of pregnancy, there may be a risk of STDs

M - MAKE A DECISION

Based on all of this, you decide that you think it would be best to use two methods, a condom and the pill.

A - ACT ON YOUR DECISION

I'm going to go out and get some condoms and talk with her about how she feels about getting on the pill. I'll offer to go with her to the clinic, too.

Student Worksheet: What's Your DOGMA?

Name: _____ Date: _____

Name: _____ Name: _____

INSTRUCTIONS: Read the following scenario. Decide whether you want to represent Kyle or Erika, then walk through the DOGMA decision-making model and make your choice!

Kyle and Erika have been together since the beginning of 8th grade. They've made out a lot and know how to make each other feel good, and haven't really had any complaints about that part of their relationship. It's almost the end of 9th grade, and they both feel ready to start having sex. Neither of them has ever had sex with anyone else before, although Erika performed oral sex on the guy she liked before Kyle (she didn't tell Kyle because she doesn't think that's really sex). Kyle and Erika don't want Erika to get pregnant, but they're not sure what their options are for protection. Neither of them will have sex without some kind of protection.

Character You're Representing (circle one): Kyle Erika

D Determine what the Situation is

O Brainstorm your Options

G Gather Information about and Make a List of Pros and Cons of Those Options

M Make A Decision

A Act on Your Decision

DECISIONS, DECISIONS

You're about to leave for school. Your parent/caregiver has left their wallet out on a table and you know you could use an extra \$5 to have at school today. They probably won't miss it and you're late already – do you take it without asking?

Yes

No

You have the same class as another friend, and both sections have a quiz that day. Your friend grabbed an extra copy of the quiz when they were being handed out and offers it to you before class. Do you accept?

Yes

No

You really like your best friend's boyfriend or girlfriend. Like REALLY like them. You'd never say anything to them out of respect to your best friend – but one day, the boyfriend or girlfriend comes up to you and says, "I think I like you instead." Do you tell your best friend?

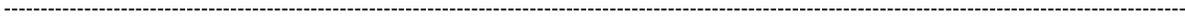
Yes

No

Your boyfriend or girlfriend is in the bathroom and left their phone out. You hear that they got a text – do you look to see who it's from?

Yes

No



You're walking down the street behind someone, and as they're walking you notice they drop something. Once you catch up, you see it's a Visa gift card. Do you keep the card?

Yes

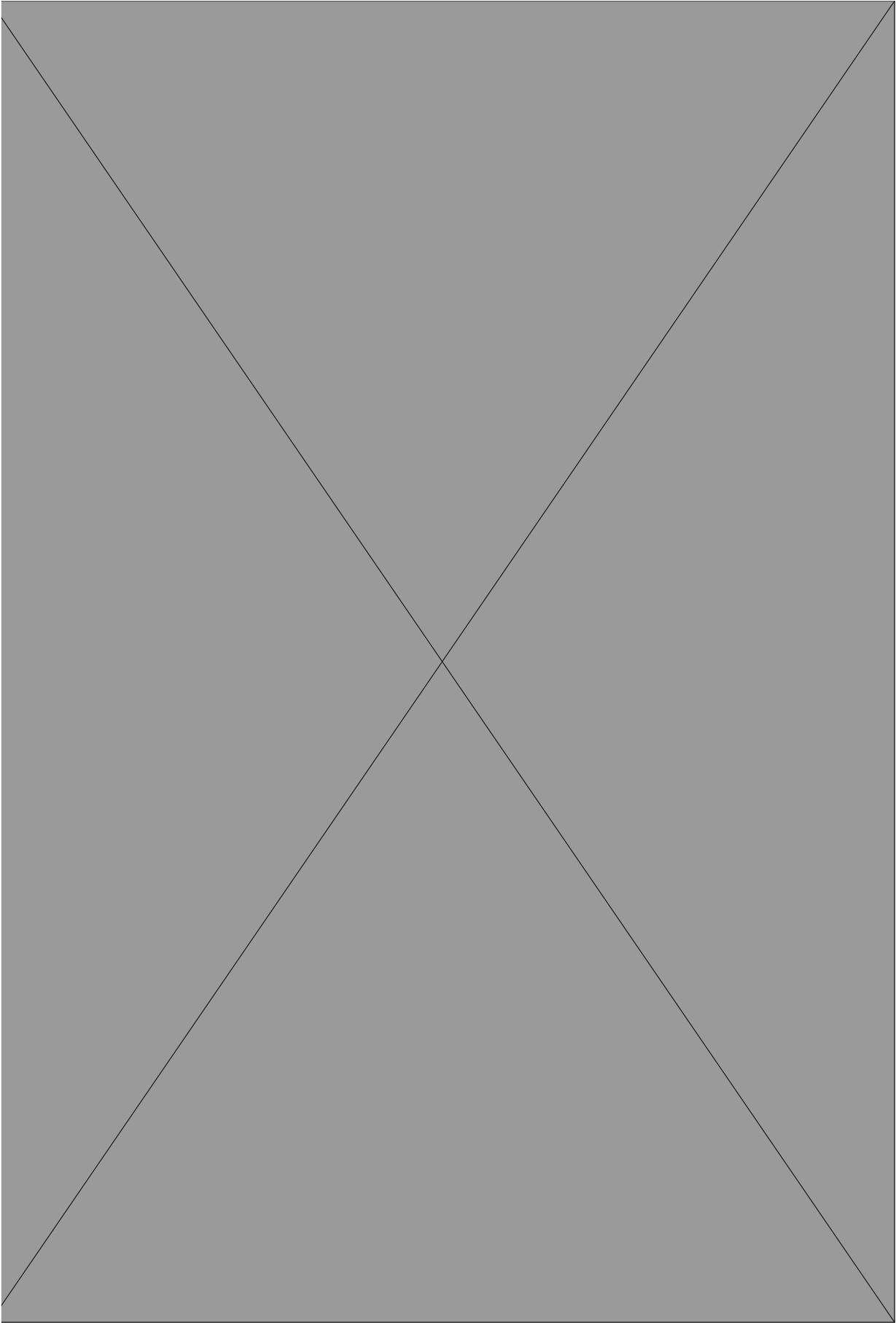
No

You are really trying to be healthy and have cut out almost all sugar from your life. This has been very difficult, as you are a total sugar fiend! You walk into class early and the room's empty, except for a coffee urn in the back left over from a teachers' meeting... and a plate of donuts. No one will see you – do you take one?

Yes

No

Donut Nutritional Information



Homework: Teach Your Parents/Caregivers Well

Name: _____ Date: _____

INSTRUCTIONS: Please walk through the decision-making model we learned in class today with a parent or caregiver. Then ask them whether they have a decision they need to make, and walk through the model together to see whether it will help them reach their decision.

Parent/Caregiver Name: _____

D – Determine the situation

O – Brainstorm Your Options

G – Gather More Information about and Weigh the Pros and Cons about those Options

M – Make a Decision

A – Act On Your Decision

Sexual Decision Making

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

[This lesson is adapted and reprinted with permission from *Our Whole Lives: Grades 7-9*, second edition, Unitarian Universalist Association, 2014. Original OWL 7-9 author is Pamela M. Wilson and the author of this lesson is Al Vernacchio.]

NSES ALIGNMENT:

By the end of 10th grade, students will be able to:

SH.8.DM.1 – Identify factors that are important in deciding whether and when to engage in sexual behaviors

SH.10.IC.1 – Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/ or contraception, and preventing, getting tested, and seeking treatment for STDs (including HIV)

CHR.10.IC.1 – Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior*

CHR.10.SM.1 – Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior

TARGET GRADE: Grade 9 Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Handout "Sexual Readiness" – one per student
- One copy of each of the role-play scenarios 1-5
- Pencils in case students do not have their own
- Markers for whiteboard or chalk for chalkboard

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify various reasons why teens choose to engage or not engage in various sexual behaviors [Knowledge]
2. Analyze personal factors that are important to consider when making decisions about sex. [Knowledge]
3. Articulate a message that clearly identifies where they stand on engaging in sexual behavior with a partner at this time in their lives. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him" and using gender neutral labels such as person and partners rather than boyfriend or girlfriend. The scenarios and role-plays feature a variety of genders and orientations. This is intended to make the curriculum inclusive of all genders and gender identities and to recognize that a person of any gender can be in an unhealthy relationship.

PROCEDURE:

STEP 1: Introduce the lesson by asking, "Has anyone ever struggled to make a really tough decision?" After a few students have raised their hand go on to ask, "Has anyone ever made a really tough decision and even after you made the decision you weren't 100% sure it was the right one?" Go on to explain that, "Making decisions can be difficult and making decisions about sex can be even more difficult since everyone has different values and beliefs about this topic. That is what we're going to talk about today." (2 minutes)

STEP 2: Ask students, "When do you think someone is ready to have sex - either oral, vaginal or anal – with their partner?" Take a few responses and ask, "What would have to be in place with their relationship?" Take a few responses and lastly ask, "What kinds of questions should young people ask themselves before taking that step?"

Sexual Decision Making

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Take a few responses and then distribute the handout “Sexual Readiness” to each student. Ask for a few volunteers to read some of the questions in the handout aloud. Then ask students to turn around and talk with someone they are seated near about their reactions to the handout. Give the students five minutes to discuss and when time is up, process the activity by asking the following questions:

- What was it like to do that? What was [easy, surprising, interesting—fill in answers] about it?
- Which questions do you think are most important to talk about with a partner? Which are least?
- Which questions surprised you?
- Any questions you think are missing?
- How do you think it would be for a couple to talk through all these questions?
(10 minutes)

STEP 3: Explain that next students will do some role-playing to practice making healthy decisions about sexual behavior. Remind students that in general healthy relationships are:

- Consensual and non-exploitative
- Concerned about consequences such as STDs and pregnancy
- Respectful and caring

Then explain, “The class will be divided into five teams. Each team will get a scenario involving a couple that is making a decision about sex. Each group should read and discuss their scenario and then write a realistic and respectful dialog between the characters so the couple reaches a decision quickly. Groups will have five minutes to prepare your dialog and then you’ll have the opportunity to present it to the class.

Divide the class into five groups and give each group a different scenario. Circulate among the groups while they are working offering support as needed. After five minutes, gather students’ attention and ask if there are any volunteers to read their dialog. If a group doesn't want to read, you or another student could volunteer to read it. Then the class will answer the following questions based on the scenario.

Note to the Teacher: Some of your students may choose to act them out, but never require this as it will put them in an awkward and potentially traumatic situation with each other. If a student in your class shares the name of a student in the scenario, please change the name in the scenario. This could potentially be embarrassing for a student.

Have these questions written on the board

- 1) What are the possible consequences for this couple if they follow through with their decision?
- 2) Do you think they made a healthy decision? Why or why not?

After the class answers these two questions, the next group will present their scenario and follow the same process. Follow the process described for scenarios 1-5. (23 minutes)

Sexual Decision Making

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 4: Process the entire activity by asking:

- How realistic were the consequences the class predicted?
- What would you advise these characters to do?

(5 minutes)

STEP 5: In closing, remind the class of the following take-home points, “It’s important for each of you to figure out where you stand about decisions regarding sex so you can not only be clear for yourself but also find ways to be clear with any future partners.” Thank class for their hard work and close lesson. *(2 minutes)*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The initial discussion meets the first and second learning objective while the scenarios fulfill the third learning objective.

HOMEWORK:

None.

Handout: Sexual Readiness

Here are some questions to answer before making a decision to have sex with a partner:

- 1) How do I feel about sex? When do I think it would be right for me? Under what conditions and with what kind of person?
- 2) How does the other person feel? How do their feelings fit in with my own?
- 3) Is there any chance that I'm pressuring or exploiting the other person? Could they be pressuring or exploiting me?
- 4) What do I expect sex to be like? What if it's bad and I don't enjoy it? How would I feel about myself or my partner?
- 5) How would my partner and I feel if others found out about our sexual relationship, specifically those very close to me?
- 6) Do I trust my partner? Completely?
- 7) Am I comfortable being vulnerable in front of my partner, for example being naked with them?
- 8) What if this turns into a strictly sexual relationship and that's all we ever do? How would I feel then?
- 9) What extra pressures might I (or we) feel once we have sex?
- 10) How will I feel if we break up?
- 11) What will I do to prevent STDs
- 12) What would I do if I got an STD?
- 13) If it's a risk, what will we do to prevent pregnancy?
- 14) What would I do if a pregnancy resulted from having vaginal sex? How would my partner and I feel?
- 15) How would my family feel if they found out about my sexual relationship? How would I feel about their knowing?

If you cannot answer all of these questions with confidence, maybe you aren't ready for sex yet. Make the decision that is best for you, not based on pressure by others.

Freeze Frame Role-Play Scenario 1

Hannah and Jonathan

Hannah and Jonathan have been together for about six months. They have a good relationship but only get to see each other about once a month, because Jonathan just moved to a town about an hour away from Hannah. Since his move, Hannah has begun to hint that she's ready to have sex. Plan a role-play in which Jonathan talks with Hannah about having sex and they make a decision.

Hannah: You like Jonathan a lot and you're glad that he doesn't pressure you about sex. Still, you've decided to go ahead and have sex with him because it might make the relationship stronger, now that he's moved away.

Jonathan: You're crazy about Hannah but don't think things will work out now that you live in two different places. You want to be honest with Hannah and don't want to mislead or hurt her. Recently, Hannah has hinted that she's ready to have sex, but you're wondering if she's just trying to hold onto the relationship. Talk with Hannah about what you're sensing.

Freeze Frame Role-Play Scenario 2

Morgan and Terence

Morgan and Terence met several months ago at a party. Morgan identifies as queer and is very active in the LGBTQ group at his school. Terence isn't sure whether he's straight or bisexual and has only dated girls. But both Morgan and Terence know they are attracted to each other. Plan a role-play in which Morgan talks to Terence about what's going on and they make a decision about whether to have sex.

Morgan: You and Terence live in the same apartment building and are in the same homeroom. Terence has dated girls and seems straight, but he also seems attracted to you. Last week, you bumped into him in the laundry room in your building and after a lot of "accidental touches" you ended up kissing. But then he stopped and left. Now he just sent a text asking if you'd meet him in the laundry room. You decide to go because you want to have an honest conversation. You don't want to begin anything with someone who is so confused.

Terence: You date girls you like, but haven't done much sexually with them; you've kissed a couple of them, but didn't find it very exciting. Now you feel very attracted to Morgan. When you kissed him last week, it felt wonderful, but also confusing. You just can't stop thinking about Morgan and imagining his touch. You think you want to have sex with him, but you don't want your family or friends to find out, because they would disapprove.

Freeze Frame Role-Play Scenario 3

Graham and Marina

Marina and Graham have been going out for four months. Marina's family immigrated from Russia five years ago. Marina speaks English well, thinks of herself as American, and argues constantly with her parents about many of their beliefs, which she finds old-fashioned.

Graham and Marina are crazy about each other. Plan a role-play in which Graham talks with Marina about having sex and they make a decision.

Graham: You feel lucky to have Marina as your girlfriend. She is beautiful and so nice to you. You like the fact that you come from different cultural backgrounds. You love touching Marina and want to have vaginal sex with her. You want to do it right, though. You want to go with her to get birth control and you plan to use a condom too.

Marina: You've in heaven because Graham is such a nice, caring and sensitive guy. He's the first American you've ever dated, but your parents don't like him. They don't want you dating at all. When you and Graham kiss and touch each other, it feels great. You want to have sex, but you've always told yourself and your parents that you would wait until you were married to have sex.

Freeze Frame Role-Play Scenario 4

Andie and Diana

Andie and Diana are two girls who just met last weekend at a party. They had fun together, and now they've hooked up again this weekend. They're alone in Andie's basement. Plan a role-play in which Diana asks Andie about having sex and they make a decision.

Diana: You think Andie is a lot of fun and really cute. You're not interested in a relationship. You know that you're both really turned on. You decided some time ago that you weren't ready for oral sex, so you know that's off-limits for you. But you can think of a lot of other wonderful things that you and Andie can do to express your feelings for each other. Talk it over with Andie.

Andie: You think Diana is great and feel that this could be the relationship you've always wanted. You've never felt like this before and don't want to do anything to turn Diana off. You feel open to all kinds of things with Diana, including commitment and sex. You plan to use protection if you and Diana decide to have sex.

Freeze Frame Role-Play Scenario 5 Sydney and Zee

Sydney is a trans girl who has a big crush on Zee. Both are free thinkers who don't like labels. Sydney and Zee have been hanging out together for a few weeks and enjoy a lot of the same things. It's clear that they're attracted to each other, but they've never kissed or touched. Plan a role-play in which Sydney talks with Zee about having sex and they make a decision.

Sydney: You were assigned male at birth but have never identified as a boy or a man. You are a girl, but not a "girly" girl. You really like the fact that Zee is kind of androgynous, but you aren't sure how to get things started. You decide that the two of you should talk about your feelings.

Zee: Biologically you were assigned female at birth but you hate all of the boxes that society puts people in and identify as genderqueer. You work hard to have a gender-nonconforming appearance and style. You enjoy gender-bending and you feel like with Sydney you have finally met someone who really "gets you".

Sexual Decision Making

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

[This lesson is adapted and reprinted with permission from Our Whole Lives: Grades 7-9, second edition, Unitarian Universalist Association, 2014. Original OWL 7-9 author is Pamela M. Wilson and the author of this lesson is Al Vernacchio.]

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

HR.12.CC.2 – Describe a range of ways to express affection within healthy relationships.

HR.12.IC.2 – Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior.

HR.12.SM.1 – Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior.

PR.12.INF.1 – Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.

ADVANCE PREPARATION FOR LESSON:

- Go through the Amaze video "Are You Ready to Have Sex?" <https://amaze.org/video/healthy-relationships-are-you-ready-to-have-sex/> to preview it and ensure you are comfortable showing it during class, if you choose this option.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Identify various reasons why teens choose to engage or not engage in sexual behaviors. [Knowledge]
2. Identify at least three questions whose answers can help determine if they are ready to engage in sexual behavior with a partner. [Knowledge]
3. Articulate a message that clearly identifies where they stand on engaging in sexual behavior with a partner at this time in their lives. [Knowledge]

TARGET GRADE: Grade 9
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Handout "Sexual Readiness" – one per student
- One copy of each of the role-play scenarios 1-5
- Pencils in case students do not have their own
- Markers for whiteboard or chalk for chalkboard
- Desktop or laptop with internet connection (For option outlined in Step 2)
- If you do not have hookup for sound, small speakers to connect to your computer or laptop (For option outlined in Step 2)
- LCD projector and screen (For option outlined in Step 2)

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the lesson by asking, "Has anyone ever struggled to make a really tough decision?" After a few students have raised their hand go on to ask, "Has anyone ever made a really tough decision and even after you made the decision you weren't 100% sure it was the right one?" Go on to explain that, "Making decisions can be difficult and making decisions about sex can be even more difficult since everyone has different values and beliefs about this topic. That is what we're going to talk about today." (2 minutes)

Sexual Decision Making

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

STEP 2: Ask students, “When do you think someone is ready to have sex - either oral, vaginal or anal – with their partner?” Take a few responses and ask, “What would have to be in place with their relationship?” Take a few responses and lastly ask, “What kinds of questions should young people ask themselves before taking that step?” Take a few responses and then distribute the handout “Sexual Readiness” to each student. Ask for a few volunteers to read some of the questions in the handout aloud. Then ask students to turn around and talk with someone they are seated near about their reactions to the handout. Give the students five minutes to discuss and when time is up, process the activity by asking the following questions:

- What was it like to do that? What was [easy, surprising, interesting–fill in answers] about it?
- Which questions do you think are most important to talk about with a partner? Which are least?
- Which questions surprised you?
- Any questions you think are missing?
- How do you think it would be for a couple to talk through all these questions? (10 minutes)

Note to the Teacher: Another option instead of using the student handout is to show the three-minute Amaze video "Are You Ready to Have Sex?" and have students discuss the video together in pairs. If you choose this option instruct students to prioritize which five questions, discussed in the video, they think are the most critical for people to talk about before they make any decisions to have sex.

STEP 3: Explain that next students will do some role-playing to practice making healthy decisions about sexual behavior. Remind students that in general healthy relationships are:

- Consensual and non-exploitative
- Concerned about consequences such as STDs and pregnancy
- Respectful and caring

Then explain, “The class will be divided into five teams. Each team will get a role-play involving a couple that is making a decision about sex. Each group should read and discuss their scenario and decide who will role-play the scenario. The other members will be coaches. The goal is to have the role-play worked out so the couple reaches a decision quickly. Groups will have five minutes to prepare your role-play and then you’ll act it out for the class.

Divide the class into five groups and give each group a different scenario. Circulate among the groups while they are working offering support as needed. After five minutes, gather students’ attention and explain how the role-plays will be presented by saying, “Each team will present their role-play in order. Just at the point at which the couple have made their decision, I’ll say ‘freeze-frame’ and the role-play will stop. Then the class will answer the following questions based on the role-play they just saw.

Note to the Teacher: It can help to have these questions written on the board to refer to after each role play.

Sexual Decision Making

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- 1) What are the possible consequences for this couple if they follow through with their decision?
- 2) Do you think they made a healthy decision? Why or why not?

After the class answers these two questions, the next group will present their role-play and follow the same process. Follow the process described for role-plays of scenarios 1-5. (23 minutes)

STEP 4: Process the entire activity by asking:

- Actors, how did it feel to play these roles?
 - How realistic were the consequences the class predicted?
 - If you could go back and make another decision again, what would you do differently?
- (5 minutes)

STEP 5: In closing, remind the class of the following take-home points, “It’s important for each of you to figure out where you stand about decisions regarding sex so you can not only be clear for yourself but also find ways to be clear with any future partners.” Thank class for their hard work and close lesson. (2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The initial discussion meets the first and second learning objective while the role-play fulfills the third learning objective.

HOMEWORK:

None.

Handout: Sexual Readiness

Here are some questions to answer before making a decision to have sex (oral, anal or vaginal) with a partner:

1. How do I feel about sex? When do I think it would be right for me? Under what conditions and with what kind of person?
2. How does the other person feel? How do their feelings fit in with my own?
3. Is there any chance that I'm pressuring or exploiting the other person? Could they be pressuring or exploiting me?
4. What do I expect sex to be like? What if it's bad and I don't enjoy it? How would I feel about myself or my partner?
5. How would my partner and I feel if others found out about our sexual relationship, specifically those very close to me?
6. Do I trust my partner? Completely?
7. Am I comfortable being vulnerable in front of my partner, for example being naked with them?
8. What if this turns into a strictly sexual relationship and that's all we ever do? How would I feel then?
9. What extra pressures might I (or we) feel once we have sex?
10. How will I feel if we break up?
11. What will I do to prevent STDs
12. What would I do if I got an STD?
13. If my partner is another gender and we have vaginal sex, what will I do to prevent pregnancy?
14. What would I do if a pregnancy resulted from having vaginal sex? How would my partner and I feel?
15. How would my family feel if they found out about my sexual relationship? How would I feel about their knowing?

If you cannot answer all of these questions with confidence, you aren't ready for sex yet. You're the only one who can make the decision, make it wisely.

Freeze Frame Role-Play Scenario 1 Hannah and Jonathan

Hannah and Jonathan have been together for about six months. They have a good relationship but only get to see each other about once a month, because Jonathan just moved to a town about an hour away from Hannah. Since his move, Hannah has begun to hint that she's ready to have sex. Plan a role-play in which Jonathan talks with Hannah about having sex and they make a decision.

Hannah: You like Jonathan a lot and you're glad that he doesn't pressure you about sex. Still, you've decided to go ahead and have sex with him because it might make the relationship stronger, now that he's moved away.

Jonathan: You're crazy about Hannah but don't think things will work out now that you live in two different places. You want to be honest with Hannah and don't want to mislead or hurt her. Recently, Hannah has hinted that she's ready to have sex, but you're wondering if she's just trying to hold onto the relationship. Talk with Hannah about what you're sensing.

Freeze Frame Role-Play Scenario 2 Morgan and Terence

Morgan and Terence met several months ago at a party. Morgan identifies as queer and is very active in the LGBTQ group at his school. Terence isn't sure whether he's straight or bisexual and has only dated girls. But both Morgan and Terence know they are attracted to each other. Plan a role-play in which Morgan talks to Terence about what's going on and they make a decision about whether to have sex.

Morgan: You and Terence live in the same apartment building and are in the same homeroom. Terence has dated girls and seems straight, but he also seems attracted to you. Last week, you bumped into him in the laundry room in your building and after a lot of "accidental touches" you ended up kissing. But then he stopped and left. Now he just sent a text asking if you'd meet him in the laundry room. You decide to go because you want to have an honest conversation. You don't want to begin anything with someone who is so confused.

Terence: You date girls you like, but haven't done much sexually with them; you've kissed a couple of them, but didn't find it very exciting. Now you feel very attracted to Morgan. When you kissed him last week, it felt wonderful, but also confusing. You just can't stop thinking about Morgan and imagining his touch. You think you want to have sex with him, but you don't want your family or friends to find out, because they would disapprove.

Freeze Frame Role-Play Scenario 3 Graham and Marina

Marina and Graham have been going out for four months. Marina's family immigrated from Russia five years ago. Marina speaks English well, thinks of herself as American, and argues constantly with her parents about many of their beliefs, which she finds old-fashioned. Graham and Marina are crazy about each other. Plan a role-play in which Graham talks with Marina about having sex and they make a decision.

Graham: You feel lucky to have Marina as your girlfriend. She is beautiful and so nice to you. You like the fact that you come from different cultural backgrounds. You love touching Marina and want to have vaginal sex with her. You want to do it right, though. You want to go with her to get birth control and you plan to use a condom too.

Marina: You're in heaven because Graham is such a nice, caring and sensitive guy. He's the first American you've ever dated, but your parents don't like him. They don't want you dating at all. When you and Graham kiss and touch each other, it feels great. You want to have sex, but you've always told yourself and your parents that you would wait until you were married to have sex.

Freeze Frame Role-Play Scenario 4 Andie and Diana

Andie and Diana are two girls who just met last weekend at a party. They had fun together, and now they've hooked up again this weekend. They're alone in Andie's basement. Plan a role-play in which Diana asks Andie about having sex and they make a decision.

Diana: You think Andie is a lot of fun and really cute. You're not interested in a relationship. You know that you're both really turned on. You decided some time ago that you weren't ready for oral sex, so you know that's off-limits for you. But you can think of a lot of other wonderful things that you and Andie can do to express your feelings for each other. Talk it over with Andie.

Andie: You think Diana is great and feel that this could be the relationship you've always wanted. You've never felt like this before and don't want to do anything to turn Diana off. You feel open to all kinds of things with Diana, including commitment and sex. You plan to use protection if you and Diana decide to have sex.

Freeze Frame Role-Play Scenario 5 Sydney and Zee

Sydney is a trans girl who has a big crush on Zee. Both are free thinkers who don't like labels. Sydney and Zee have been hanging out together for a few weeks and enjoy a lot of the same things. It's clear that they're attracted to each other, but they've never kissed or touched. Plan a role-play in which Sydney talks with Zee about having sex and they make a decision.

Sydney: You were assigned male at birth but have never identified as a boy or a man. You are a girl, but not a "girly" girl. You really like the fact that Zee is kind of androgynous, but you aren't sure how to get things started. You decide that the two of you should talk about your feelings.

Zee: Biologically you were assigned female at birth but you hate all of the boxes that society puts people in and identify as genderqueer. You work hard to have a gender-nonconforming appearance and style. You enjoy gender-bending and you feel like with Sydney you have finally met someone who really "gets you".

**DOCUMENT PRODUCED IN
NATIVE FORMAT:**

3Rs, Grade 8, Lesson 7: Teen Dating Violence PSA MP4 Video

**DOCUMENT PRODUCED IN
NATIVE FORMAT:**

3Rs, Grade 8, Lesson 7: The Signs- Teen Dating Violence PSA
MP4 Video

**DOCUMENT PRODUCED IN
NATIVE FORMAT:**

3Rs, Grade 8, Lesson 9: Condoms- How To Use Them MP4 Video

DOCUMENT PRODUCED IN
NATIVE FORMAT:

3Rs, Grade 9, Lesson 1: Dating Abuse- Tools for Teens MP4
Video