



**Success belongs to everyone!**  
**Mossyrock School District #206**

Administrative Offices  
 Box 478—545 Williams Street  
 Mossyrock, WA 98564

**Mossyrock 7-12**

295 Williams St., Mossyrock, WA, 98564  
 p: 360-983-3183 ~ f: 360-983-3188

**Mossyrock Elementary School**

455 Williams St., Mossyrock, WA, 98564  
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**MSD Comprehensive Sexual Education Program**

**Elementary School**

Grades	K	1	2	3	4	5	6
<b>Content</b>	Social-Emotional	Social-Emotional	Social-Emotional	Social-Emotional	Social-Emotional	Sex Education	Social-Emotional
<b>Timeframe</b>	Prior to Winter Break	Prior to Winter Break	Prior to Winter Break	Prior to Winter Break	Prior to Winter Break	Prior to Winter Break	Prior to Winter Break
<b>Topic</b>	Lesson 3: My Space Your Space	Lesson 1: Friendships	Lesson 2: Bullying is Never OK	Lesson 2: Teasing Harassment Bullying	Lesson 4: Taking a Stand Against Bullying	Lesson 2: Puberty and Reproduction	Lesson 3: Being Smart, Staying Safe Online
<b>Staff Member</b>	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher

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**Jr/Sr High School**

<b>Grades</b>	<b>7</b>	<b>8</b>	<b>9 – 10</b>	<b>11-12</b>
<b>Content</b>	Sex Education	Sex Education	Sex Education	Sex Education
<b>Timeframe</b>	Prior to Winter Break	Prior to Winter Break	Prior to Winter Break	Prior to Winter Break
<b>Topic</b>	Lesson 3: Harassment Prevention – The Basics	Lesson 3: Reproduction Basics	Lesson 2: My Boundaries	Lesson 3: It Wasn't My Fault
<b>Staff Member</b>	Phys. Ed. Teacher	Phys. Ed. Teacher	Phys. Ed. Teacher	Phys. Ed. Teacher w/Panel

Link to Curriculum:

Directions:

1. The physical education teacher will be responsible for teaching the material during their class at each grade level during class time.
2. The teacher will work with their building administrator to develop the appropriate date on which the content will be taught.
3. Two-weeks prior to the instruction, a notice will be sent home which includes the link to the material and an opt-out for parents to return if they wish to remove their student from the instruction.
  - a. The material is posted on the district website for parent review.

**Review Committee Signatures:**

_____ <i>Superintendent</i>	4/26/2022 _____ <i>Date</i>	_____ <i>Elementary Principal</i>	4/26/2022 _____ <i>Date</i>
_____ <i>7-12 Principal/Parent</i>	4/26/2022 _____ <i>Date</i>	_____ <i>School Board Director/Parent</i>	4/26/2022 _____ <i>Date</i>
_____ <i>Jr/Sr P.E./Health Teacher</i>	4/26/2022 _____ <i>Date</i>	_____ <i>Parent Representative</i>	4/26/2022 _____ <i>Date</i>

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**Home of the Vikings!**

PO Box 478 ~ Mossyrock, WA, 98564

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**Comprehensive Sexual Health Education**

*Parent/Guardian Waiver (Opt-out)*

Date: **TBD**

To: Parents/Guardians

On **Month ##, 202#**, the district will be providing its sexual health instruction as required by state law. Each year the district provides instruction according to state law, which includes both sexual health education as well as social-emotional education.

Below are the grades being provided this type of instruction and the title of the lesson.

<ul style="list-style-type: none"> <li><input type="checkbox"/> K - My Space Your Space</li> <li><input type="checkbox"/> 1 - Friendships</li> <li><input type="checkbox"/> 2 - Bullying is Never OK</li> <li><input type="checkbox"/> 3 - Teasing Harassment Bullying</li> <li><input type="checkbox"/> 4 - Taking a Stand Against Bullying</li> <li><input type="checkbox"/> 5 - Puberty and Reproduction</li> <li><input type="checkbox"/> 6 - Understanding Boundaries</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 7 - Reproduction Basics</li> <li><input type="checkbox"/> 8 - Healthy and Unhealthy Relationships</li> <li><input type="checkbox"/> 9/10 – My Boundaries</li> <li><input type="checkbox"/> 11/12 – It Wasn't My Fault</li> </ul>
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You can go to this link: [Insert website address for information](#) , and find copies of all the lesson plans for the grades listed above.

I, as parent/guardian of \_\_\_\_\_ request that my student be excused from sexual health instruction to take place on **Month ##, 202#**.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This form must be returned to the proper building office prior to the date of instruction.*

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# My Space, Your Space

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

Fostering respect and responsibility through age-appropriate sexuality education.

## NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

**PS.2.CC.1** - Students will be able to explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.

**PS.2.IC.1** - Students will be able to demonstrate how to respond if someone is touching them in a way that makes them feel uncomfortable orientation.

**TARGET GRADE:** Kindergarten  
Lesson 3

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Homework: "I Like... I Don't Like..." - one per student
- Flipchart sheet prepared as described
- Teacher Resource: "What Should They Do?" – one copy
- Flipchart markers
- Chalk or dry erase board markers and eraser
- Pencils in case students do not have their own

## ADVANCE PREPARATION FOR LESSON:

On a piece of flipchart paper, make a vertical list of the following behaviors, leaving enough room next to each word to be able to write the word "yes," "no," or "sometimes".

Hitting

Pushing

Biting

Kicking

Scratching

Shoving

Kissing

Holding hands

Walking with an arm around another person

Wrestling/rough housing

Tickling

## LEARNING OBJECTIVES:

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

1. Name at least 2 ways of being touched that are okay with them. [Knowledge]
2. List at least 2 ways of being touched that they do not like. [Knowledge, Affect]
3. Explain that they have the right to determine whether and how they are touched. [Knowledge]
4. Demonstrate an understanding of how to respond effectively when someone touches them in a way with which they do not feel comfortable. [Skill]

## PROCEDURE:

**STEP 1:** Tell students that you are going to talk about people's bodies. Ask everyone to stand up. Tell them you are going to ask them a question about a body part, and that they should answer all together. Say, "For example, if I were to ask you, 'Whose head is this?' you'd point to your own head and say, 'My head!' Let's try it out: Whose head is this?"

Once you see that everyone understands what you're doing, do the same with the following body parts:

"Whose face is this?" ("My face!")

"Whose knees are these?" ("My knees!")

"Whose elbow is this?" ("My elbows!")

"Whose foot is this?" ("My foot!")

## My Space, Your Space

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

“Whose ears are these?” (“My ears!”)

Then wrap your arms around yourself in a hug and ask, with intentionality and emphasis, “Whose body is this?” Wait for the students to hug themselves and say back, “My body!” Say, “I want to hear that again – whose body?” Wait for them to say, “My body!” Say, “Good. So who gets to say who can and can’t touch your body?” Respond with them: “I do.” Ask students to take their seats. (5 minutes)

**STEP 2:** Reaffirm for students, “Very good. These are our bodies – and so we have the right to say whether and how we want someone else to touch them. That also means we need to listen and stop touching others when someone else says they don’t want to be touched.”

Ask, “Are there any exceptions to this? Any time when someone might touch us in a way that we might not like but it’s okay?” Probe for when their parent/caregiver may need to give them medicine they don’t like or don’t like the feeling of, or when they go to a doctor to get a shot. Say, “But even if a doctor – or any other student or adult – touches us in a way that makes us feel uncomfortable, we have a right to say that we don’t like it and that we want it to stop. But first, let’s talk about some behaviors that we might or might not like.” (2 minutes)

**STEP 3:** Explain that everyone is different about how they like to be touched. Say, “you may be someone who loves to hug or snuggle with family members or wrestle with your friends, or you may not like some of any of those. Let’s take a look at some behaviors that students tend to do with each other and talk about whether we like them, whether we don’t like them, or whether it depends.”

Post the sheet of newsprint on the board or front wall with the list of behaviors. Tell the class that you are going to go through the list of behaviors one at a time, and if it is a behavior they like, they should raise their arms up in the air and wiggle their fingers (model this for them, and ask them to do it with you). Tell them that if it’s a behavior that they never like, they should put their arms down at their sides and wiggle their fingers (model this for them, and have them do it with you). Then tell them that if it’s a behavior that they sometimes like and sometimes don’t, they should put their arms out to the sides and wiggle their fingers (model this for them, and have them do it with you).

Go through each behavior, asking the students, “Is this a behavior you tend to like?”

There will be universal agreement on some (e.g., hitting, punching, kicking) and some responses of “sometimes” to others (kissing, tickling). When they say, “sometimes,” ask, “When do we like this? When do we NOT like this?” If the students do not say “sometimes,” use the guide below to guide a discussion of when or why a person might not like the behavior.

- Hugging [some people don’t like to be hugged; some people hug too tightly; and there are some people you just might not want to be hugged by]
- Kissing [some people dislike being kissed when it’s someone they don’t know well or someone they don’t wish to kiss or be kissed by, like a particular relative or a neighbor]
- Holding hands [some people don’t like to be touched]

## My Space, Your Space

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

- Walking with an arm around another person [some people don't like to be touched; some find it hard to walk that way]
- Wrestling/rough housing [some people don't like it if they're always the one being pinned down; some don't like it because they end up getting hurt]
- Tickling [most people don't like it when it's too much/goes on for too long]

(12 minutes)

**STEP 4:** Ask, "How do you know when someone doesn't like it when you do any of the behaviors on the list?" Probe for, "They tell me to stop," "They push me/my arm away," "They cry," "They yell at me," etc.

Ask, "Has anyone ever done something to you that's on this list, you haven't liked it, but you haven't said anything? How did that make you feel?" [Note: In the unlikely event that no one says, "yes," ask, "How do you think it would make someone feel?"]

Say, "So, clearly, we don't like it when people do things to us we don't like. That means we need to be clear when we want someone to stop – and we need to listen when other people say they don't want us to do things they don't like, and stop."

Ask, "What can we do to be really clear with someone when they're touching us in a way that we don't like?" As students give responses, write these clearly on the board. The first one, if it's not contributed from the students, should be contributed by you; in large letters, write, "Say 'NO'." Once you have written that, ask, "How do we say 'no' in a way that lets someone know we want them to stop?" Probe for looking someone in the eye and having a serious, low tone of voice. [Note: You will likely get some shouting and yelling from the kids; this is actually a good thing, because it means they realize they may need to be forceful at times. Validate the energy behind it, but tell them that yelling isn't necessary – just being clear and direct is.]

#### **Also probe for the following:**

- Walk away from the person
- Say what you DO want – for example, "I don't like walking with arms around each other, but I'll hold your hand" or "I don't like hugging but I'll high five you"
- Go to a trusted adult and tell that person what happened

Ask, "What do you do if the person who is hugging or kissing you makes you feel uncomfortable?" Probe for, "Say no and tell another adult." (10 minutes)

**STEP 5:** Say, "Let's look at a few examples where we can give people some advice about what to do." Read the examples in the handout, "How Can We Help?" one at a time. After reading each, ask the class what they would tell the person to do. Listen for the steps you've discussed in class, and remind students of them as necessary. (9 minutes)

**STEP 6:** Ask the class to stand up again and remind them of how they started the lesson, by naming all the parts of their bodies that belong to them. Ask them to remind you what the last body part was that they talked about, probing for their whole bodies. Wrap your arms around yourself in a hug again and ask the students to do the same. Say, "Remind me,

## **My Space, Your Space**

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

whose body are you hugging?” Wait for the students to say back, “Mine!” or “My body!” Then say, “And remind me - who gets to say who can and can’t touch our bodies?” Respond with them: “We do.” (2 minutes)

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

Assessment will be made by the teacher via observation and calling on individual students. The teacher will need to ensure each student has participated at least once individually, and that all students participate in the group portions of the lessons.

### **HOMEWORK:**

Distribute the sheet, “I Like... I DON’T Like” and ask students to bring it home and complete it with a parent or caregiver.

# I Like... I Don't Like...

Draw some ways you do and don't like to be touched? Work on this with a parent or caregiver. When you're done, color it in and sign the bottom to show you're both on the same page!

I Like it When...	I DON'T Like it When...

Parent/Caregiver: Please read the following two statements and both sign and have your child sign. Feel free to have other family members chime in, or to let me know if you'd like me to send home additional blank copies for you!

*"I promise to respect my child's boundaries and to listen when he or she says she doesn't like being touched in certain ways. I also promise, if anyone else in our home is doing this, to make it stop."*

*"I promise to tell other people in my home if they're touching me in a way I don't like. I also promise that, if they tell me they don't like being touched in a particular way, I won't touch them like that."*

\_\_\_\_\_  
Parent/Caregiver

\_\_\_\_\_  
Student



## My Space, Your Space

Teacher Resource: *What Should They Do?*

*[Note to the Teacher: Feel free to use different names as necessary to best reflect the populations in your school.]*

### SCENARIO ONE:

Henry is the youngest of 3 brothers. Right before he goes to bed at night, when he's really tired and sleepy, his older brothers love to jump out, scare him, and then pin him to the floor, sit on him and bounce up and down so he can't catch his breath. He hates this! How should he respond? What can he do?

### SCENARIO TWO:

Jessica has two best friends at school. She really loves her friends, and they love her. The only thing is, she really doesn't like being hugged. Every morning they are all excited to see each other and her friends give her huge hugs to show it. Jessica doesn't want to hurt their feelings, but wants the hugging to stop. How should she respond? What can she do?

### SCENARIO THREE:

Mr. Jeffreys is a substitute teacher. He is physical with everyone he meets, adults and kids – always touching their arm or hand when he speaks with them, high-fiving the students, hugging other teachers. The first day he's there, he tells a student, Jordan, that Jordan reminds him of his little brother. Every day since then, he grabs Jordan around the neck with his arm and rubs Jordan's head with his knuckle, yelling, "noogie!!" Jordan is embarrassed by the attention – and the rubbing sometimes hurts. He wants it to stop. How should he respond? What can he do?

# Friendships

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

Fostering respect and responsibility through age-appropriate sexuality education.

### NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

**HR.2.CC.2** – Describe the characteristics of a friend.

**HR.2.IC.2** – Identify healthy ways for friends to express feelings to each other.

**TARGET GRADE:** Grade 1  
Lesson 1

**TIME:** 40 Minutes

### MATERIALS NEEDED:

- Newsprint/Board
- Markers/chalk
- Copies of the scenarios – enough for each pair to have one
- Homework: “Family Interview”
- Pencils in case students do not have their own

### ADVANCE PREPARATION FOR LESSON:

- Newsprint or board with heading; “Good Friend Cake – Ingredients.”
- Three newsprint sheets, each with one of the following word stems:
  - I like it when my friend...
  - It sometimes bothers me when my friend...
  - A good way to let my friend know how I feel is...

### LEARNING OBJECTIVES:

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

1. Describe at least three characteristics of a friend.  
[Knowledge]
2. Identify at least two healthy ways for friends to express feelings with each other. [Knowledge]

### PROCEDURE:

**STEP 1:** Introduce the lesson by telling students that you would like to talk about friendships. Say, “Having a good friend can feel really good and being a good friend is very important, too. I’d like everyone to close their eyes for a moment and think about one friend you have that is not in this class. The friend can include a brother or sister or a cousin who is your friend, or someone else who is your friend. Try to picture your friend in your mind. Try to see your friend’s face. Now I’d like you to think about a time you and your friend had a lot of fun together. What made it so much fun?” Allow students about a minute to think about these questions, then say: “OK, now open your eyes. Does anyone want to share with us what you did with your friend that was fun?” Have a few volunteers share their experiences. (5 minutes)

**STEP 2:** After hearing from a few students, say “Now, I want you to think about what you like about your friend that makes it fun to be together.” Give the students a few moments to think and then say “Does anyone want to share with the class what they like about their friend?” Ask for a few volunteers to share what they like about their friend. (Some responses may include: my friend is funny, my friend likes the same things I do, my friend is nice to me, my friend lives close by, etc.). (3 minutes)

**STEP 3:** Next say, “So if we were baking a cake, what ingredients would we need?” Take a few responses and then ask, “So if there was no flour, could it still be a cake? What about no eggs? The answer is ‘yes’ to both since cakes, just like friends, come in a wide variety of flavors and types. So, what makes a good friend? If we were baking a

## Friendships

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

‘Good Friend cake,’ what ingredients would we include?’ On the top of the newsprint, or on the board reveal the heading: “Good Friend Cake” and under it: “Ingredients.” As students call out ingredients of a good friend, write them on the paper/board. (Responses may include: likes the same things as you; is nice to you; makes you laugh; always plays with you; listens to you; doesn’t tease you or hurt your feelings on purpose; you can depend on them.)

**Note to the Teacher:** *If students have a difficult time coming up with more than one or two, prompt them by asking “Does a good friend tease or hurt the feelings of their friend? Does a good friend try to make you feel better when you are sad?” etc.*

After writing all students’ suggestions say “This is a really strong recipe for a good friend.” (6 minutes)

**STEP 4:** Say, “Friends usually make us very happy, and we have fun together. But sometimes problems can come up in a friendship. A friend may do something we don’t like, we may do something that makes our friends mad or we might disagree with our friend about something.”

Show, one at a time, the incomplete sentences (below) on the board or newsprint. Ask for student volunteers to respond to the first sentence: “I like it when my friend...” Record their responses. Next, ask for new volunteers to complete the second sentence: “It sometimes bothers me when my friend...” Record responses. Then say “It is important to be able to tell a friend when we are happy or sad or annoyed or angry, especially if we feel bad because if we don’t tell them and we keep it all bottled up inside it will make us feel even worse and our friend may not even know we are upset or angry. So, remembering the ingredients we said were important for a good friend, what are some good ways to share our feelings with a friend?” Ask students to finish the last sentence: “A good way to let my friend know how I feel is...” Record their responses.

**Note to the Teacher:** *Some responses to make sure to include if students don’t are: be honest, try to say your feelings without hurting their feelings; make sure to say something, don’t just ignore them or hold in your feelings; use your words; no put downs; if you are feeling good and want to give them a hug, ask them first. (10 minutes)*

- I like it when my friend...  
Example: *I like it when my friend brings me candy, calls me, and plays with me.*
- It sometimes bothers me when my friend...  
Example: *It sometimes bothers me when my friend teases me, only wants to play the games they want to play, and ignores me when another friend is around.*
- A good way to let my friend know how I feel is...  
Example: *A good way to let my friend know how I feel is to tell them nicely, or to say it makes me sad or annoyed when you...*

**STEP 5:** Tell students you want to practice healthy ways to express feelings with friends. Ask for pairs of volunteers to react to different situations they may be in with a friend.

**Note to the Teacher:** *See attached scenarios or make your own, particularly if there is a situation that is common among students in your classroom.*

## Friendships

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

If student volunteers get stuck, ask the class for suggestions of what the students could say to express their feelings to their friend. After each scenario ask the class, “How did [name of child] express their feelings to their friend in a healthy way?”

**Note to the Teacher:** *In the time allotted, try to get through 2-4 scenarios each with different students so that as many as possible get a chance to participate. If there is more time, more scenarios can be used.*

(15 minutes)

**STEP 6:** Tell students that in order to have a good friend it is important to be a good friend. It doesn't matter if you have a lot of friends or just one very good friend. Friends enjoy each other's company and look out for each other. Being a good friend is an important skill to develop throughout their whole lives. (1 minute)

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

Step 3 is designed to assess Objective one and Step 4 is designed to assess Objective two.

#### **HOMEWORK:**

Have students interview an adult family member (or older sibling) about a time when they were bothered by something their friend did or said and how they handled it, as well as suggestions they have for expressing feelings with friends in a healthy way.

### SCENARIOS

Note: Use the actual names of students who are acting out each scenario when presenting them to the class. In each scenario, students should imagine that Student A and Student B are good friends. Ask participants to try to act out a good way to share their feelings with their friend.

1. Student A and Student B meet at the corner and ride their bikes to school together every morning. Student B is almost always a few minutes late. and this morning, Student B is 10 minutes late, which means they will both likely be late to school.

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2. During recess, Student A and Student B are playing together. All of a sudden, Student B sees another friend and runs over to talk to them leaving Student A all alone.

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3. Student B had borrowed a new Star Wars toy from Student A and was supposed to bring it into school because Student A needs it back. When Student A asks for their toy, Student B says they forgot to bring it in.

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4. In class, Student B whispers a funny joke that makes Student A laugh out loud and get into trouble from the teacher. When the teacher asked what was going on, Student B denies doing anything.

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5. During recess, students decide to play a game and are choosing teams. Student B, who is a captain, is Student A's best friend but chooses someone else for their team.

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6. During lunch time, Student A gets up to throw something away and when they get back to their seat, Student B has taken a big bite out of Student A's cupcake without asking.

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7. Student A and Student B are trying to decide what to do. Student B really wants to play video games but they played video games the last two times they were together and Student A wants to do something different.

**FAMILY INTERVIEW**

**Directions: Interview an adult member of your family about friendships.**

1. Describe a time that you were bothered by something that a friend did or said:

2. How did you handle it?

3. Do you have any suggestions for expressing feelings with a friend in a healthy way?

a.

b.

c.

# Bullying Is Never OK!

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

## **NSES ALIGNMENT:**

By the end of 2nd grade, students will be able to:

**PS.2.CC.2** – Students will be able to explain what bullying and teasing are.

**PS.2.CC.3** – Students will be able to explain why bullying and teasing are wrong.

**TARGET GRADE:** Grade 2  
Lesson 2

**TIME:** 40 Minutes

## **MATERIALS NEEDED:**

- Markers or chalk to write on the board
- Worksheet: “Teasing or Bullying?” – one per student
- “Teasing or Bullying?” Teacher’s Guide – one copy for use in class
- Extra pens/pencils for students

## **ADVANCE PREPARATION FOR LESSON:**

Review the Teasing or Bullying? Teacher’s Guide in preparation for discussing it with the students.

## **LEARNING OBJECTIVES:**

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

1. Define the terms “bullying” and “teasing.” [Knowledge]
2. Describe at least two differences between bullying and teasing. [Knowledge]
3. Provide at least two reasons why bullying and teasing are wrong to do. [Knowledge]

## **PROCEDURE:**

**STEP 1:** Explain that today you are going to be discussing the topic of bullying.

Write the word “bully” on the board and ask the students whether they’ve heard this term before. Ask them to imagine a person who had never heard the term “bully” before. Say, “How would you explain to that person what a bully is?” Some possible responses may include:

- “It’s bullying if the other person doesn’t like it, feels upset by it, or of its mean.”
- “Teasing that isn’t ok is when the other person is upset by it even if it isn’t mean.”
- “A bully is someone who hurts other people.”
- “A bully is someone who says mean things to someone or about someone.”
- “A bully is someone who makes fun of other people and makes them feel bad.”
- “A bully might not hurt you, but they might hurt or steal your stuff.”

As students share their responses, write key words on the board under the word “bully.” For example, if someone shared the first statement above, write “hurts others” on the board.

**Note to the Teacher:** *It is possible that a student could respond to your question, “How would you explain what a bully is?” by sharing the name of a student in class or at the school. If that were to happen, remind them that someone who had never heard the term bully would*

## Bullying is Never OK!

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

*likely not know who that person was, and ask them to describe the behaviors. Then be sure to follow up with that student after class to explore what kinds of bullying behaviors have been going on that need to be addressed.*

Once enough students have contributed, read through the list. Ask students to share any themes they notice from the list. Be sure the following messages are given:

- A bully hurts people on purpose. It's not something they do by accident. For example, if a bully pushes another person, she or he meant to do so.
- A person who bullies does it more than once. They do these means behaviors again and again, sometimes to different people, and sometimes to the same person. Some people stop being bullies and learn to be nice to others.
- Bullies don't always hurt people in person. If they are old enough to have cell phones or to go online, they can send hurtful texts, post mean things about people on social media and more.
- Bullies make sure other people are afraid of them. They do this in a few ways. They might be bigger than other kids. They might raise their voice or yell at others. They might have hurt other people in the past and so others know that when the bully makes a threat, they could very well follow through on it. (10 minutes)

**STEP 2:** Say to the students, "Now that we have talked about bullying, let's talk about a different behavior: Teasing. Has anyone here ever been teased by another person?" After students raise their hands ask, "How does it feel to be teased?" Some students will say that it felt bad or embarrassing, while others will say that it was funny or that it didn't bother them. Some may also talk about liking certain types of teasing. For example, if they had a habit of doing something as a baby and their parent/caregiver retells the story. If students don't share an example of times when teasing is good-natured/not mean, be sure to provide one.

Ask, "Is teasing similar to bullying, or are they totally different? How?"

Probe for how teasing can sometimes be harmless – that our parents or other people we know well and know care about us might tease us as part of our relationships with them. Say, "There are a few problems with being okay with teasing, but not being okay with bullying. First of all, the person who is doing the teasing may think the other person is okay with it when the other person may actually not be. Second, teasing can change really easily from being just a joke to becoming mean or nasty – which would be considered bullying."

Once you have heard a few responses, explain that you are going to give everyone a worksheet to do. Tell them that they are to do it on their own, not with a partner. Let them know that they will have about 5 minutes in which to do it. Hold up a sample of the worksheet, "Teasing or Bullying" so that it is facing the class and say, "On this sheet, you will see a few examples of behaviors. Please read each example and then decide whether you think this is teasing, bullying or neither. Once you've checked off your answers, please



## **Bullying is Never OK!**

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

check off whether you think it's ever okay to do this behavior. I'll distribute the sheets and come around while you work on them in case you have any questions."

Distribute worksheets and, as needed, pens or pencils for students who do not have one with them. (12 minutes)

**STEP 3:** Using the "Teasing or Bullying?" Teacher's Guide; go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong. In some cases, the students might ask, "What if this?" or "What if that?," adding details to the example. If that were to happen, start off by sticking with the example as written. If you hear a detail that would merit discussing as something else that could happen, feel free to add it. (15 minutes)

**STEP 4:** Say to the students, "So, overall, there are some similarities between teasing and bullying and some differences. How many of the behaviors we just discussed did we decide were okay to do, and how many did we decide were NOT okay?" Probe for the fact that only one of them had the potential to be okay – even though it also had the potential to become bullying. Ask, "So why is it wrong to bully – or even tease – someone?" Probe for the idea that bullying is hurtful, and it's always wrong to hurt someone; probe, too, or summarize with the idea that, even if we do not intend to hurt someone with what seems to be harmless teasing, another person can still be hurt. So in the end, it is best to avoid teasing – and it is always important to avoid bullying behavior. (3 minutes)

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

Assessment will be made by the teacher collecting the worksheet and reviewing each to ensure understanding of the concepts.

### **HOMEWORK:**

None.

## Teasing or Bullying?

### Teacher's Guide

**Note to the Teacher:** Some of the examples on the worksheet are intentionally vague to help students think about intention vs. outcome. This is a very abstract concept, so this version of the sheet will provide some suggestions for concretizing the discussion. Please note: the suggestions written in italics are guides for you as the instructor; they are not scripts to be read to the students.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1) Pushing someone down	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

*Some students will work to come up with examples of when it's okay – for example, to save someone from being hit by an object, or as part of playing a game or a particular sport, such as football. Nonetheless, explain that, generally speaking, when someone pushes someone down on purpose, it's bullying – and that means it's always wrong.*

2) Taking something without permission and holding it out of that person's reach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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*Explain that the key here is taking something without permission. That is the first part of the bullying. Holding it out of the person's reach is teasing – sometimes friends might do this just as good-natured teasing and then give it back pretty quickly. But someone who holds it out of reach, plays catch with another person with that object, or otherwise makes the person who owns that thing feel anxious about not getting it back or it getting broken is teasing in a way that would be considered bullying – and that means it's always wrong.*

3) Rhyming someone's name with another word, like "Matt the Brat"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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*Explain that this one was a tougher one, and that the main thing this depends on is whether Matt likes his nickname and uses it himself. Then it might be considered good-natured teasing and would be okay – IF it's okay with him. If, however, he doesn't like it and tells people to stop and they don't stop, that's when it's no longer good-natured teasing and becomes bullying. Then it's wrong.*

**Teasing**

**Bullying**

**Is it Ever OK To Do This?**

**4) Tripping someone, even if they didn't fall**

YES

NO

*Students may push back on this a bit, especially male students, who are often socialized to rough house and trip each other as part of playing around. The main point to emphasize here is consent and whether someone gets hurt. If this is part of an ongoing friendship and both people do it, then it's neither teasing nor bullying. But if someone doesn't like it – or if someone gets hurt, even if they were okay with it – it needs to stop before someone gets hurt seriously.*

**5) Every day, ignoring someone who asks to play with you**

YES

NO

*This example is designed to help students understand that they do not need to make physical contact with someone in order for them to bully/feel bullied. Ignoring someone makes that person feel like they don't exist, and is very mean. Better to say, "We're already playing and we don't need another person" if you can't let that person in the game – or, even better, let the person play. But not responding, no matter how many times the person asks, is mean and would be considered bullying.*

**6) Pointing a finger very close to someone's face and saying "I'm not touching you!"**

YES

NO

*While this may not be considered as bad as actually physically hurting someone, this can make someone feel uncomfortable or unsafe. It's usually done to tease someone else, but when a person says they don't like it and the other person keeps doing it, it becomes bullying – and it's not okay.*

**7) Telling another person that they look dumb**

YES

NO

*Insulting someone's appearance is a bullying behavior. This would be a good time to remind students of the old saying, "If you don't have something nice to say, don't say anything at all." But laughing at or making fun of someone's appearance for any reason makes that person feel bad – and is never okay to do.*

# TEASING OR BULLYING?

## Worksheet

Name: \_\_\_\_\_

**Instructions:** Read each example. Is it teasing? Is it bullying? Or both? Is it ever okay to do it? Check the boxes that match how you feel about each.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1. Pushing someone down	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Taking something without permission and holding it out of that person's reach	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Rhyming someone's name with another word, like "Matt the Brat"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Tripping someone, even if they didn't fall	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. Every day, ignoring someone who asks to play with you	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Pointing a finger very close to someone's face and saying "I'm not touching you!"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. Telling another person that they look dumb	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>

# Teasing, Harassment, and Bullying

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**PS.5.CC.1** - Define teasing, harassment, and bullying and explain why they are wrong.

**PS.5.INF.1** - Explain why people tease, harass or bully others.

**PS.5.IC.1** - Demonstrate ways to communicate about how one is being treated.

**PS.5.AI.1** - Identify parents and other trusted adults students can tell if they are being teased, harassed, or bullied.

**TARGET GRADE:** Grade 3  
Lesson 2

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Newsprint/Board
- Markers
- Writing utensils for each student
- Worksheet: "Bullying, Teasing, and Harassment: How Can You Handle It?" – one per student
- Homework: "Who Can I Ask for Help?" – one per student
- Worksheet: "Teasing, Harassment and Bullying Review" – one per student

## ADVANCE PREPARATION FOR LESSON:

Written on newsprint or the board have the following definitions:

- Teasing – Making fun of someone when they don't like it
- Bullying – Hurting someone smaller or weaker on purpose with words or physical attacks.
- Harassment – Continuing to tease or bully someone even after you have been asked to stop.

## LEARNING OBJECTIVES:

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

1. Explain what teasing, harassment and bullying are and why they are wrong. [Knowledge]
2. Explain why people tease, harass or bully others. [Knowledge]
3. Identify at least two strategies to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Knowledge]
4. Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Skill]
5. Identify at least two trusted adults they can tell if they are being teased, harassed, or bullied. [Knowledge]

## PROCEDURE:

**STEP 1:** Start the lesson by saying "Today we are going to talk about things that people sometimes do that make other people feel bad. Sometimes we might say something or do something by accident or that we don't realize will hurt someone else or make them feel bad, but I'm not talking about that. We are going to talk about what happens when someone does or says something to hurt another person on purpose. We are going to talk about teasing, harassment, and bullying." (1 minute)

**STEP 2:** Show students the following definitions on newsprint or the board:

- Teasing – Making fun of someone when they don't like it.
- Bullying – Hurting someone smaller or weaker on purpose with words or physical attacks.
- Harassment – Continuing to tease or bully someone even after you have been asked to stop.

## Teasing, Harassment, and Bullying

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

Go over each term and provide more explanation by saying: “Teasing is when you make fun of someone or put them down in some way. Sometimes friends can joke with each other and poke fun a little bit but if they are joking, then both people feel it is funny and no one feels hurt. It is not joking, though, if only the person doing the joking finds it funny. Teasing can happen between friends or between people who are not friends and the person who is teasing may be just kidding or may be serious and the person being teased might just be annoyed or they might get very upset. Either way, this is teasing.

Bullying does not happen between friends. Usually, the bully or bullies are stronger, older, or more powerful in some way and the person being bullied is unable to stop them. Bullying can involve hurting another person with words, like put downs or insults or threatening to hurt them or by spreading rumors or telling secrets behind their backs. Or it can involve using their bodies, like pushing them or hitting them, but with bullying, one person is definitely trying to hurt another person on purpose and it usually doesn't happen just one time but keeps on happening.

Harassment is any behavior that makes someone feel bad or uncomfortable and continues even after the harasser has been asked to stop. So both teasing and bullying can be forms of harassment.”

Say, “What all three of these things - teasing, bullying, and harassment - have in common is that a person is being made to feel bad and it is done on purpose. Some students have mistaken ideas about teasing, bullying and harassment that make them think it is okay and so they do it to other people. I'm going to tell you some of these and would like you to tell me why they are not okay.” Tell the class each of the ideas that some people have about teasing, bullying, and harassment and ask for volunteers to tell you why these ideas are wrong. (Depending on the reading level of the class, you may want to ask for student volunteers to read each idea aloud). There can be many appropriate responses. If students are stuck, however, suggest the provided responses below.

- **Sometimes students believe it is okay to bully because they have been bullied or teased in their own life and so they believe this is a normal way of treating others.**

Response: Just because someone did something to make you feel bad, does not mean it is okay to do that to other people. It is important for people to learn how to get along well with each other and then everyone will be better off.

- **Some students believe that it is okay to tease, bully or harass students who are different from them, such as students from different races and cultures, students with disabilities, students with different families, or students who look different.**

Response: These students need to learn that all students are different from one another and all should be treated equally, with respect and understanding.

- **Students sometimes think that bullying will get them a laugh, win them friends or make them feel better about themselves.**

Response: Bullying others will not make you feel better. In fact, students who bully generally are not happy, don't feel good about themselves, and are not liked by others.

## Teasing, Harassment, and Bullying

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

- **Some students believe that because they belong to a powerful group (for instance, if there are more of them), they are somehow better than students in less powerful groups. This means that they might discriminate against and pick on students from smaller groups.**

Response: Being part of a group can be a really good feeling, if the group is a healthy and supportive one. Being part of an unhealthy group can be bad for you. Groups who think they need to have power over others and don't respect the differences of others are not healthy.

Next, ask students, "Can anyone think of other wrong ideas that some people have about teasing, bullying, or harassment or reasons why they do it?" As students provide responses, encourage them to explain what is wrong about those ideas or reasons. Then say, "It is important to remember that doing something on purpose that hurts someone else, either with words, threats, or physical actions, is always wrong. Now we want to talk about what we can do if another person or a group of people is teasing, bullying, or harassing us." (9 minutes)

**STEP 3:** Say to students: "Unfortunately, people are sometimes teased, bullied or harassed. If this happens to you, it is helpful to have some ideas about how to respond and how to communicate about how you are being treated and how it makes you feel." Pass out the worksheet; "Teasing, Bullying and Harassment: How Can You Handle It?" Tell students that on this sheet are some strategies for handling someone who is teasing, bullying, or harassing them and ways to make them stop. Read each one aloud. As you read them, ask students to put a check next to the strategies that they think would work for them. (5 minutes)

**STEP 4:** Tell students, "Now we are going to practice responding to someone who is teasing, bullying or harassing us. Everybody will get a turn." Ask students to form a line and to bring their worksheets with them. Then say: "Please look at your worksheet and the strategies you checked that you think would work for you. I will read a situation that has teasing, bullying, or harassment. When it is your turn, use one of the strategies that you checked to respond to the bully, or come up with a different strategy. Then return to the back of the line. If you only checked off one strategy, you may sit down after you have your turn. Everyone may sit down after their second turn. If you don't think any of the strategies on your worksheet will work for a particular situation, and you can't think of one, it probably means you should go to a trusted adult for help, so instead give the name of someone you could tell about how you are being treated."

**Note to the Teacher:** *Depending on the number of students in the class, you may only have time to go through the line once. In this case, have students sit down after their turn.*

Once the line is formed, read one of the following scenarios for each student (or come up with some of your own that may resonate with your class. Do not pick something that describes or closely resembles an actual situation someone in the class is currently dealing with or has dealt with to your knowledge.) Tell students that they have a right to pass if they don't feel comfortable taking a turn. Let students take turns using one of the strategies from the worksheet or one that they came up with on their own, to respond to the bullying, teasing, or harassment. It is okay to repeat the same scenario for more than one student since they may have different strategies to apply to the same situation. (15 minutes)

## Teasing, Harassment, and Bullying

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### Sample Scenarios:

“A group of kids on the playground starts calling you names and you don’t like it.”

“During class when the teacher isn’t looking another student keeps kicking your chair.”

“A student on your school bus keeps whispering to other students about you and laughing. It makes you feel bad.”

“A group of your classmates plays soccer at recess and lets other students join the game but never lets you play.”

“Another student keeps chasing you on the playground and saying they want to kiss you. You have told them a bunch of times to stop but they just laugh and keep doing it.”

“Every time you wear a certain pair of sneakers to school, another student teases you and says they are ugly.”

“A group of students tells you that you have to share your homework with them and if you don’t they are going to beat you up.”

“Another student demands money from you every day and threatens to hit you if you don’t give it to them.”

“A group of your classmates has made up a nickname for you that they think is funny but you don’t. You have asked them to stop using it but they keep doing it anyway.”

“When one of your friends doesn’t like a suggestion or idea you have, they like to say ‘Oh, you’re so gay.’ It really bothers you.”

**STEP 5:** Pass out the review worksheet. Tell students you would like to see what they remember from the class. Tell them that you would also like for them to practice what they would say to a trusted adult if they needed help with a bully. Have students fill out the worksheet and turn it in. If there is not sufficient time, students can take it home and complete it for homework. If there is time, ask for a few volunteers to share what they would say to a trusted adult for help. Collect worksheets. Tell students: “Teasing, bullying, and harassment and making someone feel bad, frightened or worried on purpose is never okay. If we are being bullied and we can’t stop it ourselves it is important to tell a trusted adult. If we see someone else being bullied we should also tell an adult who can help. It is up to all of us to treat each other with kindness, caring and respect.” (10 minutes)

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

The review sheet at the end of the lesson is designed to assess objectives 1: Define teasing, harassment and bullying and explain why they are wrong [Knowledge] and 2: Explain why people tease, harass or bully others [Knowledge].

The worksheet: “Bullying, Teasing, and Harassment: How Can You Handle It?” is designed to assess objective 3: Identify at least 2 strategies to communicate about how they are being treated if they are feeling bullied, harassed, or teased [Knowledge]. Students should be able to check off at least two strategies listed on the worksheet or that they come up with on their own and record on the worksheet.



## Teasing, Harassment, and Bullying

*A Lesson Plan from Rights, Respect,  
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Step 4 and the review sheet are designed to assess objective 4: Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed, or teased [Skill]. Through the class activity in which students are asked to use one of their identified strategies, they can demonstrate this skill. In addition, on the review sheet, students are asked to write what they would actually say to a trusted adult to communicate how they are being treated. This requires students to demonstrate knowledge of who to talk with as well as knowing what to say.

The worksheet “Who Can I ask for Help?” is designed to assess learning objective 5: Identify at least 2 parents or other trusted adults they can tell if they are being teased, harassed, or bullied. The review sheet also assesses this objective.

### **HOMEWORK:**

Encourage students to practice their strategies for confronting bullying with a parent or guardian at home. Have them ask their family members for ideas for other strategies and to help them practice using them.

**BULLYING, TEASING, AND HARASSMENT:  
HOW CAN YOU HANDLE IT?**

What can you do if someone bullies you, teases you, or puts you down?

Here are some strategies to get them to stop. Put a check next to the ones you think could work for you. There are some blanks at the end to add your own ideas.

\_\_\_\_\_ Ignore them.

\_\_\_\_\_ Tell them to stop.

\_\_\_\_\_ Laugh along with them to show it doesn't bother you.

\_\_\_\_\_ Tell yourself that it's their problem, not yours and don't react further.

\_\_\_\_\_ Look at the bully, say "So, what?" then walk away.

\_\_\_\_\_ Say "I'm leaving," or "See ya" and walk away.

\_\_\_\_\_ Say in a strong voice, "You can't treat me like that" or "Leave me alone"

\_\_\_\_\_

\_\_\_\_\_

# Teasing, Harassment, and Bullying

## Homework

### WHO CAN I ASK FOR HELP?

Sometimes, none of these strategies may work. In case you try one of these and the teasing, bullying, or harassment does not stop, then it is time to ask for help from an adult you trust. Think of three people you can ask to help you and write down some reasons for choosing that person.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Teasing, Harassment, and Bullying

## Review

Name: \_\_\_\_\_

<b>TEASING</b>	<b>BULLYING</b>	<b>HARASSMENT</b>
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From the list of words above, fill in each blank with the correct term for each definition.

1. Making fun of someone when they don't like it is called \_\_\_\_\_.

2. Continuing to bother someone even after they have asked you to stop is called \_\_\_\_\_.

3. \_\_\_\_\_ is hurting someone smaller or weaker on purpose with words or physical attacks.

4. Teasing, bullying, and harassment are wrong because:

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5. Sometimes, people have wrong ideas about teasing, bullying and harassment that explain why they do it. Some reasons people tease, bully or harass others are:

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6. If I am bullied or teased and I can't stop it on my own, here is what I will say to a trusted adult to explain how I am being treated and why I needed their help.

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# Taking a Stand Against Bullying

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**PS.5.SM.1** – Students will be able to discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied.

**PS.5.ADV.1** – Students will be able to demonstrate skills for persuading others to take action when someone else is being teased, harassed or bullied.

**TARGET GRADE:** Grade 4  
Lesson 4

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- Computer with internet access and speakers
- LCD projector and screen
- Handout: “Our Upstander Story” – one per every four students in the class, plus some additional copies if students feel they need to start over (Note: There are two versions of this handout for variety; each group should receive only one)
- Homework: “Making a Difference to Stop Bullying” – one per student
- Sheets of lined notebook paper (if students do not have their own) – at least 15 sheets
- Markers/chalk
- Flipchart paper or chalkboard/dry erase board
- Extra pencils in case students do not have their own

## ADVANCE PREPARATION FOR LESSON:

- Talk with the IT person at your school to be sure you can access YouTube for the lesson, or ask them to help you download the videos listed in the lesson to your desktop for remote use.
- Have the videos queued up to the start to avoid any ads or delays at the beginning.

## LEARNING OBJECTIVES:

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

1. Differentiate between the terms “upstander” and “bystander.” [Knowledge, Skill]
2. Describe the four steps involved in being an upstander when bullying is happening. [Knowledge]
3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps. [Knowledge, Skill]
4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying. [Knowledge]

## PROCEDURE:

**STEP 1:** Explain that you know that the students have learned about bullying over the course of their time in elementary school, both at school and out in the world. Tell them that today you are going to quickly review the different types of bullying and then focus on what they can do if they see someone else being bullied. (1 minute)

**STEP 2:** First, show the following Amaze video on bullying called “What is Bullying”:

<https://www.youtube.com/watch?v=KQZ9hDDz704>. Once the video is done, ask if anyone has any questions. Next, show the following video on Upstanding: <https://www.youtube.com/watch?v=eeqQCyQOCPg>. Once the video is done, say, “Okay, so Zed talked about something called an ‘upstander.’ Can someone remind me of what he said, and how that’s different from being a ‘bystander?’” Probe for the idea that they are both what they sound like – that a bystander sits or stands by while something else is going on and doesn’t do anything about it. An upstander, however, will see something going on that’s wrong and figure out a way to stand up for what’s right – without putting themselves in harm’s way or getting into trouble.

Say, “Zed also shared four things you can do if you see someone being bullied. Can someone remind me of what those were?”

## Taking a Stand Against Bullying

A Lesson Plan from Rights, Respect,  
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Probe for:

- Be a buddy
- Interrupt the bully
- Speak out
- Tell someone

As the students share these four messages, write them on the chalk or wipe-off board. Explain that people can do some or all of these to help someone who's being bullied – but that even doing just one makes someone an upstander.

Say, “What we just saw was a cartoon – but we want to take what they were talking about and apply it to real life.” (11 minutes)

**STEP 3:** Tell the students they are now going to come up with their own scenes that put those four things into practice.

Divide the class into groups of 4. Once they are in their groups, distribute one of the two worksheets, titled, “Our Upstander Story.” Ask them to decide who will be the recorder for their group. Have that person write all of the group members’ names at the top of the sheet.

Next, ask them to think of a scene they could create where someone is being bullied – and where an upstander makes a difference. They are then to create an actual scene that their groups will act out in front of the class to show upstander behavior. Be sure to tell them that there may not be time for every group to act out their scene.

Give them the following guidelines for the activity:

- They must use at least two of the four upstander steps listed on the board.
- They cannot come up with a scene in which the upstander(s) bully the bully, or get physical in any way.

Tell them you are going to give them about 12 minutes in which to create their scene by completing the worksheet as a group. Emphasize that you are expecting them to take working on this activity seriously. As they start working, walk around the room to give guidance or pass out additional sheets of paper if any groups make mistakes or wish to start over.

***Note to the Teacher:** As you are walking around to check in, be sure to eavesdrop on the scenarios they are creating to ensure students do not use inappropriate language or create scenarios that are offensive or attempt to be funny or silly.* (13 minutes)

**STEP 4:** Call time and ask for groups to volunteer acting out their scenes. Remind the students that there may not be sufficient time to go through all of the scenes. After each, ask the class which of the four steps to being an upstander to bullying they noticed. (10 minutes)

***Note to the Teacher:** In some cases, some inappropriate language or humor you did not catch during their work time may come up. This could include profanity, such as the students calling the bully certain names. If this were to happen, interrupt the scene, ask the students in that group to sit down, and either “take over” the scenario – meaning, continue to discuss the example with the larger class – or simply move on to the next group. You can then address the inappropriate behavior with those students after class.*

## Taking a Stand Against Bullying

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

**STEP 5:** Once all the groups have gone, or once there are 5 minutes remaining in class, ask: “What did all of the skits have in common?” The answers will be determined by what the students create; probe for, however, the concept that when there was an upstander in the situation, the bullying stopped.

Say, “Speaking up when you see someone else being treated badly or being hurt takes courage. It can be scary – but it’s really important. Sometimes, all you need to do is have the courage to run and get an adult who can come and make the situation stop. If no one’s nearby, however, now you have some other options for making this kind of behavior stop.”

Collect the worksheets with the scenes written on them. Distribute the homework sheets and ask them to complete them for the next class session. (5 minutes)

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

The discussion following the video, as well as the creation of the skits, will help the teacher determine whether the students understand the differences between being an upstander and a bystander. The skit creation will enable the teacher to determine whether students understood the four bystander steps based on how they apply them to their scenes, which will be handed in at the end of class. The homework assignment will provide individual feedback on whether the last learning objective was met.

### **HOMEWORK:**

Distribute the worksheet: “Making A Difference to Stop Bullying” and ask them to hand it in during your next class.

## Outstanding Young People Making a Difference to Stop Bullying

### Homework

Name: \_\_\_\_\_

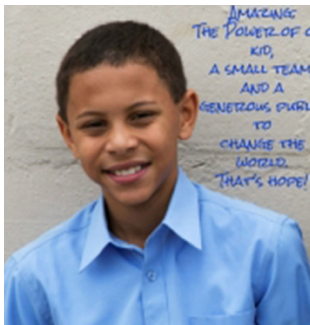
Date: \_\_\_\_\_

Directions: A lot of times, kids experience or witness bullying and don't feel like they can do anything to make a difference. That's not true! These are just a few of the many young people who have experienced or witnessed bullying, and used what they went through to work to reduce bullying toward other kids. Once you've read the descriptions, please answer the questions that follow.



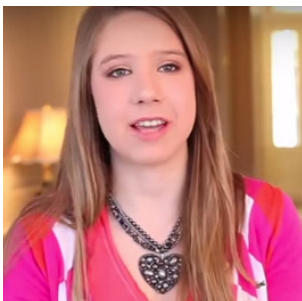
Vanessa VanDyke

At 13, Vanessa was teased by other kids because she wore her curly hair natural, without any products or treatment. She was told that her hair was a “distraction” and that she needed to style it differently. This made Vanessa feel awful about herself – so she and her family stood up on behalf of people who are made fun of just because of how they wear their hair by creating a line of natural hair care products for girls with naturally coily, curly, wavy, and kinky textured hair. They call it Vanessa’s Essence Hair Care, and their mission is to make sure that no one is made to feel badly about how their hair looks just because it may be different from others’.



Jaylen Arnold

When Jaylen was 8, he was teased at school because he had motor and vocal tics associated with Tourette’s Syndrome. That’s a condition that causes people to make unwanted twitches, movements, or sounds. Instead of being discouraged by it, he stepped up and became a leader, starting a campaign called “Jaylen’s Challenge” to stop school bullying. He accepts donations and sells anti-bullying wristbands that fund educational programs that help schools address bullying and teach students about accepting and celebrating differences. Celebrities who have worn Jaylen’s bracelets include Leonardo DiCaprio, Anthony Anderson and Sam Waterston. (<http://www.jaylenschallenge.org>)



Brigitte Berman

As a middle schooler, Brigitte was taller than a lot of the other kids, and describes herself as a “geek” who was really into science. Because of these things, she was teased and bullied -- and witnessed others being bullied as well. She decided to do something about it. She wrote a book called “Dorie Witt’s Guide to Surviving Bullying,” which also has a website: <http://www.doriewitt.com>. When she was in high school, this “geek” became the youngest person ever to become involved in a NASA mission, and now gives talks at different schools about making bullying stop.

### Questions:

1. All three of these students were harassed or bullied in some way. Their inspiration to make changes came from their experiences. How can students who are NOT being bullied stand up for those who are?
2. Vanessa created a hair care line; Jaylen sold money to support educational programs; Brigitte wrote a book. If you wanted to make a difference in bullying outside of your school, what would you do?



## Our Upstander Story

Names: \_\_\_\_\_

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Calvin is a 5th grader who is bigger than the other 5th graders. Whenever he's around teachers, he's very nice and respectful – but the minute adults aren't looking, he trips kids in the hallway and steals their lunches. He has three close friends who tell the kids that if they say anything, it'll get ten times worse for them. Kids are fed up, but they're scared about what will happen if they try to do anything about it.

Questions:

1. What is the name of the upstander in your scene? \_\_\_\_\_

2. What is the name of the student who's being bullied in your scene? \_\_\_\_\_

3. How does Calvin bully that student? \_\_\_\_\_

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4. What does the upstander do in your scene to make the bullying stop? \_\_\_\_\_

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5. What two upstander skills does your upstander use to try to stop the bully?

a. \_\_\_\_\_

b. \_\_\_\_\_

## Our Upstander Story

Names: \_\_\_\_\_

Instructions: Read the scene below about bullying. Fill in the blanks provided to create a scene in which people become upstanders. Please write clearly, as you will be handing these in when you are done.

Scene: Jenny, a 5th grader, is considered the most popular student at school. Everyone wants to be her friend. She doesn't like to focus on school work, and makes fun of anyone who actually likes and does well at school. For the past few months, she has focused on one student, who is very smart, but awkward. When that student gets a good grade, Jenny grabs the assignment after class, crumples it up, and throws it away. When the teacher's back is turned, Jenny throws something at the student or says something mean to them. Most of the other students in the class think this is funny and laughs along with her – but not everyone.

Questions:

1. What is the name of the upstander in your scene? \_\_\_\_\_

2. What is the name of the student who's being bullied in your scene? \_\_\_\_\_

3. How does Jenny bully that student? \_\_\_\_\_

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4. What does the upstander do in your scene to make the bullying stop? \_\_\_\_\_

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5. What two upstander skills does your upstander use to try to stop the bully?

a. \_\_\_\_\_

b. \_\_\_\_\_

# Puberty and Reproduction

*A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum  
Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 5th grade, students will be able to:

**PD.5.CC.3** – Describe how puberty prepares human bodies for the potential to reproduce.

**PR.5.CC.1** – Describe the process of human reproduction.

**TARGET GRADE:** Grade 5  
Lesson 2

**TIME:** 40 Minutes

## MATERIALS NEEDED:

- PowerPoint: “Sexual and Reproductive Anatomy”
- Worksheet: “Human Reproduction” – one per student
- Steps to Human Reproduction Cards – one set for each small group
- “Human Reproduction Answer Key” – one copy for the teacher
- Board/newsprint
- Markers/chalk
- LCD projector and screen
- Desktop or laptop with PowerPoint on it

## ADVANCE PREPARATION FOR LESSON:

Print out the Steps to Human Reproduction Cards and cut them out. Make enough sets for each small group.

You should be familiar with the functioning of the reproductive system and human reproduction and be prepared to respond to questions. A review can be found at <http://www.sexualityandu.ca/sexual-health/all-about-puberty/sexual-reproduction>. It is also important for you to be aware of your district and/or state policies in place that may dictate what they can and cannot share about human reproduction.

## LEARNING OBJECTIVES:

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

1. Describe how puberty prepares the human male body for the potential to reproduce. [Knowledge]
2. Describe how puberty prepares the human female body for the potential to reproduce. [Knowledge]
3. Describe the process of human reproduction by identifying the correct order of steps involved in conception. [Knowledge]

## A NOTE ABOUT LANGUAGE:

The terms “boy” and “girl” are used intentionally in this lesson to make it accessible for 5th grade students, who are more concrete learners than students in middle or high school. While we use the terms “male” and “female” when referring to particular anatomy (the “male” or “female” reproductive systems, for example), it is important to remember that someone can have a penis even if they don’t identify as a boy or a vulva even if they don’t identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced in subsequent grade levels.

## PROCEDURE:

**STEP 1:** Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce. Ask: “Who remembers what puberty is?”

***Note to the Teacher:** Answers might include a normal part of growing up when our bodies change from being a child’s body to an adult body. Remind students that puberty typically begins anywhere from age 8 – 16 – usually a little earlier for female bodies than male bodies – and continues all the way until a person reaches their full adult height, sometime in the later teens for female bodies and up to the early twenties for male bodies.*

## Puberty and Reproduction

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

Say, “One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body is the ability to reproduce, or make a baby. That is an important change that happens during puberty. The main changes that happen during puberty are the result of hormones: testosterone and estrogen mainly. Hormones are the natural chemicals our bodies make.”

(3 minutes)

**STEP 2:** Start the PowerPoint with slide one and say “Who can remember the names of the male body parts that we talked about in a previous lesson?” Together with the students, name the parts on the diagram.

*Note to the Teacher: You may want to provide a word bank on the board/newsprint to help students to remember the names.*

Next, show slides two and three of the female body and again ask “Who can remember the names of the parts of the female body parts that we talked about in a previous lesson?”

(9 minutes)

**STEP 3:** Tell students: “Puberty starts because a person’s body starts to produce a very large quantity of hormones that they were only producing in small amounts before. Male bodies start to produce a lot more testosterone and a little bit of estrogen and female bodies start to produce a lot more estrogen and a little bit of testosterone. All of these changes happen because of the new surge of these hormones.”

Show students slide four that has both the male and female interior diagrams on it together. Explain to students that only some of the male and female body parts are needed for reproduction and therefore are part of the reproductive system. Say, “On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens.”

Say, “On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina.” (3 minutes)

**STEP 4:** Tell students: “Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby.” Tell them that you are now going to explain to them how conception occurs.

*Note to the Teacher: As you go through the process of conception, use the diagrams of the interior male and female bodies to help to explain each of these processes. The description below is a suggestion for explaining the process of human conception. Details can be added from the teacher’s resource or excluded to meet the needs of the class and/or district and state policy.*

Say: “When puberty begins, testicles, which is where most of the hormone testosterone is produced, start to produce sperm. Sperm are tiny cells that are needed to reproduce. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the sperm mix with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ejaculation.”

Next say: “When puberty begins, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters

## Puberty and Reproduction

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

the fallopian tube. (Remind students that once ovulation begins, the uterus, each month starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow until it is born.) So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period.)

Say “Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse.

*Note to the Teacher: It is likely that some students will react with embarrassment, discomfort, or disgust from the mention of sexual intercourse. Explain to students that this is an adult behavior and that because they are only in fifth grade, it is perfectly normal for them to think it is yucky or funny.*

The semen with the sperm travels through the vagina and into the uterus through its opening called the cervix and then into the fallopian tubes. Even though hundreds of millions of sperm are ejaculated only one sperm can attach itself to the egg and fertilize it. The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born.” (10 minutes)

**STEP 5:** Tell students that they are now going to see what they remember about conception by placing the steps of conception in the right order on a diagram. Break up students into pairs or trios. Give each group a conception worksheet and a stack of cards or slips of paper with the steps of conception on them. Explain to students that on the part of the “Y” marked “Male,” they are to put the cards relating to the male part of reproduction in the correct order starting from the top (the first step is already there to help them). On the part of the “Y” marked “Female,” they are to put the cards relating to the female part of reproduction in order following the first step. As students work on their diagrams, go around and offer assistance or clues to help them. (Alternatives: Depending on the need to assess students, this activity can be done independently so the teacher can assess students on an individual basis. Another option is to do this as a large group activity with the whole class. In such a situation, the teacher can make a giant diagram on the floor with chalk and enlarge the signs to have the class build a giant conception diagram). (10 minutes)

**STEP 6:** Review the diagrams, correcting mistakes and reviewing information. With any time remaining, ask students if they have any questions. Take as much time as possible to respond to their questions. Close by telling students that it is okay if they still have more questions. Tell them that they should go home and ask their adult family members their questions. Remind them that they can always come to you or to the school nurse. (5 minutes)

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

The activity in step five is designed to assess objectives one, two and three.

### **HOMEWORK:**

None.

## Steps to Human Reproduction Cards

Sperm is made in the testicles

Sperm travel through the cervix, uterus, and into the fallopian tubes

Sperm exit the testicles and travel up the vas deferens

Sperm cells leave the penis and enter the vagina (ejaculation)

Sperm cells mix with other fluid to become semen

Ovulation occurs (egg is released from ovary around every 25-30 days)

If the male & female have sexual intercourse then the penis is inserted into the vagina

The fertilized egg travels down through the fallopian tube to the uterus

Egg enters the fallopian tube

Pregnancy begins

Fertilized egg attaches to the wall of the uterus (implantation) conception complete

One sperm cell attaches to an egg in the fallopian tube and fertilizes it

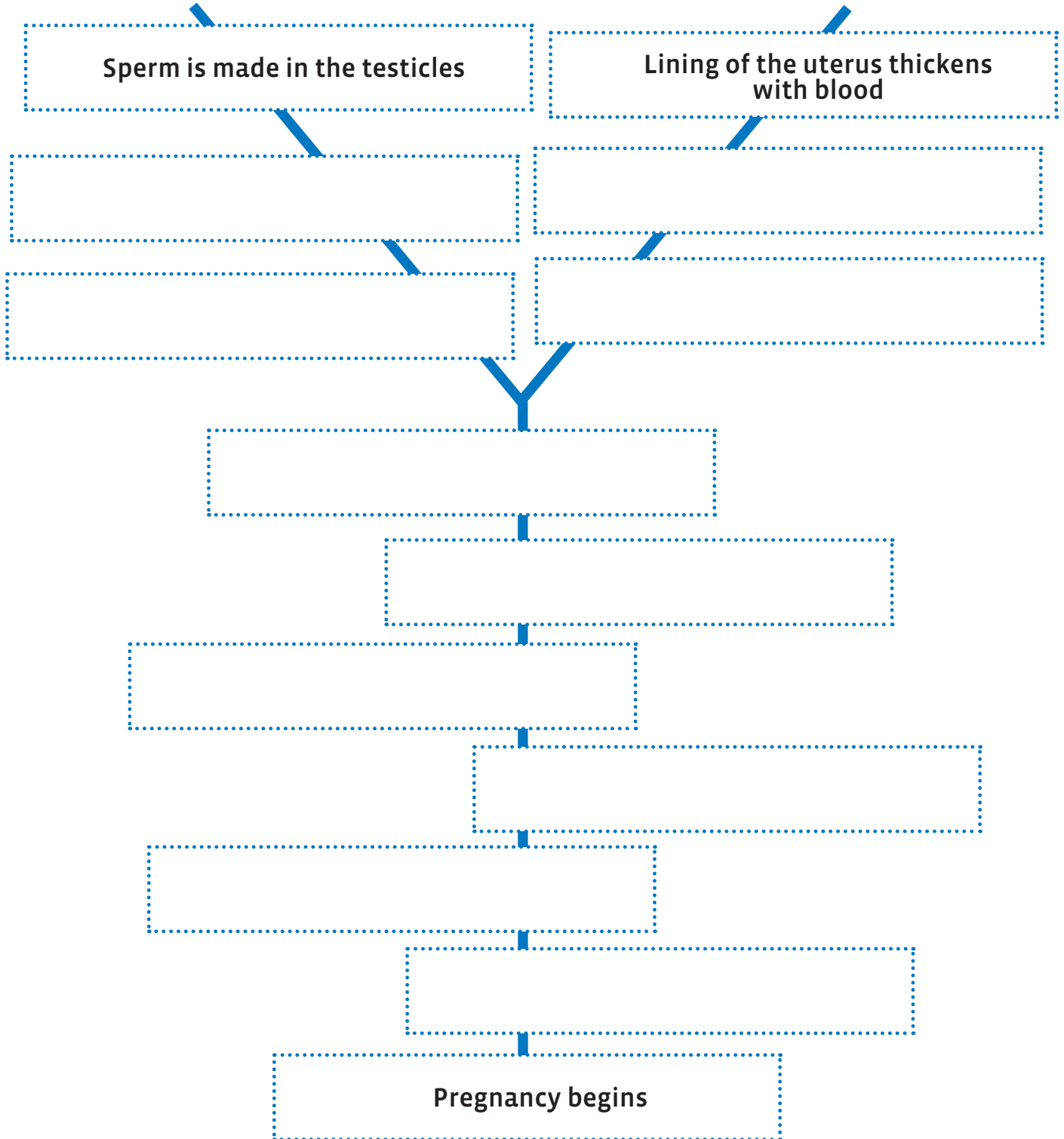
Lining of the uterus thickens with blood

# MALE

# FEMALE

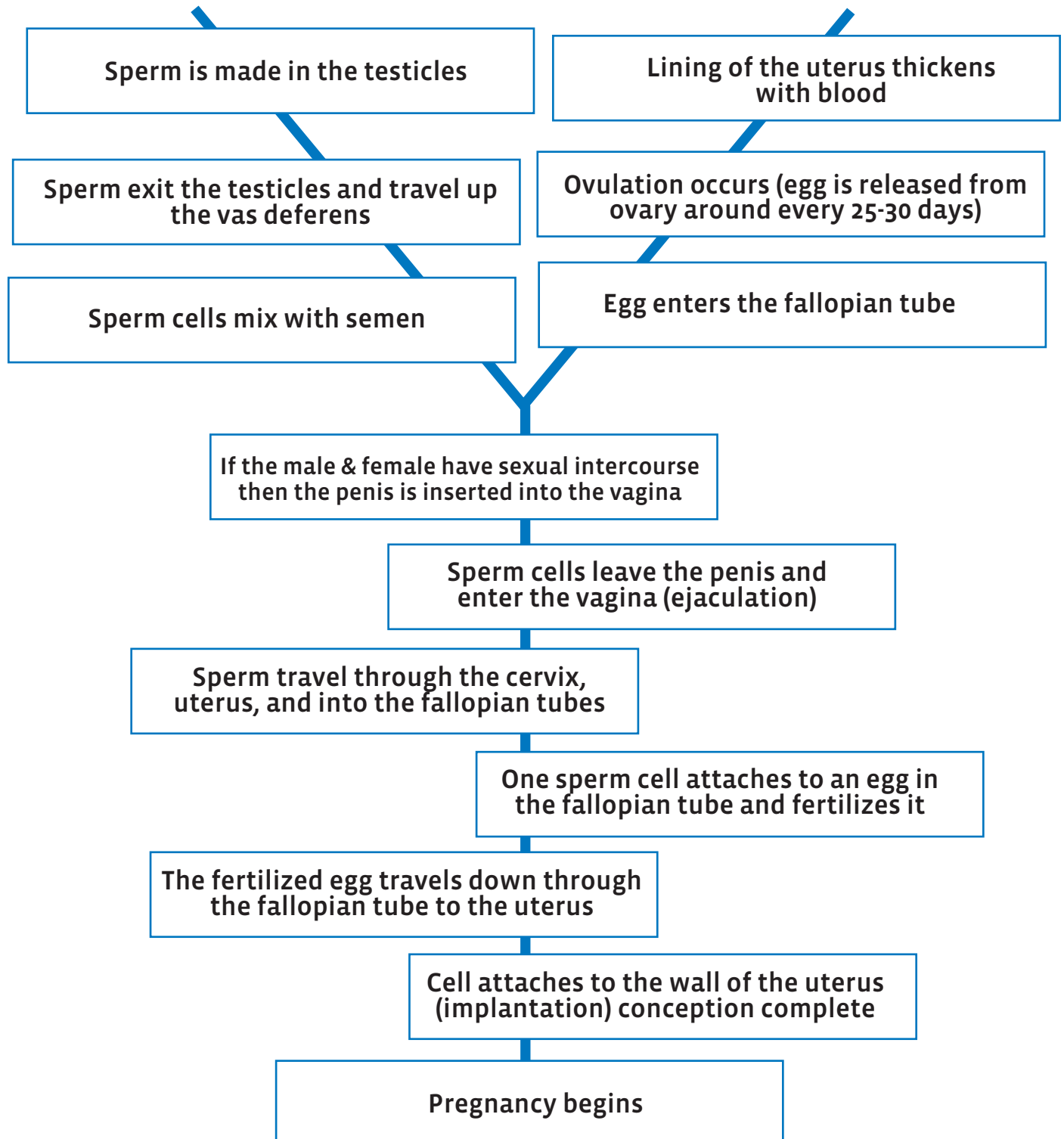
Sperm is made in the testicles

Lining of the uterus thickens with blood



## MALE

## FEMALE





# Being Smart, Staying Safe Online

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

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

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

**HR.8.GS.1** - Develop a plan to stay safe when using social media.

**HR.8.SM.2** - Describe strategies to use social media safely, legally and respectfully.

**TARGET GRADE:** Grade 7  
Lesson 11

## MATERIALS NEEDED:

- Laptop or desktop computer with computer access
- LCD projector and screen
- Take Three Student Handout – one per student
- Take Three Handout – Teacher Version
- Internet: Traffic Light Student Handout – one per student
- Internet Traffic Light: Handout – Teacher Version
- Safe Online Talk Teacher Backgrounder
- Half-size sheets of paper, three for every student
- Green, yellow, and red markers or colored pencils, one set for each group of four to five students
- Whiteboard and markers
- Speakers to project sound from videos
- Homework- Staying Safe Online — one per student

## ADVANCE PREPARATION FOR LESSON:

- Download the Safety Video Vignettes: Safe Online Talk [www.common sense.org/education/lesson/safe-online-talk-6-8](http://www.common sense.org/education/lesson/safe-online-talk-6-8) preview the video, and be prepared to play it for the class
- Reach out to the school's IT person to make sure the above website is unblocked for use in class
- Review the Take Three Handout - Teacher Version
- Review the Internet Traffic Light Handout - Teacher Version
- Read the Safe Online Talk Teacher Backgrounder

## LEARNING OBJECTIVES:

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

1. Describe positive aspects of online talking and messaging. [Knowledge]
2. Identify examples of flirting and chatting that can be inappropriate or risky. [Knowledge]
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online. [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.

**Being Smart, Staying Safe Online**  
*A Lesson Plan from Rights, Respect,  
 Responsibility: A K-12 Curriculum*

**PROCEDURE:**

**STEP 1:** Ask students to raise their hand if they have ever heard the saying, “Don’t talk to strangers.” Ask, “How might this ‘rule’ change when we communicate online?” Probe for the fact that while the Internet allows people to keep in touch or hang out with friends they already know offline, it also allows people who don’t know each other to interact, debate, share, and collaborate. Explain that the Internet gives students a wide range of opportunities to connect with or learn from people who may not be in their circle of close friends — whether through games, social network sites, blogs, instant messaging, forums, and so on. And while this can be great, connecting with people online occasionally can carry risks. Therefore, it is important to know how to deal with inappropriate situations if they arise. (3 minutes)

**STEP 2:** Distribute the Take Three Student Handout, and explain to students that they are going to watch a video of three teens sharing their experiences about connecting with people online. Ask students to pay attention to the positives and the negatives that each of the three teens mentions in the film. Play the video, “Perspectives on Chatting Safely Online” (<https://www.common sense media.org/educators/lesson/safe-online-talk-6-8>). Once the video is over, ask the students to complete the Take Three Student Handout with a partner. Tell them they will have about 5 minutes in which to complete their sheets. As they are working, draw a table on the white board that looks like this, leaving enough space between the three young people’s names:

	Positives	Negatives
Randy (Social Networking)		
Aseal (Gaming)		
Renee (Texting/Video chatting)		

(10 minutes)

**STEP 3:** After about five minutes, ask students to share the positives and negatives Randy, Aseal and Renee talk about in the video. Fill in the information on the board as it is contributed by the students.

Ask, “What advice did they share in the video that connected for you?” After a few responses, ask, “Would you add any advice of your own?”

Remind them of Renee talking about getting a “gut feeling” when she felt something was wrong online. Ask, “Have you ever had that kind of gut feeling, whether online or in real life? What does that feel like?” After a few students have responded say, “That gut feeling

## Being Smart, Staying Safe Online

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

is there for a reason – it’s kind of like an internal warning system. If something doesn’t feel quite right, chances are it isn’t. So it’s important to pay attention and at least get out of the situation that’s making us feel that way to have the chance to think about what was making us feel that way and why.” (12 minutes)

**STEP 4:** Point out that Randy and Aseal used the word “harass” in the video to describe awkward or annoying interactions with strangers online. For example, Aseal says he was harassed when during a game someone he didn’t know said some mean things about him. Explain that online flirting can sometimes be a less obvious form of harassment.

Ask, “How would you handle someone walking up to you on the street and making crude or sexual comments? (Students should respond that they would walk away, and call for help if they felt threatened.) Ask “How would you handle someone trying to flirt with you on the street?” (Students may respond that it depends on whether they know the person or not. They may also say it depends on whether the person is someone their own age or much older.)

Explain to students that the same kinds of situations can happen when they are online. Say, “Sometimes it’s obvious that what a person is saying online is wrong and even harmful. Other times people may flirt online, and so warning signs are not always so obvious.” Discuss with students how flirting is normal among middle school students. When flirting is done face to face, it might feel comfortable. However, it quickly can become uncomfortable online, even when it’s with other people that they may know. This is because people sometimes say things online to one another that they might not say if they were face to face.

Explain to students that when they are talking online with people they don’t know in person, flirting and other sexual talk is risky behavior. There are times when flirting can lead to an ongoing relationship with a stranger that seems deep and personal. But this is tricky, because some people online don’t actually have teens’ best interests in mind. If the person they’re communicating with online says anything inappropriate or sexual, and especially if that person is older than they are, students should stop talking right away and then tell a friend or trusted adult about it. (7 minutes)

**STEP 5:** Distribute the Internet Traffic Light Student Handout. Review the Internet Safety Tips on the handout with them aloud. Tell students to keep these rules in mind during the activity you are about to do.

Arrange students in groups of four or five. Distribute three sheets of paper for each student and one set of green, yellow, and red markers or pencils for each group. Follow the instructions on the Internet Traffic Light Student Handout – Teacher Version to guide students through the group activity and class discussion.

Process by using the following questions: □

- What are some of the positive things and what are some of the negative things about connecting with people online? (Probe for: The Internet gives you the opportunity to connect with people your age that aren’t in your close friend group; with the Internet, you can work together with people in an online game or virtual world; dealing with online harassment can be a pitfall when connecting with strangers online.) □

## Being Smart, Staying Safe Online

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

- In what online situations should you get a “gut feeling” that tells you that you may be at risk? (Probe for: When people you know only online flirt with you or talk about sex; when someone you don’t know wants you to send them a picture, to meet you alone, or asks you to keep your conversation a secret.) □
- What are some rules for staying safe when talking and messaging online? (Don’t reply to any questions that make you uncomfortable; tell a friend or trusted adult when someone bothers you online; avoid flirting or using sexual language online, especially with people you and your friends do not know in person; never plan a face-to-face meeting with someone you met online without taking along a parent or guardian.)  
(15 minutes)

**STEP 6:** Explain the homework assignment, where they will take the most important points they learned from today’s class relating to being safe online that they think other students at school need to know and create a poster representing them. Tell them they can work with another student if they wish, or on their own. Determine how long you want to give them and provide a due date for that. Speak with your school about posting the homework assignments in the hallway, or keeping them in your classroom but having students from other classes visit to see what your class did. (3 minutes)

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

The processing of the video clips and the homework assignment will demonstrate to the teacher whether the first and second learning objectives have been achieved. The stop light activity will fulfill the third learning objective.

### HOMEWORK:

Have students watch the video, “Being Safe Online” available here: <https://www.youtube.com/watch?v=MB5VDIebMd8> as a review of today’s lesson. Then, have them create “Stay Safe Online!” posters to teach other students about the pros and cons about online communication. Suggest they refer to their Internet Traffic Light Student Handout, and include one or more of the tips in their posters.

Note: This lesson originally appeared as “Safe Online Talk” in *DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE* by CommonSense Media, 2012, [www.commonsense.org](http://www.commonsense.org)

**Being Smart, Staying Safe Online**  
*A Lesson Plan from Rights, Respect,  
Responsibility: A K-12 Curriculum*

**Homework: Staying Safe Online**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Watch the video, "Being Safe Online" available here:  
<https://www.youtube.com/watch?v=MB5VDIebMd8> as a review of today's lesson. Then,  
create "Stay Safe Online!" posters to teach other students about the pros and cons about  
online communication. You can refer to their Internet Traffic Light Student Handout, and  
include one or more of the tips in your poster

# Harassment Prevention - The Basics

*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:**

**IV.8.SM.1** – Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone they know is perpetuating unhealthy or coercive behaviors

**TARGET GRADE:** Grade 7

**TIME:** 50 Minutes

## **MATERIALS NEEDED:**

- Laptop
- LCD Projector
- Screen
- Speakers
- Sexual Harassment Note Catcher (one copy for each student)
- Sexual Harassment Note Catcher Answer Key
- Sexual Harassment Scenarios (one copy for each student)

## **LEARNING OBJECTIVES:**

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

1. Define sexual harassment [Knowledge]
2. Describe at least one strategy a person can safely use to intervene if someone is being sexually harassed [Knowledge]
3. Describe at least one strategy a person can safely use if they are being sexually harassed [Knowledge]
4. Describe at least one strategy a person can use if someone they know is sexually harassing others [Knowledge]

## **LESSON RATIONALE:**

Sexual harassment is pervasive and is experienced far too frequently by people in multiple settings. This lesson provides a clear explanation of what sexual harassment is and how a person could safely intervene as a bystander, when possible. By amplifying a system of accountability, we can directly combat a culture that does not provide safety to all of its people.

## **ADVANCE PREPARATION:**

Prior to the lesson please communicate with the social services support staff at the school to 1) provide advanced warning of the topic to be covered in the lesson and subsequent access of services by students and 2) invite the staff to join the lesson by sitting in the back of the class to offer immediate support if needed. Additionally, it is helpful to have a plan B option for students who opt out of the lesson for personal reasons. Please print copies of the note catcher for each student and scenarios for each student as well as a note catcher answer key for yourself. Also, it can be helpful to add local hotline contact information to your email signature so that any future email communication further links these resources to your students.

## **PROCEDURE**

### **NOTE TO THE TEACHER:**

The lesson will cover topics that might bring up past trauma for students and the need for additional support. It is important to share a warning with the class before starting to teach in order to ensure that those who need to take care of their health and well being are able to do so. Additionally, it would best serve the students to connect with the school counselor and invite them to sit in for the class or at least be aware that it is being taught and students might be seeking out their services.

## Harassment Prevention - The Basics

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

### STEP 1:

Begin the class with a warning by saying, **“Today we are going to talk about a difficult topic, sexual harassment. This topic might be particularly challenging to hear about or discuss which is normal. If at any point you feel like you need to excuse yourself to talk with the school counselor please let me know. I also want to remind everyone of our group agreements regarding respecting others and keeping information private. Just to remind you, I am both a trusted adult and a mandatory reporter so if you share that you are being harmed or might harm others I am required by law to report this to the appropriate adults in order to get you help. Does anyone have any questions before we begin?”**

(3 minutes)

### STEP 2:

Distribute copies of What is Sexual Harassment note catcher to students and explain that you will play a short video on sexual harassment. Prior to starting the video, have the students identify an elbow partner with whom they can work for the class. Ask the students to review the questions on the note catcher for thirty seconds prior to starting the video so they are aware of what content they should be listening for. Play the Amaze video **“[What is Sexual Harassment](#)”** and once the video is over, ask students to complete the note catcher. Students should work with their elbow partner to compare their answers for approximately three minutes. As a class, review the entire note catcher using the provided answer key to ensure that all students have the correct answers. Further enforce these key points during your discussion of the note catcher:

- Harassment is not acceptable and never the fault of the person being harassed
- Tell the aggressor to stop – if you are being harassed you do not need to explain why you want the behavior to stop and you do not have to be polite
- Don't ignore the behavior if someone is harassing you. You can identify a trusted adult to help as soon as possible to stop the harassment and reduce the likelihood of it continuing

(10 minutes)

### STEP 3:

Say something like, **“Now that we have a clear understanding of what sexual harassment is, it is important to figure out what we could do when we encounter harassment whether we are the person being harassed, witnessing harassment, or know someone who is harassing other people. Unfortunately, sexual harassment is common but it is difficult to really know how common because so often people do not report harassment. Why do you think reporting of sexual harassment is low?”**

Probe your students to identify that survivors of harassment can sometimes be ignored, not believed, or unsupported. Say something like, **“It takes courage to report sexual harassment and we should support those who report harassment because all people**

## Harassment Prevention - The Basics

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

**deserve to be believed. So, let's figure out how we can offer support. Remember, if you need to pass on the activity if you are not feeling comfortable or talk with a trusted adult I am available after class and the counselor is available as well. Also, you will be selecting a role in the next activity and Person A in the scenario is being harassed, so if that could be a triggering experience for you please select person B or C."**

Place the students into groups of three and ask each student to determine who will be person A, B, and C. Once the decisions have been made ask the students to quietly read the scenario as a group. Person A will respond to the scenario as the person being harassed, Person B will respond to the scenario as someone witnessing the scenario and needing to intervene safely, and Person C will respond to the scenario because they will act as if they know the person doing the harassing. You will have about 15 minutes to work together as a group and figure out how you could respond as your respective characters. Assure that there is clarity on the task and then allow the students to get to work while circulating the room and offering support as needed.

(20 minutes)

### STEP 4:

As the students are working write the three characters on separate portions of the board (Person being harassed, Person witnessing the harassment, and Person who knows the harasser). After the students have prepared their responses and completed the activity ask for volunteers from each of the three characters to share their strategies for responding and intervening to the harassment. For example, say something like, **"can anyone who responded as person A share their strategies to respond to the harassment in the scenario?"** As students respond, write their answers on the board under the designated heading. Then replicate the process with the other two characters. Once each character has had a chance to share their strategies ask the full class if there are any additional strategies that should be added to the lists. Please ensure that the following are included on each list:

**NOTE TO EDUCATOR:** *If you have a student who suggests responding with violence gently remind them that violence could result in negative attention and consequences for that person which could take the attention away from the true problem, the person sexually harassing another person. Say something like, "While violence might be a natural response when you see someone you care about being harmed it can then become the focus or the problem that others will try to address instead of the true problem which is sexual harassment."*

### PERSON A:

- tell the harasser to stop
- communicate to the harasser that what they are doing is making you uncomfortable
- loudly say no so that other people nearby can hear you and offer support
- reach out to a trusted adult for support
- make a formal complaint to the school, employer, or proper authorities



## Harassment Prevention - The Basics

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

### PERSON B:

- tell the harasser to stop
- stand close to the person being harassed
- find other people who can intervene with you
- confront the harasser and explain that their actions are unacceptable
- meet the needs of the person being harassed (offer to sit with them, accompany them to make a complaint, listen to them, etc.)

### PERSON C:

- call out the actions immediately
- explain why their actions are harmful
- help them practice how to respectfully communicate with others
- Be consistent – if you see that their actions are harmful always talk with them about it
- celebrate when changes are made
- identify a trusted adult for support just in case the harasser begins to retaliate

Say something like, **“Raise your hand if you assumed the character’s gender in the scenarios? Think to yourself about why you assumed the genders that you did? So how would it change if it were the opposite gender? Would your response be different?”** Ask one or two volunteers to share their thoughts with the full group.

Say something like, **“While a large number of reported cases of sexual harassment are where a person with a vulva is the target of the harassment anyone can be the target of sexual harassment. Many cases of sexual harassment go unreported and therefore we don’t have a clear understanding of how often and who are most likely targeted. Gender doesn’t impact harassment in that it will always be wrong for any person to sexually harass another person and our response should not be influenced by the gender of any person involved. Every single person deserves to be treated with respect and if we can support that in any way that is a positive thing.”**

**NOTE TO EDUCATOR:** *If you find that you are running out of time or your students enjoy journaling this could be used as an opportunity to journal at the end of class to allow for processing of the activity.*

(15 minutes)

## Harassment Prevention - The Basics

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

### **STEP 5:**

In closing ask students to share one word to describe how they would feel if they were to encounter sexual harassment. After each student shares their word thank the students for their hard work. Remind students that the topic worked on today can be challenging and bring up some difficult feelings so make a friendly reminder that the counselor and you are available to talk with any student following class.

(3 minutes)

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

Objective 1 is completed Step 2, Objectives 2-4 are completed in Steps 3, 4, and the homework.

### **OPTIONAL HOMEWORK:**

Create a PSA graphic to post in the school explaining how to respond to sexual harassment. The graphic should be visually interesting to get the attention of as many students as possible and include short but impactful suggestions for bystanders to intervene safely when they witness harassment. The graphic can be a poster, flyer, or digital visual.

Or

Share a second scenario with the students and ask them to identify how they would respond in all three roles as done during the lesson.

# Sexual Harassment Scenario #1

Determine who will be Person A, B, or C.

## ROLES:

Person A will respond to the scenario as the person being harassed.

Person B will respond to the scenario as someone witnessing the scenario and needing to intervene safely.

Person C will respond to the scenario because they will act as if they know the person doing the harassing.

You and your best friend are at the school basketball game. The person you have a crush on keeps looking at you which is very exciting. Your crush's friend starts making fun of them for looking at you and loudly tells them to walk over and kiss you if they like you. You and your crush are uncomfortable and embarrassed. Your crush's friend then starts talking loudly about what they should do with your body sexually and making motions to simulate sexual acts.

Person A would respond by:

Person B would respond by:

Person C would respond by:

## Sexual Harassment Scenario #2

### ROLES:

Person A will respond to the scenario as the person being harassed.

Person B will respond to the scenario as someone witnessing the scenario and needing to intervene safely.

Person C will respond to the scenario because they will act as if they know the person doing the harassing.

You and your two best friends are eating lunch. One of your friends quietly whispers to you that a person they were attracted to was sexting them. Your other friend hears and begs that person to send them a screenshot but they are private texts. For the rest of the day the person sends nude photos to your group of friends asking, "Was it like this?"

Person A would respond by:

Person B would respond by:

Person C would respond by:

# Sexual Harassment Note Catcher

After watching the Amaze video What is Sexual Harassment fill in the blanks of the following statements.

1. Sexual harassment is a type of \_\_\_\_\_ intended to hurt or intimidate someone.

2. Sexual harassment can include: making sexual jokes, comments, or \_\_\_\_\_ to or about someone.

3. The idea that someone was asking for sexual harassment because of something they did, said, or were wearing is \_\_\_\_\_ and \_\_\_\_\_.

4. \_\_\_\_\_ sexual harassment won't make it stop usually.

5. Telling a trusted adult sooner leads to \_\_\_\_\_ results.

# Sexual Harassment Note Catcher Answer Key

After watching the Amaze video What is Sexual Harassment fill in the blanks of the following statements.

1. Sexual harassment is a type of BULLYING intended to hurt or intimidate someone.
2. Sexual harassment can include: making sexual jokes, comments, or GESTURES to or about someone.
3. The idea that someone was asking for sexual harassment because of something they did, said, or were wearing is FALSE and UNACCEPTABLE.
4. IGNORING sexual harassment won't make it stop usually.
5. Telling a trusted adult sooner leads to FASTER results.

# Reproduction Basics

## 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:

**PR.8.CC.1** – Define sexual intercourse and its relationship to human reproduction.

**TARGET GRADE:** Grade 7  
Lesson 3

**TIME:** 50 Minutes

### MATERIALS NEEDED:

- LCD projector and screen
- Desktop or Laptop computer with PowerPoint on it
- PowerPoint: "Fertility and the Menstrual Cycle"
- One set of the 28 day cards
- Two medium-sized bouncy balls (red, rubber balls typically used in PE class are perfect if you can borrow them or most dollar stores sell them)
- 5 copies of the sperm page
- One copy of the birth control page
- Human Reproduction Answer Key – one copy for teacher
- Human Reproduction Sample Definitions – one copy for teacher
- Three pieces of newsprint prepared as described
- Homework: "Reproduction Myth vs. Fact" – one per student
- Masking tape
- Flipchart markers – one per student
- Pencils in case students do not have their own

### ADVANCE PREPARATION FOR LESSON:

- Make five copies of the sperm page.
- Prepare newsprint with the following headers, one per sheet:
  1. Sexual intercourse is when. . .
  2. A pregnancy can start when . . .
  3. A pregnancy can't start when . . .
- Post the three pieces of newsprint in different places around the wall with enough room by each so that a small group of students can gather and write on them. Tape the bottom edge of each newsprint sheet up over its top, folding it in half, so that students cannot see what's written on them until you are ready to do the activity.
- Print one set of the 28 day cards, of which there are 14 pages, so you need to cut them in half to have a full set of 28.
- You should be familiar with the functioning of the reproductive systems and human reproduction in order to lead the class activities and respond to students' questions. A review can be found at <http://www.sexandu.ca/your-body/sexual-reproduction/>.  
It is also important for you to be aware of your district and/or state policies governing the instruction of human reproduction.

### LEARNING OBJECTIVES:

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

1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception. [Knowledge]
2. Define sexual intercourse. [Knowledge]

### A NOTE ABOUT LANGUAGE:

The terms "boy" and "girl" are used intentionally in this lesson to make it accessible for 7th grade students, who are more concrete learners than older students. While we use terms "male" and "female" when referring to particular anatomy (the "male" or "female" reproductive systems, for example), it is important to remember that someone can have a penis even if they don't identify as a boy or a vulva even if they don't identify as a girl. The use of more inclusive terms related to gender identity and biological sex are introduced at subsequent grade levels.

## Reproduction Basics

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

#### PROCEDURE:

**STEP 1:** Say, “Today we are going to discuss human reproduction. This is a topic that some of you might know a lot about and some of you might be learning about for the first time. Let’s start by seeing what the class already knows about the topic of reproduction.”

Point out the three pieces of newsprint you have hung around the room. Walk to the closest piece of newsprint and remove the tape revealing what is written on it. Explain to students that each piece of newsprint has a different sentence starter. They are to walk around and write down the first thing that comes to mind for each page. Explain that you are just looking to see what students have heard about these topics and that you expect all of their responses to be appropriate for school. Distribute the flipchart markers and tell them to be sure to write small enough to allow room for others to contribute as well. Invite students to stand up and move around to each newsprint, writing their responses. Tell students about five minutes to get to each newsprint. Once they are done, tell them to return to their seats. Ask three students to help by each bringing one piece of newsprint to post at the front of the room so the whole class can see it. (8 minutes)

**STEP 2:** Starting with the first newsprint, read the answers students have given, clarifying any misconceptions and confirming accurate information. If students have not written it, make sure to say, “Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis into the vagina. Semen contains hundreds of millions of sperm, so if an egg is present, a sperm and that egg can unite. That’s called ‘fertilization.’ The fertilized egg then keeps going and, if it implants into the wall of the uterus, it becomes a pregnancy. If it doesn’t, it results in a menstrual period. We’ll talk more about this in a minute.” Continue in this manner with the other two pieces of newsprint making sure to provide the appropriate information and/or definitions as needed. (10 minutes)

**Note to the Teacher:** *If you need some help providing age-appropriate definitions, please use the Human Reproduction Sample Definitions at the end of this lesson.*

**STEP 3:** Next say, “Now that you have some general definitions for key terms related to human reproduction, I want to make sure you understand the steps involved from start to finish. Start the PowerPoint “Fertility and the Menstrual Cycle” and review each phase of the menstrual cycle by saying the following:

Slide 1 – “This is a female’s uterus. You can see that it’s in the abdomen next to the stomach. The uterus is where menstruation occurs.”

Slide 2 – “The average menstrual cycle is generally about 28 days but really varies from person to person, sometimes being much shorter or longer than 28 days. Someone can get their first period anywhere between nine and fifteen years old and generally it will take the body a couple of years to figure out what will be a typical cycle.”

Slide 3 – “Each month an ovary releases an egg, also called an ovum, into the fallopian tube. The trip down the fallopian tube usually takes a couple days.”

Slide 4 – “While the ovum is on this journey, if it unites with sperm, the egg becomes fertilized and may implant in the lining of the uterus. Once a fertilized egg implants inside the uterus, a pregnancy has begun. If the pregnancy continues, nine months



## Reproduction Basics

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

later a baby will be born.”

Slide 5 – “If there are no sperm in the fallopian tube while the ovum is there, then the ovum dissolves and is reabsorbed by the body. The ovum is only able to unite with a sperm for a couple of days before it dissolves.”

Slide 6 – “In order to prepare for a potential pregnancy, the lining of the uterus grows each month to create a good environment for a potential fetus.”

Slide 7 – “If the egg does not unite with a sperm, hormones tell the body to prepare for menstruation, also called having a period.”

Slide 8 – “Menstruation is when the body rids itself of the extra lining inside of the uterus because there was no fertilized ovum. About two tablespoons of blood and some tissue slowly leave the vagina during a menstrual period.”  
(10 minutes)

**STEP 4:** Say, “Since the average menstrual cycle is 28 days, I have 28 cards and each one represents one day of the cycle. I am going to hand out a card to each of you. Once you have your card, please tape them to the board in the correct order. Then we will look at the menstrual cycle again, this time starting with menstruation as Day 1.” Distribute one card to each student and have them use the masking tape to post them on the chalk or white board.

*Note to the Teacher: If you have more than 28 students in your class, have students pair up to work on one card together. If you have less than 28 students, give a few students two cards to work on.* (5 minutes)

**STEP 5:** Say, “Now we can see an average 28 day menstrual cycle with Day 1 being the first day of her period. Next I’d like to show you when a person is most likely to become pregnant if sperm and an egg unite. Each of these two bouncy balls will represent one day when the egg is in the fallopian tube and able to unite with a sperm.” Ask for two volunteers and give each one a bouncy ball. Have one student stand under Day 14 and the other student stand under Day 15. Say, “Now whenever the egg is traveling through the fallopian tube pregnancy can happen if there are sperm present. Remember from the PowerPoint that the egg or ovum is only alive for about two days. So these two bouncy balls will represent when the egg is traveling and able to unite with a sperm.” (5 minutes)

**STEP 6:** Next, ask for five volunteers and give each one copy of the sperm page and say, “Sperm can live inside another person’s body for up to five days. So let’s see what happens if there is sperm in the uterus during different points of the menstrual cycle.” Have each student with a sperm page stand under Days 24- 28. Say, “You can see that sperm in the body during this time is not as likely to start a pregnancy because it’s less likely there is an egg around.”

Next, have the people holding the five sperm pages move to stand under Days 11 – 15. Say, “You can see how if there is sperm present either BEFORE or DURING the same time when the egg – the bouncy balls in our case – are present, that is the time when a pregnancy is most likely to happen.” Lastly, ask for one other volunteer and give them the birth control page. Ask them to stand between the students holding the bouncy balls and the students with the sperm card to physically block the two from meeting. Ask students, “What is the birth control doing?” Take some responses and make sure to tell students the following,

## Reproduction Basics

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

“Birth control, if used correctly and consistently, prevents the sperm and egg from uniting by either blocking the sperm or preventing an egg from leaving the ovary in addition to other ways.” (7 minutes)

**STEP 7:** Have the volunteers return the bouncy balls, birth control and sperm pages to you and return to their seats. End by asking, “What does this tell you about when pregnancy is most likely to happen?” Take a few responses and clarify any lingering misconceptions. End the lesson by saying, “Since this is just a typical menstrual cycle and we know that everyone is unique, if someone chooses to have vaginal sex but does not want to become pregnant/get their partner pregnant, it is most effective to either postpone vaginal sex or to use an effective form of birth control consistently and correctly.” Distribute and explain the homework. (5 minutes)

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

The card line up activity will meet the first learning objective while the stem sentence activity and discussion will meet the second learning objective.

### **HOMEWORK:**

The homework is a short quiz intended for students to complete with a parent/caregiver in order to facilitate a conversation about reproduction.

## HOMEWORK: Reproduction Myth vs. Fact

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: With a parent/caregiver, talk through the following four statements. Together decide whether you believe the statement is a myth or fact and circle that answer. Then, watch the three minute video Sex Myths to check your answers.

**Sex Myths Video – [etr.org/videos/sex-myths/](http://etr.org/videos/sex-myths/)**

- |             |             |  |
|-------------|-------------|--|
| <b>MYTH</b> | <b>FACT</b> | 1. If two people have vaginal sex standing up, then pregnancy is not possible because the sperm will just fall out.              |
| <b>MYTH</b> | <b>FACT</b> | 2. If two people have sex in certain positions, then pregnancy is not possible because of gravity.                               |
| <b>MYTH</b> | <b>FACT</b> | 3. If two people have vaginal sex in a swimming pool, pregnancy is not possible.   |
| <b>MYTH</b> | <b>FACT</b> | 4. If someone jumps up and down after unprotected vaginal sex, the sperm inside will get confused and be unable to reach an egg. |

## Teacher Resource: Human Reproduction Sample Definitions

The following are key terms for the explanation of human reproduction and a sample definition appropriate for use with seventh graders. It is important to review these definitions prior to teaching the lesson and with your supervisor to make sure they align with your school district and/or state policy governing instruction.

Please note this is for your reference only and should not be distributed to your students.

### **Vaginal Sex** (sometimes called sexual intercourse)

Vaginal sex, sometimes called sexual intercourse, is when an erect penis is inserted into a lubricated vagina. If this results in ejaculation, semen is released from the penis. Semen contains hundreds of millions of sperm, one of which is needed to cause a pregnancy. If the couple is not using a contraceptive method, like condoms or the pill, the sperm in the semen can join with an egg, if one is present. If it implants in a uterus, it creates a pregnancy.

### **Conception**

The beginning of a pregnancy. A sperm and egg must first join and implant into the lining of the uterus to result in a pregnancy. A fertilized egg cannot survive without implantation.

### **Human Reproduction**

Human reproduction is a cycle in which a sperm and egg join and then implant into the lining of the uterus. After approximately nine months of growth, a baby is born.

### **Implantation**

The process by which a fertilized egg attaches itself to the lining of the uterus. Once an egg is fertilized it doesn't always implant, but may leave the body with menstrual blood and tissue.

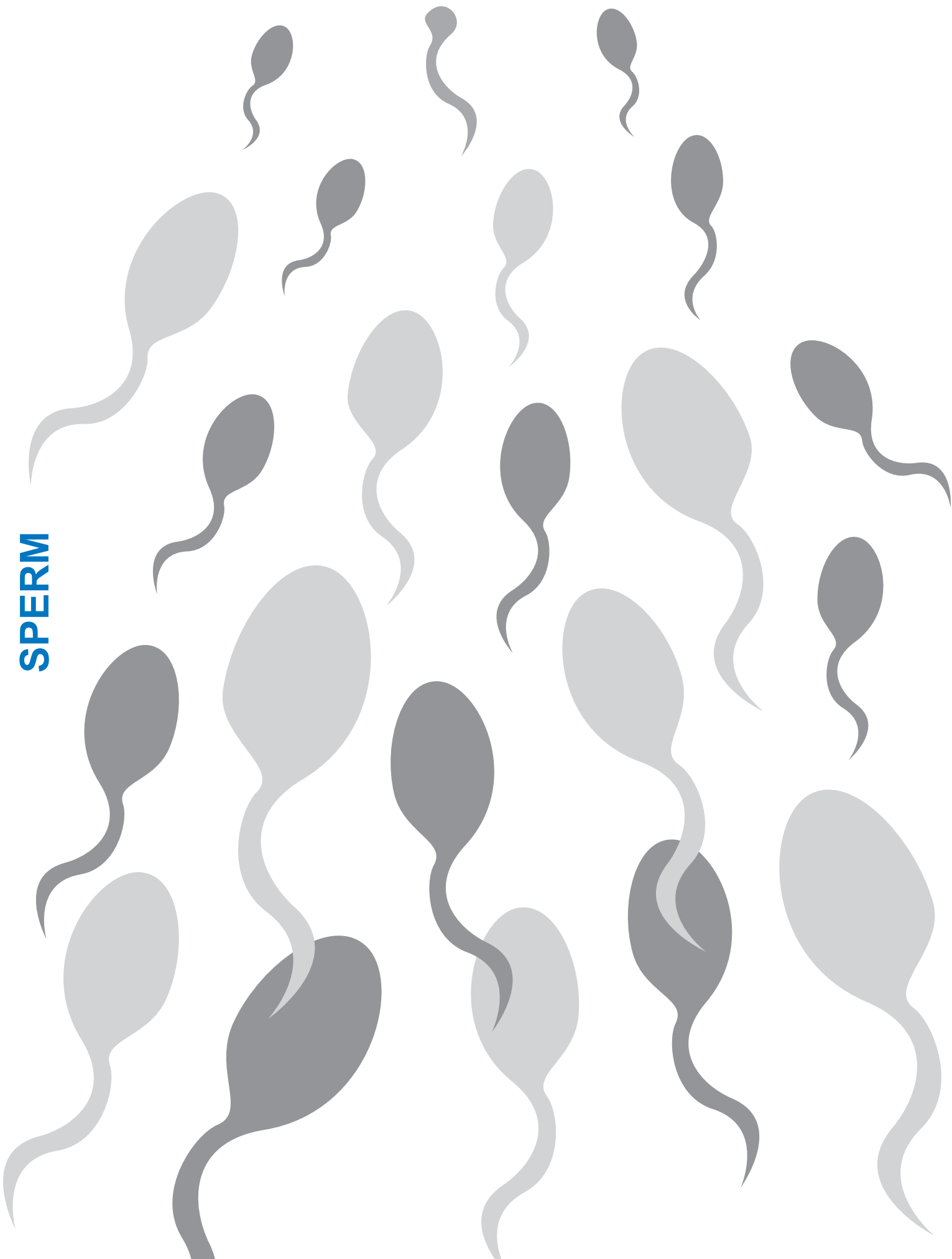
### **Fetus**

The medically accurate name for the developing pregnancy prior to birth.

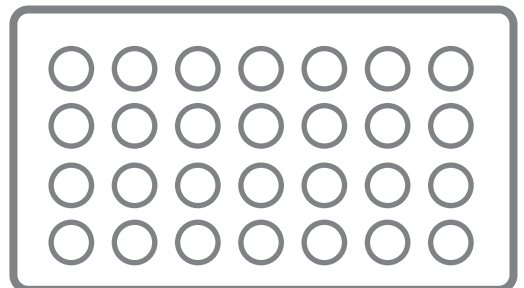
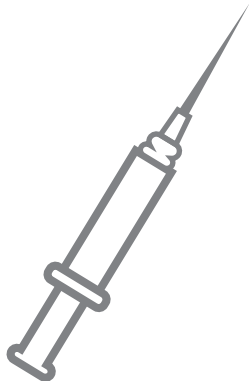
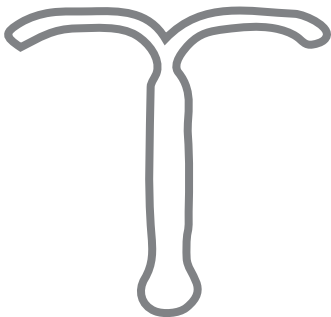
### **Pregnancy**

Once a fertilized egg successfully implants in the lining of the uterus, a pregnancy has begun. Typically, a pregnancy lasts for 40 weeks but can terminate for many reasons including spontaneously (called a miscarriage) or by choice or medical necessity (called an abortion).

**SPERM**

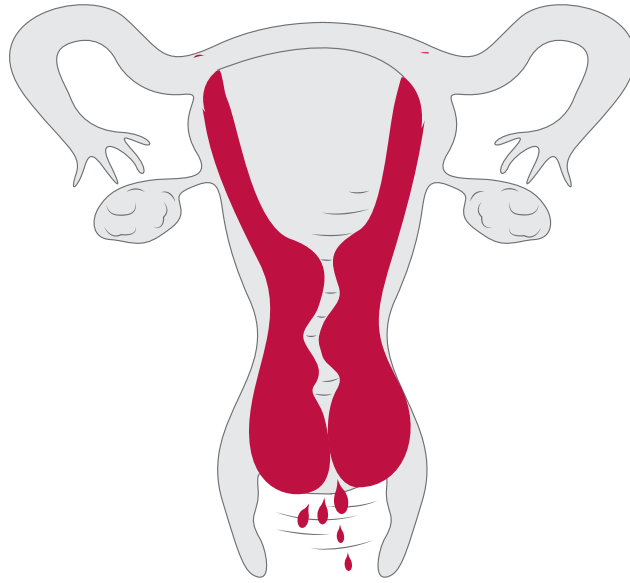


# BIRTH CONTROL



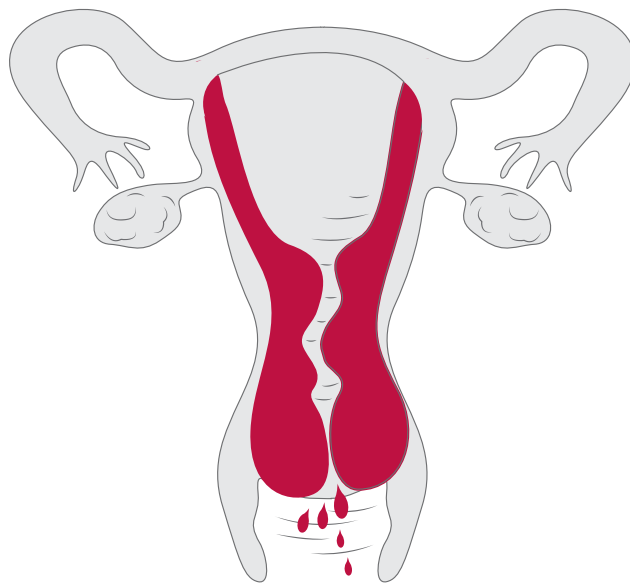
1

Menstrual period begins



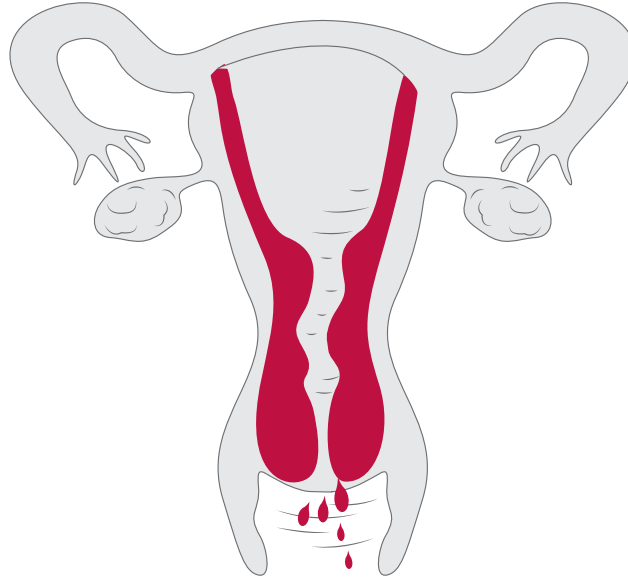
2

Menstrual period continues



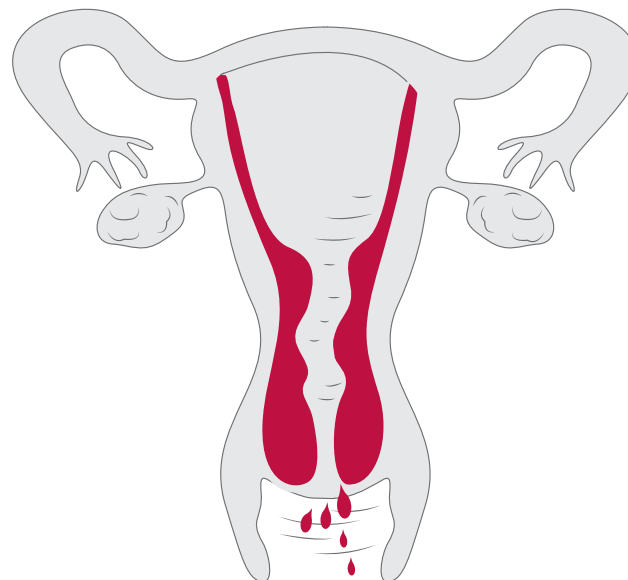
3

Menstrual period continues



4

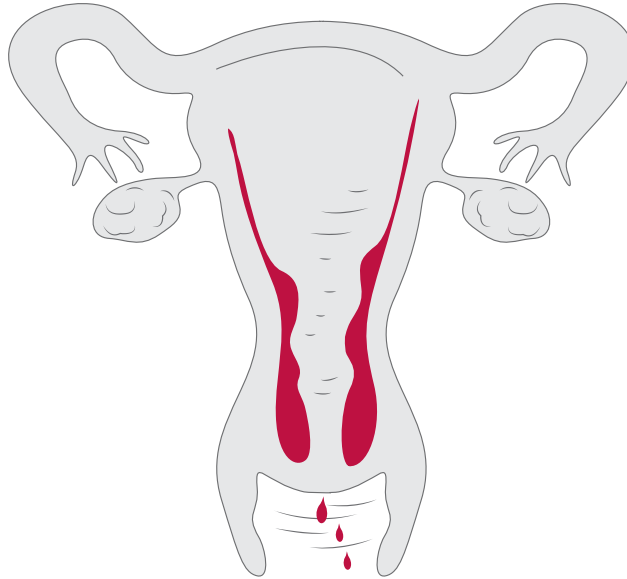
Menstrual period likely continues





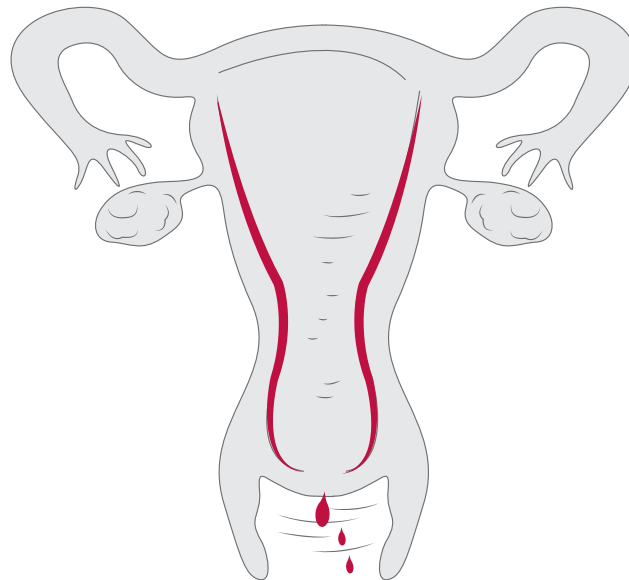
5

Menstrual period may continue/may be finishing



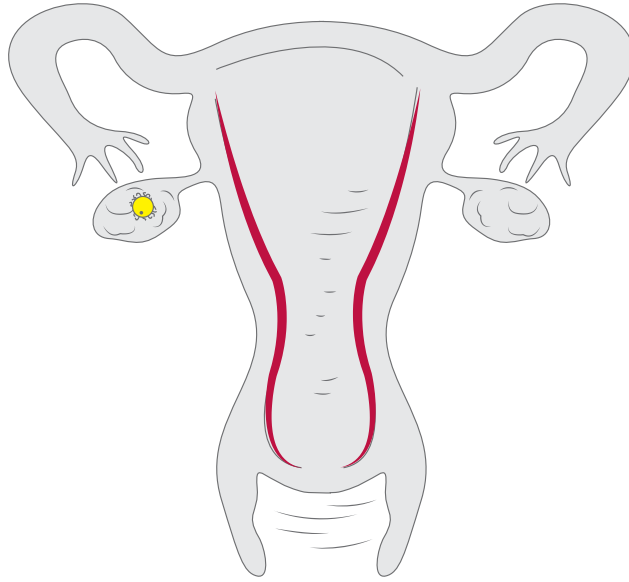
6

Menstrual period ending/ended and lining of uterus starting to grow again

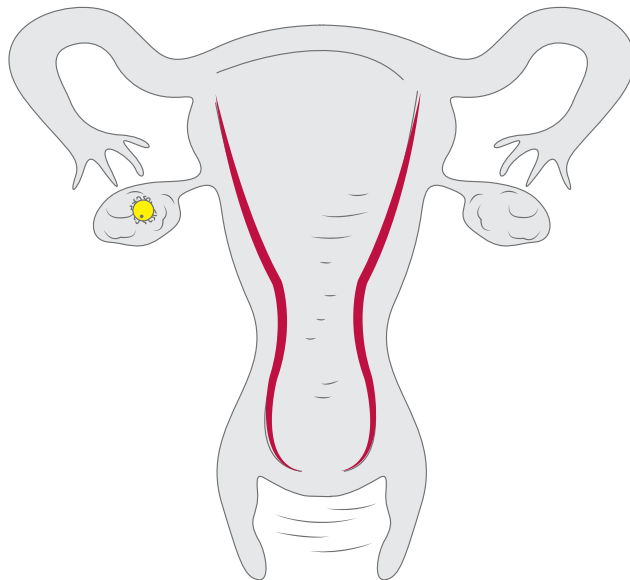




Menstrual period ending/ended and lining of uterus starting to grow again

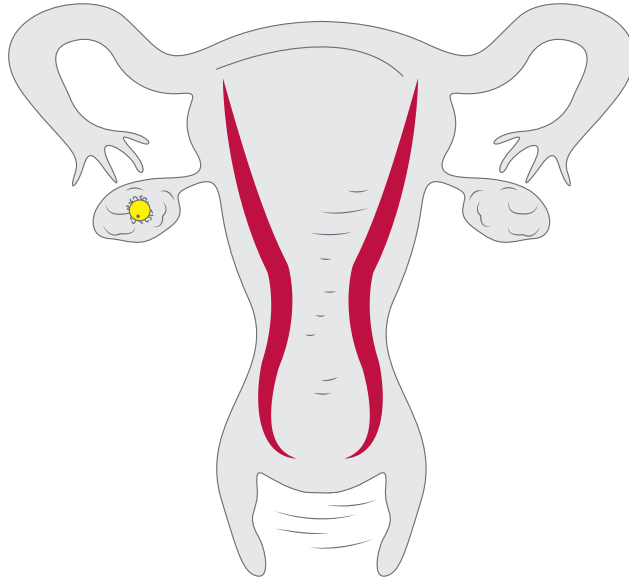


Lining of uterus continues to grow and one egg is preparing to be released



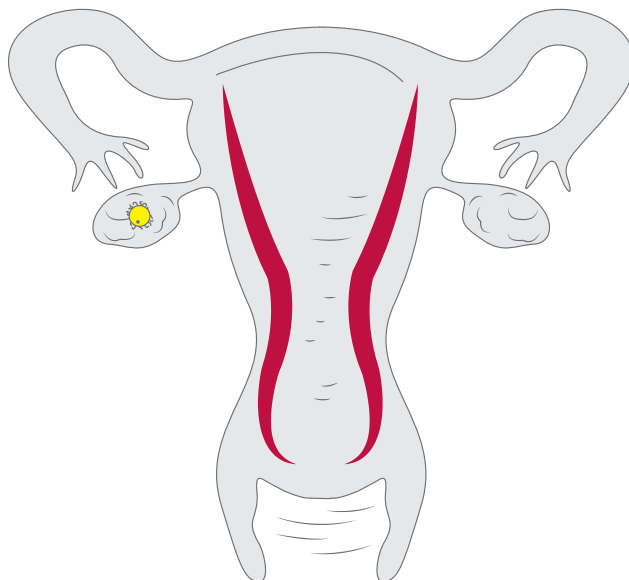
9

Lining of uterus continues to grow and one egg is preparing to be released



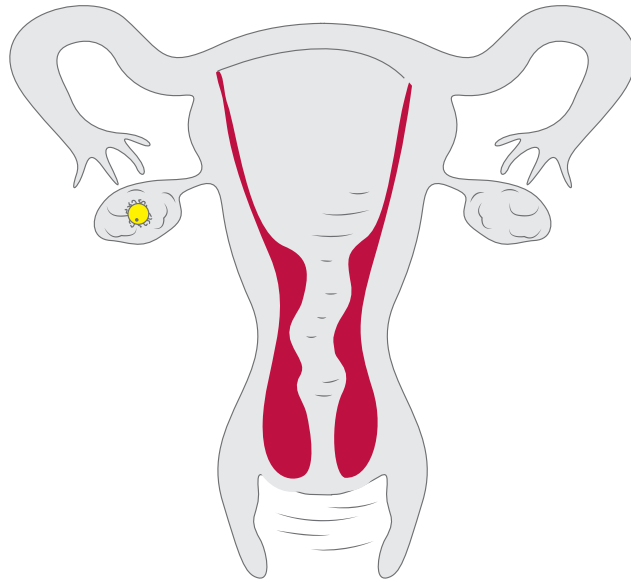
10

Lining of uterus continues to grow and one egg is preparing to be released



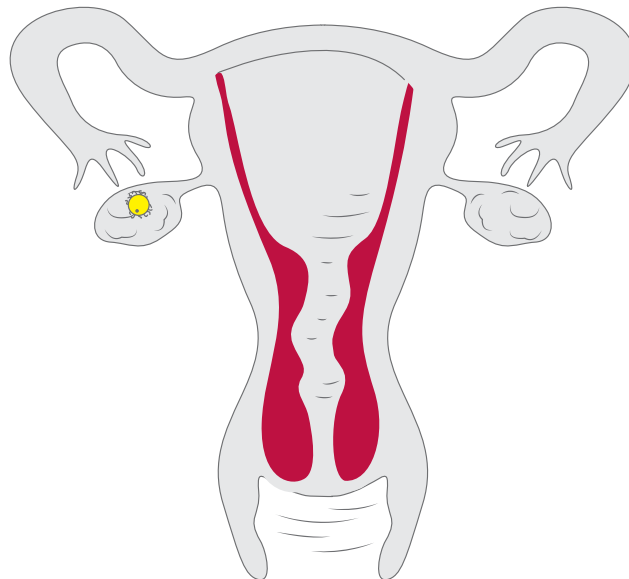
11

Lining of uterus continues to grow and one egg is preparing to be released



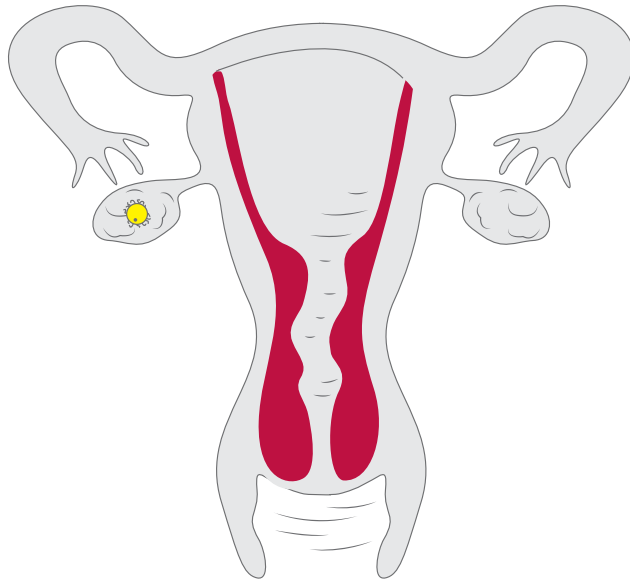
12

Lining of uterus continues to grow and one egg is preparing to be released



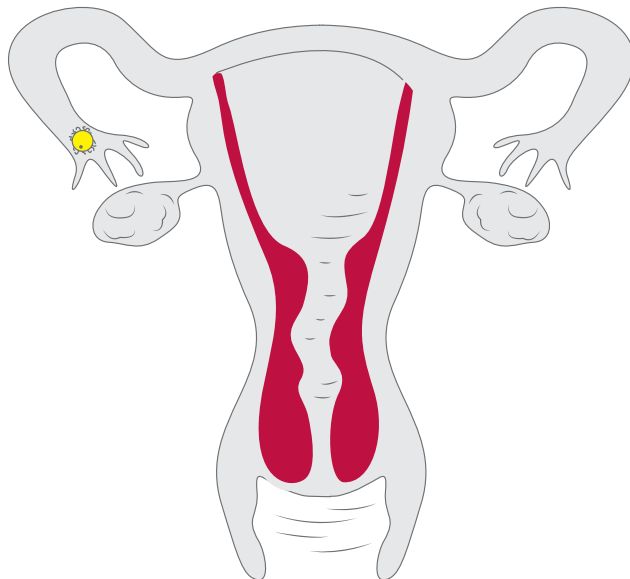
13

Lining of uterus continues to grow and one egg is preparing to be released



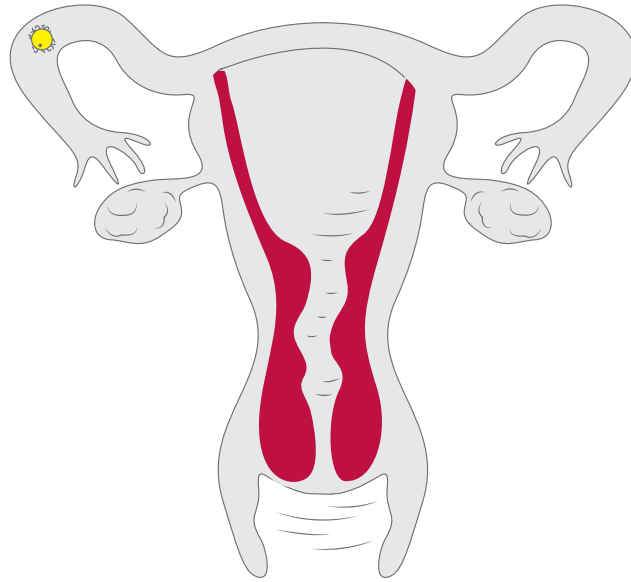
14

Ovulation is most likely to occur, meaning an egg is released from an ovary and starts to travel down a fallopian tube.



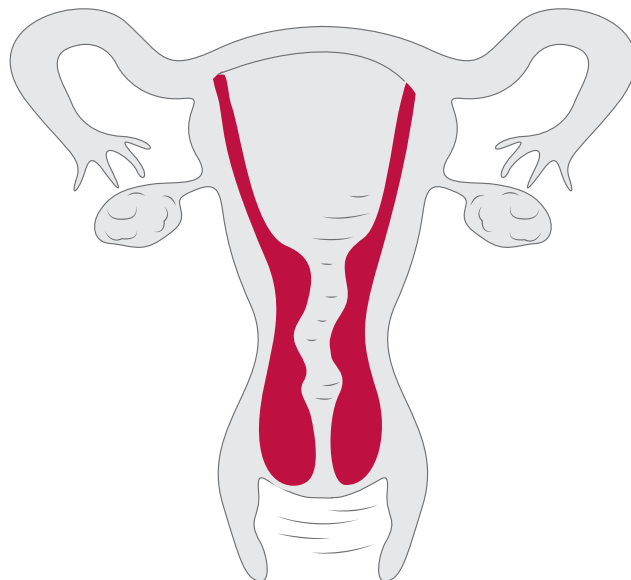
15

The egg, if it does not unite with a sperm by the end of Day 15, will dissolve and no longer viable.



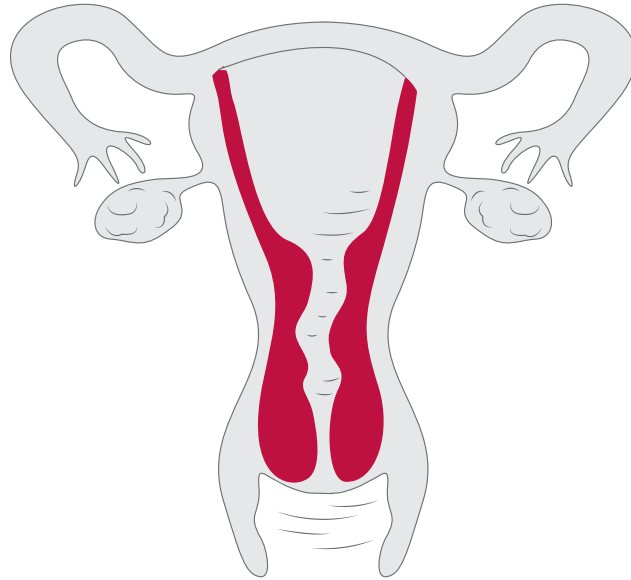
16

The egg has dissolved and will leave the body during the menstrual period.



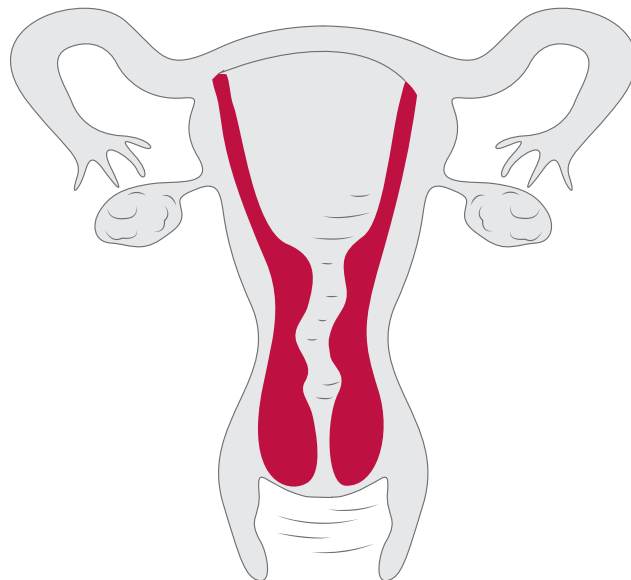
17

Lining of uterus continues to grow,  
just in case it's needed



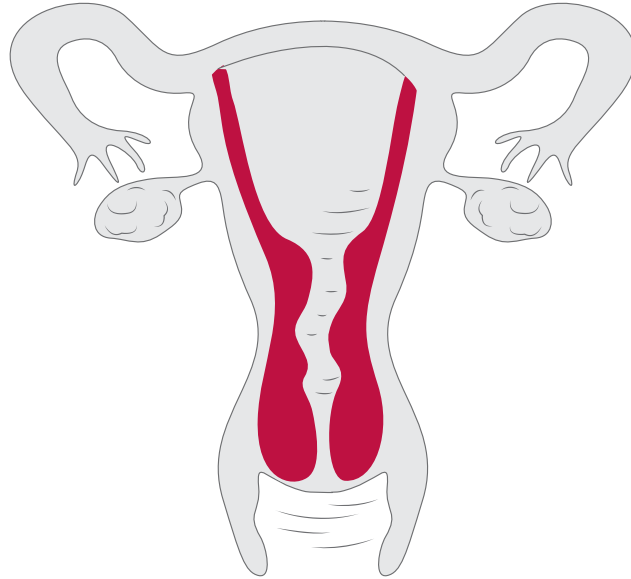
18

Lining of uterus continues to grow,  
just in case it's needed



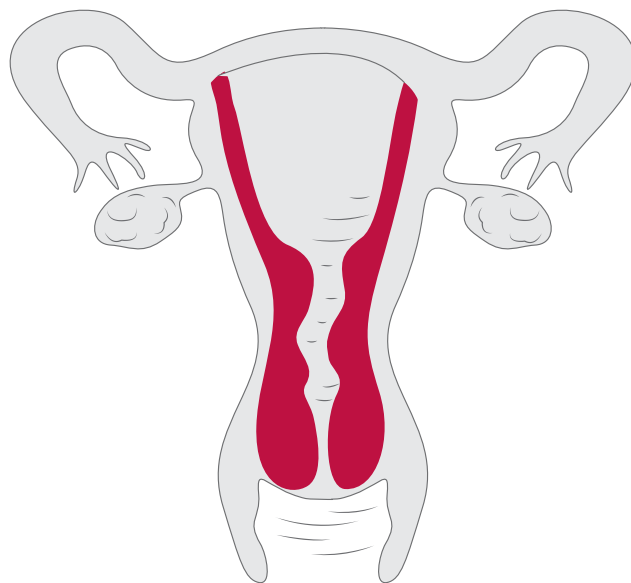
19

Lining of uterus continues to grow,  
just in case it's needed



20

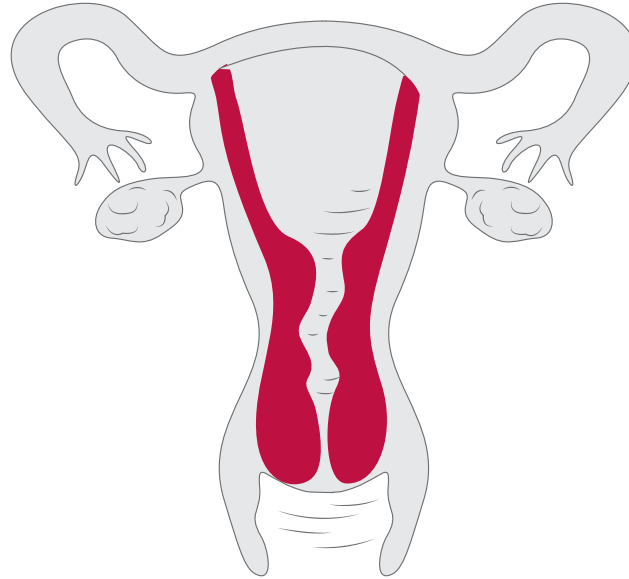
Lining of uterus continues to grow,  
just in case it's needed





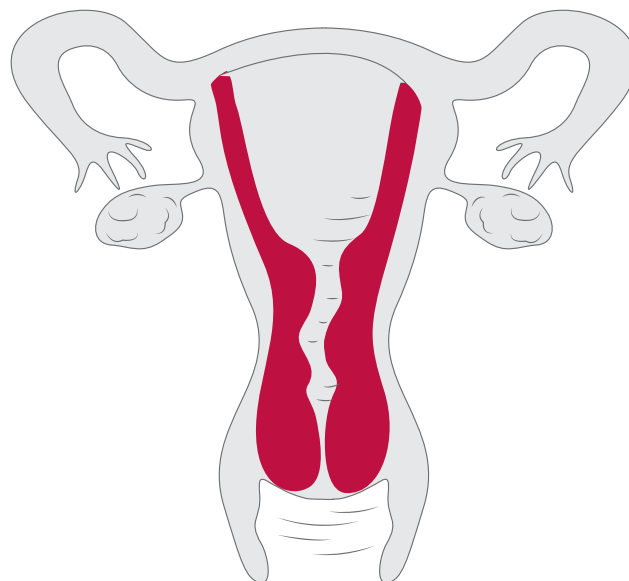
21

Lining of uterus continues to grow,  
just in case it's needed



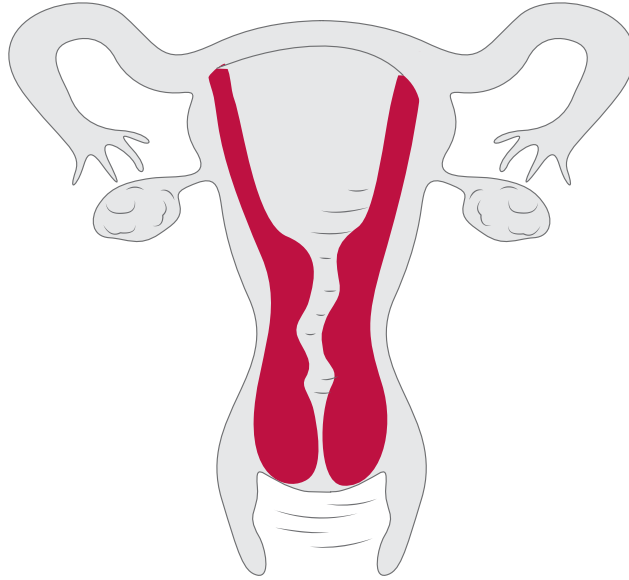
22

Lining of uterus continues to grow,  
just in case it's needed



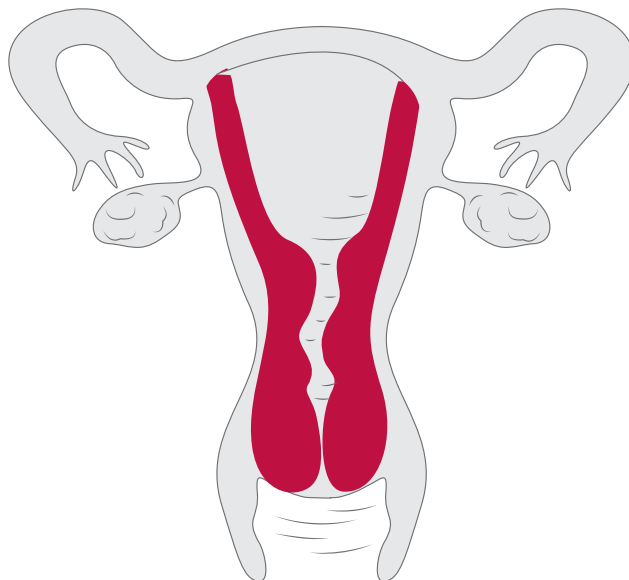
23

Lining of uterus continues to grow,  
just in case it's needed



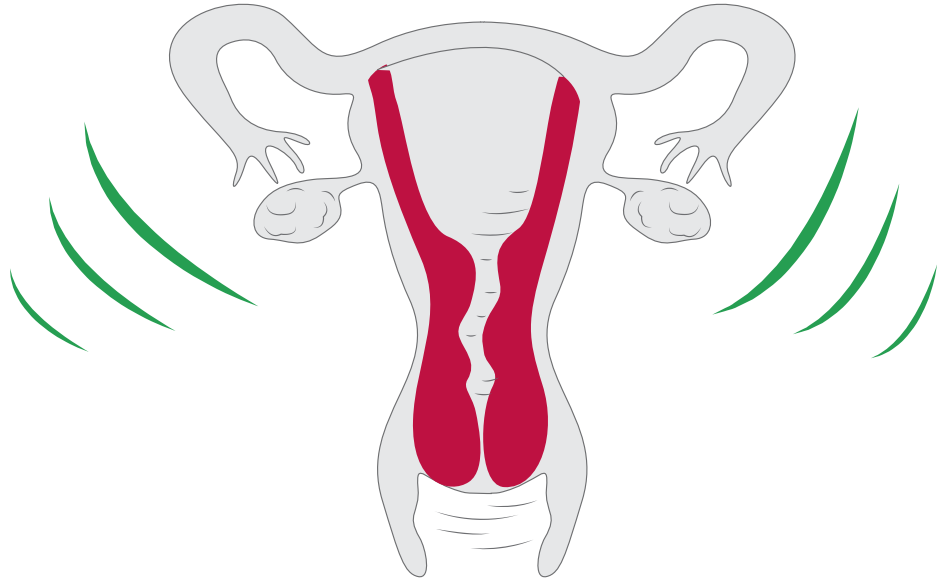
24

Lining of uterus continues to grow,  
just in case it's needed



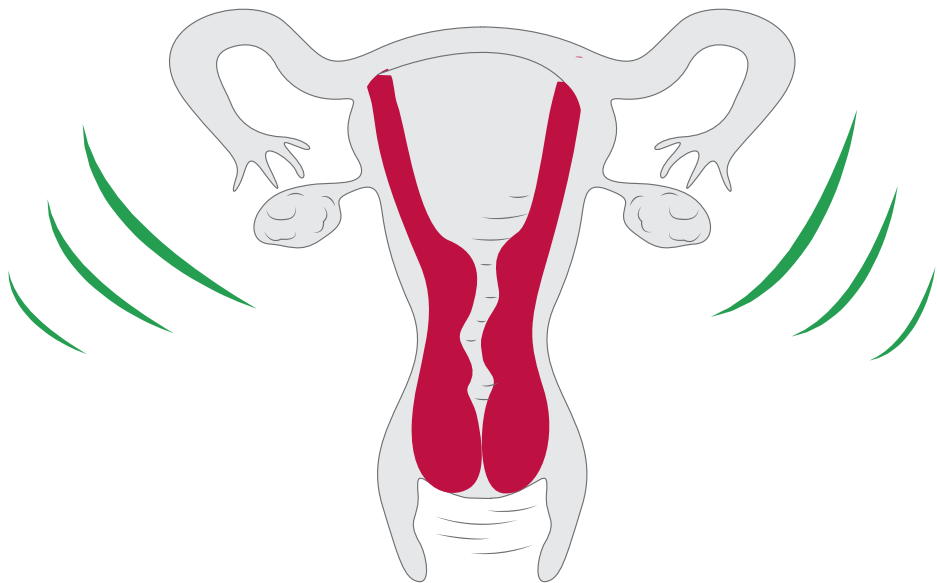
25

Lining of uterus continues to grow and hormones signal the body to prepare for next menstrual period



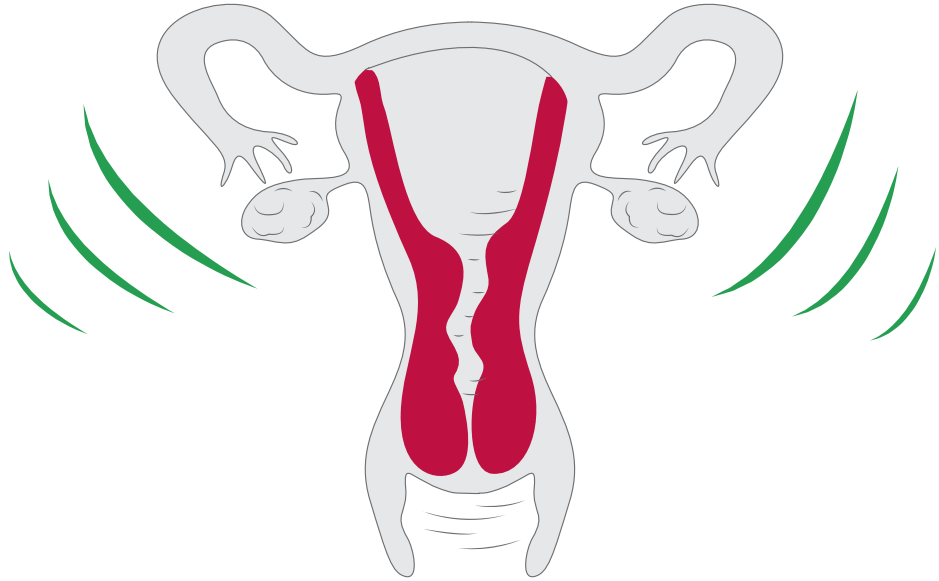
26

Lining of uterus continues to grow and hormones signal the body to prepare for next menstrual period



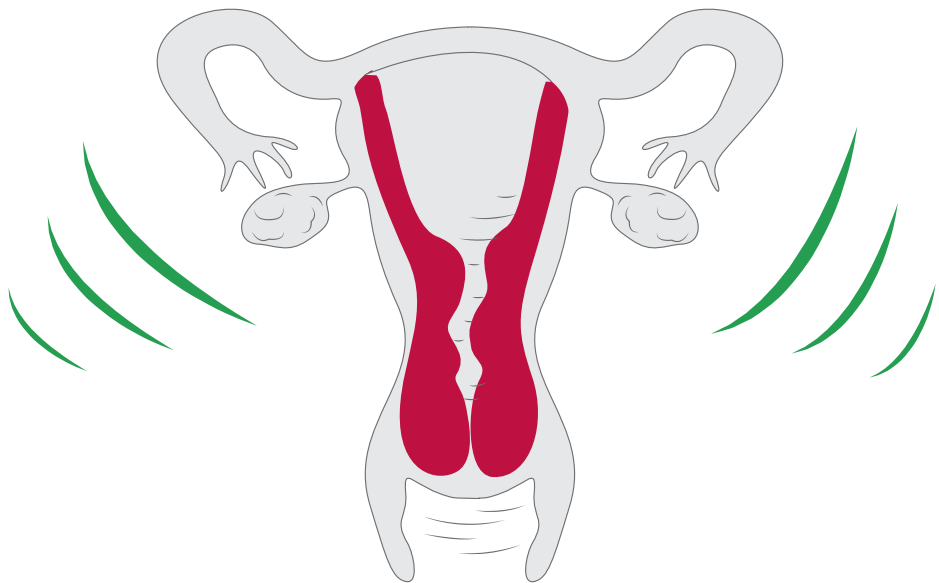
27

Lining of uterus continues to grow and hormones signal the body to prepare for next menstrual period



28

Lining of uterus continues to grow and hormones signal the body to prepare for next menstrual period



# My Boundaries

## 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:

**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.

**TARGET GRADE:** Grade 11  
Lesson 2

**TIME:** 50 Minutes

### MATERIALS NEEDED:

- White board and markers
- Handout: "My Boundaries" – one per student
- Three signs: "Describes Me Completely," "Describes Me Somewhat," "Does Not Describe Me At All" – each of which should be on a different color paper
- Masking tape
- Extra pencils in case students don't have their own

### ADVANCE PREPARATION FOR LESSON:

Post the three signs in three different locations in the classroom with enough room near each so that students can stand nearby.

### LEARNING OBJECTIVES:

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

1. Define what a boundary is. [Knowledge]
2. Explain at least two examples of types of boundaries. [Knowledge]
3. Clarify what their own boundaries are in relation to physical touch. [Affect]
4. Demonstrate an understanding for the need to communicate about boundaries in a romantic or sexual relationship. [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:** Start class by saying, "Today we're going to talk about the topic of boundaries. Let's start by defining that – what is a boundary?" Write some of the student responses on the board. Sample responses might include, "Something that blocks something else from happening," "a border," "a fence," etc.

Say, "A boundary is a physical or psychological limit that's set up to show how far something goes. There are all kinds of boundaries (write the types on the board as you go through them):

- **Environmental** boundaries include a country's or state's borders. They can also refer to restricted areas of a building. For instance, here at school we have the Teachers' Lounge, or the office.
- **Process** boundaries refer to the parameters around how things happen. These include starting and ending class and school on

## My Boundaries

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

time, getting to a doctor's appointment on time, or doing homework before watching a movie, etc.

- **Physical boundaries** include not only whether you have any kind of physical contact with another person, but how much. For example, you may be okay shaking hands with a particular person, but don't want to hug them. You may love to hug, but end up hugging someone who hates to be hugged. You may not be interested in having sex with someone, but you might be okay doing other sexual things with that person.
- **Personal boundaries** refer to how much you share of your personal life. What do you keep private? What do you tell other people?"

Say, "Today, we're going to be focusing on our physical and personal boundaries – what we're comfortable with, and what to do if we're with someone whose boundaries are different from ours." (6 minutes)

**STEP 2:** Distribute the worksheet, "My Boundaries," and ask students NOT to write their names at the top. Tell them that the sheet asks a number of hypothetical "what would you do" questions for which they are supposed to answer honestly. Tell them they will have about eight minutes to do this, and that when they're done, to please turn the worksheet face down. Remind them again that they should NOT write their names on their worksheets, as you will be discussing the responses in a way that keeps their identity confidential. (10 minutes)

**STEP 3:** After about 8 minutes, collect the sheets, keeping them face down. Mix them up. Then say, "I am going to redistribute the worksheets now. This way you will be representing someone else's answers honestly, but not your own. Most of you will not get the same worksheet you wrote on. If you do, please don't say anything! We want to keep this confidential." Distribute the worksheets. Point to the signs around the room and say, "We are now going to go through the answers. I am going to read each statement, and you are going to stand beneath the sign that represents what is on your worksheet, not your own opinion. Even though the two may be the same, please don't share if they are. Please also don't share if you disagree with that statement."

Begin reading through each of the statements. Once students are in place, ask them to look around the room and notice how many people are standing beneath which sign.

Once you have gone through all the statements, ask students to hold on to the worksheets they have and return to their seats. Process by asking the following questions:

- Thinking about both the experience of completing the worksheet individually, and then standing under the signs of someone else's worksheet – what was it like to do that? What was (student responses, e.g. interesting) about it?
- What did you notice about where people stood? Did you notice that there was a lot of agreement, or was there more variety regarding how people in this class feel about these boundaries?

Say, "Recognizing your own boundaries is one thing, but to make certain that you have consent, it's equally important to know what your partner's boundaries are, and that takes communication. What if you have different boundaries? Let's look at that now."

## My Boundaries

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

Divide students into pairs. Ask them to use the worksheets they have to talk about how similar and how different these two people's boundaries are. Ask them to discuss what they think they should do in situations where there is complete disagreement. For example, if one person has "describes me completely" and the other person has "does not describe me at all," as well as what to do if either or both selected "describes me somewhat."

**Note to the Teacher:** *While it is possible for two people to get worksheets with the exact same responses, it is not likely to happen.* (16 minutes)

**STEP 4:** After about 8 minutes, ask students to stop their paired discussions. Ask for volunteers to give examples of statements where the two people are at opposite ends of the spectrum. Once they've read the statement aloud, have them share what they discussed. Ask other students what their reaction is to what they heard.

For example: Say one person says they don't mind being hugged from behind, and one person does not like it at all. What does each partner need to do about that? Probe for the fact that the person who does not like to be hugged from behind needs to tell their partner so that this doesn't happen to them – and so the partner knows. Then the partner needs to respect that boundary and not do it once they've been told.

Continue to discuss the examples, including those in which one or both partner said the statement described them "somewhat." Talk about the concerns of there being some wiggle room and how this can confuse either partner.

Ask, "What does getting consent mean?" Take a few responses and say, "If you haven't communicated about what you each feel comfortable doing, sometimes even if you have, you need to ask for consent each and every time. Silence does not mean yes. Only yes means yes." (13 minutes)

**STEP 5:** Ask, "Think about what everyone just shared – what themes did you hear? When you're in a relationship with someone, what are your rights and responsibilities when it comes to your boundaries and theirs?" Record responses on the board. If the following aren't shared, be sure to add them:

- **Be clear!** Your partner can't read your mind. If a boundary is important to you, speak up.
- **Don't push.** People can have all sorts of reasons for maintaining a physical boundary in a relationship. It could be as simple as they just don't like doing something to something. Alternatively, it could be more intense as they were sexually assaulted and that behavior triggers them to remember the assault.
- **Always ask for consent.** An absolute yes and an absolute no are usually easier to understand than a "sometimes." If you or your partner are sometimes okay doing something, and sometimes not okay, how will you be able to tell when that is? Only by asking.

Say, "Relationships of all kinds – family relationships, friendships, ect. – require good communication. However, when it comes to intimate and sexual relationships, communication is even more important. Although we all communicate in different ways, it's important to communicate before, during, and after a sexual encounter." (5 minutes)

## **My Boundaries**

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

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

The setup of the lesson will achieve the first and second learning objectives. The “My Boundaries” activity will achieve the third learning objective. The full-class process and paired discussions will fulfill the fourth learning objective.

### **HOMEWORK:**

None.



## Worksheet: My Boundaries

**INSTRUCTIONS:** Please indicate whether you agree or disagree with the following statements by circling the appropriate response below. Please do NOT put your name on this worksheet!

1. If I'm in a relationship with someone, I want to hold hands and walk with our arms around each other to show people we're together.

Describes Me Completely      Describes Me Somewhat      Doesn't Describe Me At All

2. When I'm watching tv with my partner, I want my own space – I don't want us to snuggle or lean on each other.

Describes Me Completely      Describes Me Somewhat      Doesn't Describe Me At All

3. When I see someone I know, I'll greet them physically in some way – a hug, handshake, punch on the arm, etc.

Describes Me Completely      Describes Me Somewhat      Doesn't Describe Me At All

4. I don't like it when someone hugs me from behind.

Describes Me Completely      Describes Me Somewhat      Doesn't Describe Me At All

5. I think having some form of sex is what makes a relationship a relationship.

Describes Me Completely      Describes Me Somewhat      Doesn't Describe Me At All

6. I think if one person really wants to try something new sexually, the other person should at least be willing to try it once.

Describes Me Completely      Describes Me Somewhat      Doesn't Describe Me At All

7. I enjoy play wrestling with a partner.

Describes Me Completely      Describes Me Somewhat      Doesn't Describe Me At All

8. I think that if you're in a relationship with someone you kind of "belong" to each other. I should be able to touch them, and they should be able to touch me – whenever – and wherever – we want.

Describes Me Completely      Describes Me Somewhat      Doesn't Describe Me At All

**Describes Me  
Completely**

**Describes Me  
Somewhat**

**Does Not  
Describe Me  
At All**

# It Wasn't My Fault

## 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:

**PS.12.CC.4** – Explain why a person who has been raped or sexually assaulted is not at fault.

**PS.12.IC.1** – Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, or assault.

**PS.12.AI.1** – Access valid resources for help if they or someone they know are being bullied or harassed, or have been sexually abused or assaulted.

**PS.12.AI.2** – Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.

**TARGET GRADE:** Grade 9  
Lesson 3

**TIME:** 50 Minutes

### MATERIALS NEEDED:

- Desktop or laptop with PowerPoint on it (depending on whether the panelists plan to speak or use PowerPoint)
- LCD projector and screen
- Index cards – one per student
- Extra pencils in case students do not have their own
- “Teacher Resource: Guidelines for Selecting Guest Speakers” – one copy
- Student worksheet: “I Think, I Feel, I Wonder” – one per student
- Homework: “Online Resources to Deal with Rape and Sexual Assault” – one per student

### ADVANCE PREPARATION FOR LESSON:

Note: This advance prep may take longer than most.

- Reach out to a local agency that works with rape survivors to find two or more people to serve on your panel. As part of this process, review the handout, “Guidelines for Teachers in Selecting Guest Speakers.” Try to find, if you can, survivors who are close in age to the students you work with, as well as survivors of more than one gender. If you cannot do this, then you can both prepare some questions connecting the speaker to the students specifically relating to age – such as, “What advice would you give these 9th graders?”, and intentionally point out that people of all genders are sexually assaulted – not just girls and women.
- Be sure to talk with the agency about relevant aspects relating to your class, especially the grade level of the students and any key topics you want them to focus on. Ask the panelists in advance how they feel about a question/answer period after they share their stories, especially whether any topics or questions are off-limits. If the panelists do not wish to participate in a Q and A session at the end, extend the processing time with the students, making sure panelists have already left the room before discussing their presentations.
- Ask each panelist to provide you with a brief description of how they would like to be introduced (some may simply wish to share their name and age). Be sure to check pronunciations of names and gender pronouns.
- During the class before this class, let students know that this topic will be addressed and that there will be rape survivors telling their stories. Make arrangements for any students who may have had personal experience with rape or sexual assault, should they be concerned that being in this class would be triggering to them. You will need to work with your school team to determine what is appropriate, whether giving the student(s) a study period in the library or having them sit in on a different class.
- Let the school counselor know about the class topic and format and invite them to be in the room to observe the panel. If they cannot attend, follow up with them after the class session to summarize what was presented so they are prepared should any students choose to come to them about rape or sexual assault.

## It Wasn't My Fault

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

### LEARNING OBJECTIVES:

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

1. Describe at least two impacts of rape and sexual assault on someone who has been assaulted. [Knowledge]
2. Explain why a person who has been raped or sexually assaulted is never at fault. [Knowledge]
3. Reflect on their own feelings about rape and sexual abuse. [Knowledge, Affect]
4. Name at least two online resources a rape or sexual abuse survivor can access for more information and support. [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:** Introduce the topic by distributing the index cards and saying, "As you know, today's class is going to deal with a very serious and sensitive topic: rape and sexual abuse. We are very lucky to have some generous and brave guests with us today who have survived rape and sexual abuse. They're here to share their stories [and to answer questions you may have]. Both [all] the panelists will speak and then we will open it up to questions and answers – so you may wish to use the index cards I gave you to write down any question you may have as they're speaking to make sure you remember it when it's time."

**Note to the Teacher:** *If the panelists have told you in advance that certain questions are off-limits, this is the appropriate time to let students know that. You may also wish to write these on the board so they don't forget.*

Introduce each of the panelists as they have indicated. Have each speak for 10 – 15 minutes, depending on how many panelists you have (31 minutes, subject to change depending on number of speakers).

**STEP 2:** Thank the panelists for sharing their stories. Ask the class whether they have any questions, and facilitate the question/answer session. (12 minutes)

**Note to the Teacher:** *You may wish to have some questions ready in advance in case students don't think of any. It is also common for students to be quiet after these types of presentations as they are processing the stories. Possible questions might include:*

- Who in your life did you go to for support? In what ways did they help you get through this?

## It Wasn't My Fault

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

- Did anyone imply or say straight out that they thought it was your fault that this happened to you? If so, how did you respond to that?
- How have you been able to get from where you were when this first happened to where you are today, able to speak publicly in front of a group about what happened?
- What is one thing you want to be sure these 9th graders remember about rape and sexual abuse after you've left?

**STEP 3:** Thank the panelists again. Tell the class that sometimes it's difficult to talk about these things in a group, so you're going to give them the chance to think about and share their reactions to what they just heard individually.

Distribute the reaction sheets and ask students to complete them individually and in silence. Let them know they will have about 5 minutes in which to complete their sheets. Ask students to turn their sheets face down when they are done so you know they have finished. (5 minutes)

**STEP 4:** Tell the students that if they still have anything left over from the presentations they wish to talk about, that the school counselor is available to support them. Explain that their homework assignment for next class will be to find two websites which a person who has been sexually abused or assaulted can go to for resources and support. Distribute the homework assignment. (2 minutes)

***Note to the Teacher:** It is not uncommon for students to disclose their own experiences with abuse after the class session is over. Although students can and should be referred to the school counselor, how you respond to the student in the moment is important. Please see the resource relating to student disclosure in the Teacher's Guide.*

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

The panel and reflective writing afterward will enable teachers to fulfill objectives one through three. The homework assignment will fulfill objective number four.

### **HOMEWORK:**

Students will be asked to search for two reliable websites for teen rape or sexual abuse survivors that are inclusive of all genders and sexual orientations.

## Teacher Resource: Guidelines for Selecting a Guest Speaker

Here are some questions to consider when both selecting a guest speaker and preparing the guest speaker to present to your class.

1. Is the speaker's information factually accurate?
2. Is the presentation (including method and materials) age- and developmentally-appropriate for your students?
3. Are you sure the speaker does not use fear-based educational techniques?
4. Has the speaker been trained in speaking to high school classes? How much experience doing this do they have?
5. Is the philosophy of the speaker and/or organization they represent aligned with your curriculum?
6. Is the material appropriate for use with learners of all races, genders, sexual orientations, ethnic and cultural backgrounds, and physical abilities?
7. Are the instruction and materials used in the classroom free from the teaching or promotion of religious doctrine?
8. Is the material free from promoting bias?

*(Adapted from the New Jersey Department of Education and California Department of Education.)*



# Student Worksheet: I Think, I Feel, I Wonder

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS:** Please finish the following sentence stems based on what you just heard from the panelists about rape and sexual abuse. Please write a minimum of two sentences for each sentence stem, although you may write more if you wish.

**WHEN IT COMES TO THE PANELISTS' STORIES, I THINK...**

**RIGHT NOW, I FEEL...**

**I WONDER...**

# Homework:

## Online Resources to Deal with Rape and Sexual Assault

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS:** Using a search engine, find two online resources for a teenager who has been raped or sexually abused and needs to figure out what to do or how to deal with what happened to them. **Please keep in mind that teens of any gender and sexual orientation can be raped or abused**, so please be sure to select websites that are welcoming of all people.

**Website #1:** \_\_\_\_\_

**URL:** \_\_\_\_\_

**What did you find on their site that you felt would be useful to someone who had been raped or sexually abused?**

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**Did they offer a hotline? YES / NO If so, what is the hotline #?**

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**Is this a website you'd recommend to other people your age? Why or why not?**

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**Website #2:** \_\_\_\_\_

**URL:** \_\_\_\_\_

**What did you find on their site that you felt would be useful to someone who had been raped or sexually abused?**

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**Did they offer a hotline? YES / NO If so, what is the hotline #?** \_\_\_\_\_

**Is this a website you'd recommend to other people your age? Why or why not?**

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