

Longview Middle Schools

Human Growth and Development Lessons

6 th Grade Lesson	7 th Grade Lesson	8 th Grade Lesson
Change is Good	Everybody's Got Parts, Part 1	Making SMART Choices
Who Are You Online	Everybody's Got Parts, Part 2	Social Media - Our Responsibilities
Chatting Safely Online	Making SMART Choices	Sexting and Relationships
More than Friends	We Need to Talk	Talking without Speaking
Communicating about a Sensitive Topic	Choose Your Words Carefully	Pre-Law
STD Basics	Pre-Law	Consent Goes with Everything
	My Social Media Life	Understanding Boundaries
	The Power of Digital Footprints	Healthy and Unhealthy Relationships
	Understanding Boundaries	Warning Signs: Understanding Sexual Abuse and Assault
	Healthy and Unhealthy Relationships	STD Basics
	STD Basics	Reproduction Basics

Change Is Good!

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

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

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

- School District Puberty Video
- Prepared Change is Good cards, enough complete sets for one third of the student in class
- Letter-sized envelopes in which to place the sets of change cards.
- Scotch tape – one roll per small group of 3 students
- Know, Want to Know Learned Handout – one per student
- Pencils in case students do not have their own
- Answer Key: “Change is Good” - one copy for teacher

ADVANCE PREPARATION FOR LESSON:

- Que up the Longview School District approved Puberty Video
- Print out the Change is Good cards and cut them up.
- Mix the cards up and place an entire set in an individual envelope. Be sure each group has a set of four header sheets for each as well (see below).

LEARNING OBJECTIVES:

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

1. Name at least one physical, social, cognitive and emotional change young people go through during adolescence. [Knowledge]
2. Identify at least two websites that contain additional medically-accurate information about puberty and adolescence for young people their age. [Knowledge]

PROCEDURE:

STEP 1: Introduce the class by saying, “You are all at a time in your lives where your body is going through some amazing changes. For some of you, this may have started already; for others, these changes may not start for a few years yet. Some of these changes will make you feel really good about yourselves; it’s exciting to see yourself growing up! Other changes may feel weird, like you’re body’s a bit out of control at times. As we go through the lesson, and as you experience these changes, try to always remember that all of these changes are normal. They are all important parts of growing up that everyone goes through. This time of growth is called ‘puberty’ and that it’s started by the natural chemicals in our bodies, called ‘hormones.’”
(5 minutes)

Change Is Good!

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STEP 2: On the board, write the words, “physical, social, cognitive, emotional” in a vertical line, one beneath the next. Say, “Although a great deal of emphasis tends to be placed on the physical changes of puberty, the changes we go through during this time are not simply physical, they are also social, cognitive and emotional. Social changes have to do with how we interact with others. Cognitive changes have to do with how we think, process information and learn. Emotional changes have to do with feelings, and our awareness of what may or may not cause us to feel certain things.”

Ask the students if anyone can give you an example of a physical change of puberty. Write that on the board next to the word “physical.” Ask what they think might change socially when you start adolescence/going through puberty. If they cannot think of one, say, “You may end up spending – or wanting to spend – more time with your friends than with your family.”

Next, ask what they think might change cognitively when they start adolescence/going through puberty. If they cannot think of an example, tell the class that an example of a cognitive change might be some temporary foggiess in how they think – followed by a clearing of that foggiess as they get older. Explain that an example of this foggiess might include forgetting to bring things with them when they go to or from school. Finally, ask for an example of an emotional change. If they cannot think of one, tell them that they may end up feeling very strong emotions out of nowhere, both positive and negative. Say, “While there’s a stereotype that only girls feel these strong emotions, students of all genders usually experience this at different times during adolescence.” (12 minutes)

STEP 3: Tell the class that you will now be doing an activity in which they will be given a number of changes people go through during adolescence and puberty and they will work in small groups to decide which category of change they are. Divide the group into groups of three, and provide each small group with an envelope containing a complete set of “Change is Good” cards, as well as one roll of tape. In each set will be four header sheets: physical, social, cognitive and emotional. Ask the students to spread the header sheets on the desk space (or floor) in front of them. They should then take out the remaining cards, read through them together and decide which kind of change each is. Tell them that once they all agree, they should tape each card on the corresponding header sheet. Remind them to look up at the board if they forget the definitions of any of the header terms. Tell them they will have about 10 minutes in which to do this work. (13 minutes)

Note to the Teacher: *The physical change header will have the most responses attached to it; feel free to add a second header sheet, or to instruct students to tape some to the front, and some to the back.*

STEP 4: After about 10 minutes, stop the students and ask for a group to volunteer to report back what was on the “physical” changes sheets. Make corrections as necessary using the “Answer Key: Change is Good!” Have a second group read their responses to what was on their “cognitive” changes sheets, making corrections as necessary. Ask a third group to go through their responses on their “emotional” changes sheets, making corrections as needed. Ask a fourth group to go through their responses on the “social” changes sheet, also making corrections as necessary. (18 minutes)

Change Is Good!

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Responsibility: A K-12 Curriculum*

STEP 5: Distribute the Know Want to Know Learned handout to each student and have the students work through the handout.

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Teachers will assess understanding through the large group activity which achieves the first learning objective. For a more individualized assessment, students can put their names on the envelope they received, place their sheets/cards in the envelope, and hand them in at the end of class.

The individual homework assignments will help assess the achievement of the second learning objective.

Name _____

Period _____

Know Want to know Learned

1. What is one thing you **know** about the changes your body makes during puberty?

a) _____

2. List two things you might **want to know** or have questions about puberty.

a) _____

b) _____

3. Talk about 3 things you **learned** about changes the body makes during adolescence, from the HRM video about Puberty.

a) _____

b) _____

c) _____

**Grow taller
(growth spurt)**

**Grow hair under arms, on
legs, around genitals**

**Feel hungrier/
Eat more**

Get acne

Grow breasts

Hair texture may change

Voice deepens

**Hormone surges can make
your moods go
up and down**

Menstruation

Hips widen

Voice cracks

Peer pressure increases

Muscle growth

**More interested in being
with friends**

**Start to become interested
in others more than friends/
finding a boyfriend or
girlfriend**

Sweat starts to smell

**May want to try different,
sometimes risky things**

**May have more conflict
with parents/caregiver**

**Anxiety and stress
can increase**

**May feel self-conscious
about how your
body looks**

**Might have a hard time
making up your mind/feel
unsure**

**Experience more intense
feelings - happy one
minute, upset the next**

**Feel “paranoid” -
“Everyone’s looking at/
talking about me!”**

**Might have a hard time
understanding instructions the
first time they’re told to you**

**Feel like you forget things
people told you just a few
minutes before**

**Might start thinking, “Who Am
I?” - try to start defining yourself
as a person**

**Feel kind of clumsy/
trip over your own feet
sometimes**

**May feel really strong/
powerful because of
how your body looks**

Change is Good Answer Key

PHYSICAL	EMOTIONAL	COGNITIVE	SOCIAL
<ul style="list-style-type: none"> • Grow taller (growth spurt) • Grow hair under arms, on legs, around genitals • Feel hungrier/eat more • Get acne • Hair texture may change • Hormone surges can make your moods go up and down • Wet dreams • Hips widen • Grow breasts • Weight gain • Voice deepens • Menstruation • Voice cracks • Muscle growth • Sweat starts to smell • Feel kind of clumsy/ trip over your own feet sometimes 	<ul style="list-style-type: none"> • Anxiety and stress can increase • Feel self-conscious about how your body looks • Experience more intense feelings – happy one minute, upset the next • Feel “paranoid” – “Everyone’s looking at/ talking about me!” • May feel really strong/ powerful because of how your body looks 	<ul style="list-style-type: none"> • May want to try different, sometimes risky things • Might have a hard time making up your mind/feel unsure • Might have a hard time understanding instructions the first time they’re told to you • Feel like you forget things people told you just a few minutes before 	<ul style="list-style-type: none"> • Peer pressure increases • More interested in being with friends • Start to become interested in others as more than friends/ finding a boyfriend or girlfriend • May have more conflict with parents • Might start thinking, “Who Am I?” – try to start defining yourself as a person

Physical

Social

Emotional

Cognitive

GRADE 6

Who Are You Online?

What are the benefits and drawbacks of presenting yourself in different ways online?



DIGITAL FOOTPRINT & IDENTITY

*We define
who we are.*

OVERVIEW

What does it actually mean to "be yourself" or to "be real"? Those are deep thoughts for any middle schooler. For kids today, these questions matter online, too. Help your students explore why some people create different or alternate personas for themselves online and on social media.

[See the U.K. version of this lesson plan](#)

Students will be able to:

- Reflect on reasons why people might create fake social media accounts.
- Identify the possible results of posting from a fake social media account.
- Debate the benefits and drawbacks of posting from multiple accounts.

Key Vocabulary:

affinity group

a group of people linked by a common interest or purpose

anonymous

without a name or other information that identifies who you are

curate

to select, organize and look after a collection (e.g. content posted to a social media profile)

finsta

a fake Instagram account used for posting to a specific group of people or to post anonymously

Key Standards Supported

COMMON CORE

L.6.1, L.6.2, L.6.2.B, L.6.3, L.6.3.A, L.6.3.B, L.6.4, L.6.6, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.8, W.6.10

CASEL

1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL

I.A.1, I.A.2, I.B.1, I.B.3, I.C.1, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, IV.B.2, IV.B.4, V.A.2, V.A.3, V.C.1, V.C.3, V.D.1, V.D.2, VI.D.1, VI.D.2, VI.D.3

ISTE

2a, 2b, 2d, 7b, 7c

What You'll Need

Some resources below are available in Spanish

Classroom resources

- [Lesson Slides](#)
- [Video: Teen Voices: Presenting Yourself Online](#)
- [The Finsta Debate Handout](#)
- [Lesson Quiz](#)

Take-home resources

- [Family Activity](#)
- [Family Tips](#)
- [Family Engagement Resources](#)

Don't have time for a full lesson?

15 mins.

Use this quick activity to engage students around key learning outcomes.

Lesson Plan

Warm Up: **Why "Finstas"?**

10 mins.

1. **Before the lesson:** As an optional activity before the lesson, have students complete the **Kung Fu Fibber** storyline in **Digital Compass™** by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the **Digital Compass Educator Guide**.

Note: This lesson uses the terms "finsta," which may or may not resonate with your students. They may use a different term, such as "spam account." You can change the language depending on your students or just use "fake social media account." See this **brief explanation of finstas** from TheTechieGuy.

1. **Ask:** *Have you heard the term "finsta"? What does it mean?*

Call on students to share out answers. Project **Slide 4** and read the definition of **finsta**: *a fake Instagram account used for posting to a specific group of people or to post anonymously*. Explain that **anonymously** means *without anyone knowing who you are*. (**Slide 5**)

2. **Distribute** the **Finsta Debate Student Handout** and ask: *What are the reasons someone might have for creating a fake social media account (i.e., a "finsta")? Why post messages or images only to certain people or post them anonymously?*

Invite students to respond. Capture the responses on the board and have students capture them in the left column of their handout. Reasons may include:

- *To post about topics that only certain people will be interested in (e.g., video games, soccer, skateboarding, etc.).* Explain that these are called **affinity groups**. (**Slide 6**)
- *To post messages and images that are more casual or personal for close friends and family. Some people prefer to keep their main account more carefully curated.* Explain that to **curate** means *to select, organize, and look after a collection*. (**Slide 7**)
- *To post messages or images that are hidden from certain people (i.e., parents, teachers, grandparents, etc.).*
- *To post things that they don't want to be associated with in real life (private thoughts, inappropriate jokes, mean comments, etc.).*

Explore: **Which Me Should I Be?**

15 mins.

1. **Explain** that there can be different results when people post from fake social media accounts -- some intended, some not. Project **Slide 8** and review the examples.

2. **Call on** students to share out the reasons and results they see related to these fake social media accounts. Capture responses on the board and have students add to the two columns on their handouts. Results may include:
 - Connecting with people who have the same interests as you.
 - Having fun posting and sharing messages and photos with close friends.
 - A lot of time spent using and managing multiple accounts.
 - Accidentally posting from the wrong account or to the wrong group.
 - A message or photo getting shared more widely than intended.
 - Teasing, insults, or cyberbullying from anonymous accounts.
 3. **Explain** to students that they're going to watch a video that shows people's experiences with social media and finstas. Show the Teen Voices: Presenting Yourself Online video on Slide 9 and invite students to share out their responses to the two discussion questions.
 4. **Call on** students to share out the reasons and results they noticed in the video. Add to reasons and results on the board and on handouts.
-

Debate: **The Finsta Debate**

20 mins.

1. **Explain** to students that they will be having a class debate on whether it's worth it or not to create and use fake social media accounts. They will argue for the benefits or argue the drawbacks. To prepare for the debate, they will take a few minutes to reflect and write. Project Slide 10 and read the directions. Allow students five minutes to capture their ideas on the handout.
2. **Divide** the class up into two teams, one for the "yes" position and one for the "no." Each team should form a line facing the other team. Project Slide 11 and read the directions aloud. Allow students 10 minutes or as much time as possible to debate.

Note: If time allows, consider adding these elements to the debate activity:

- Post and review specific norms for debate, including how to disagree respectfully, be an active listener, ask clarifying questions, etc.
 - Require all students to participate at least once and award participation points.
 - Offer an incentive for the team that wins.
3. **Ask:** *So what reasons and evidence were most convincing? Did anyone start to change their opinion based on what they were hearing?*

Call on students to share out. Students can use the sentence starter: "I hadn't thought about ..."

Point out questions students can ask themselves about creating and posting to fake accounts. (Slide 12) Have students read each section out loud.

4. Have students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

Additional Resources:

1. **Extend the lesson:** Reinforce the learning objectives from this lesson by having your students watch our **Digital Connections video series**. The videos address key digital citizenship topics like:

- Practicing media balance
- Being kind online
- Staying safe when using tech
- Identifying misinformation online

There are six videos, and each includes reflection questions and a quiz. The series can be completed as a self-guided activity, as homework, or even as part of a future digital citizenship lesson.

2. **Extend the lesson:** Have students apply what they have learned by completing the **"Online Identities" Activity** on TestDrive, a social media simulator co-developed by the Cornell Social Media Lab and Common Sense Education. Students go through a self-guided activity to reinforce key concepts and practice managing online identities. For more information, download the **Social Media TestDrive Educator Guide**.



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DIGITAL FOOTPRINT & IDENTITY

We define who we are.

DIGITAL CITIZENSHIP | GRADE 6

Who Are You Online?



Essential Question

what are the benefits and drawbacks of presenting yourself in different ways online?

Learning Objectives

1

Reflect on reasons why people might create fake social media accounts.



2

Identify the possible results of posting from a fake social media account.



3

Debate the benefits and drawbacks of posting from multiple accounts.



Finsta

A fake Instagram account used for posting to a specific group of people or to post anonymously



Anonymously

Without anyone knowing who you are





Affinity group

A group of people linked by a common interest or purpose





Curate

To select, organize, and look after a collection
(e.g., content posted to a social media profile)





What reasons and results can we add based on these examples?

Brian is a big basketball fan and uses a finsta, "bballhooper1," to post about his favorite team. He posts comments about the team's games and gets into debates with other fans. He sometimes calls people "stupid" or "bandwagon" if they disagree with him.

Jolie likes to keep her "real" profile carefully curated because her parents and family can see it. She uses a finsta for other posts, like videos she posts of herself trying to learn a popular song on the piano and making lots of funny mistakes. She shares the video with two close friends.

Mikayla loves playing the online game OverSeen, where players use avatars to play. She uses a finsta to post pictures of her gameplay and comment on other players. She sometimes uses her finsta to respond to people who have commented on her real profile page.





WATCH + DISCUSS



To watch this video on the Common Sense Education site, click [here](#).

Discuss:

- What reasons do people have for creating and using fake social media accounts (e.g., finstas)?
- What are some of the results of having and using these accounts?



commonsense.org/education

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ACTIVITY: TAKE A STAND

Is it worth it to have and use fake social media accounts? Why, or why not?

Directions:

1. Use your own experiences with social media and what you've heard today to decide on your position (yes or no) and your reason(s).
2. Identify specific examples that show your position and reasons.
3. Capture your ideas on your handout.





Directions

1. Each side will take turns having one student step forward to present reasons and evidence.
2. When it is your side's turn, raise your hand to be the next presenter. Each presenter will have one minute.
3. Points will be awarded by the teacher based on:
 - **Respectful** listening and responses
 - Use of **specific examples** to support reasons
 - **Direct responses** to the arguments made by the other side.



Questions to consider about finstas...

Gut check

Do I feel good about making this account, or does it feel wrong?

My actions

Would I use it to post something harmful or mean?

Would I say the same things in person?

My impact

Am I using it to post things that could be hurtful to someone else?

Am I staying true to who I am, and my values as a person?

We define
who we are.

The Finsta Debate

NAME _____

DATE _____

Directions

Use the table to capture notes about the reasons for and results of fake social media profiles (e.g., finstas).

Reasons For	Results Of

Take a stand. Is it worth it to have and use fake social media accounts (e.g., finstas)? Why, or why not? Support your answer with reasons and specific examples.



GRADE 6

Chatting Safely Online

How do you chat safely with people you meet online?



RELATIONSHIPS & COMMUNICATION

We know the power
of words & actions.

OVERVIEW

Games, social media, and other online spaces give kids opportunities to meet and chat with others outside the confines of their real-life communities. But how well do kids actually know the people they're meeting and interacting with? Help students consider whom they're talking to and the types of information they're sharing online.

[See the U.K. version of this lesson plan](#)

Students will be able to:

- Analyze how well they know the people they interact with online.
- Reflect on what information is safe to share with different types of online friends.
- Learn to recognize red flag feelings and use the Feelings & Options thinking routine to respond to them.

Key Vocabulary:

inappropriate

not acceptable in the situation; not okay

private information

information about you that can be used to identify you because it is unique to you (e.g. your full name or your address)

red flag feeling

when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious

risky

potentially harmful to one's well-being

Key Standards Supported

COMMON CORE

L.6.6, RI.6.1, RI.6.4, RI.6.7, RI.6.10, SL.6.1, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.6, W.6.4, W.6.10

CASEL

1a, 1b, 1c, 1d, 1e, 3a, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL

I.A.1, I.A.2, I.B.1, I.B.3, I.D.1, I.D.2, I.D.3, I.D.4, II.A.2, II.B.1, II.B.2, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2, V.A.2, V.A.3, V.C.1, V.D.1

ISTE

1d, 2a, 2b, 2d, 3d, 6a

What You'll Need

Some resources below are available in Spanish

Classroom resources

- [Lesson Slides](#)
- [Video: Teen Voices: Who You're Talking to Online](#)
- [Risky Chat Dilemma Handout Teacher Version](#)
- [Lesson Quiz](#)

Take-home resources

- [Family Activity](#)
- [Family Tips](#)
- [SEL Conversation Starter](#)

Don't have time for a full lesson?

15 mins.

Use this quick activity to engage students around key learning outcomes.

Lesson Plan

Warm Up: Who You're Talking to Online

10 mins.

1. **Ask:** *By a show of hands, how many people use texting to communicate with their friends? Allow students to raise hands. Then ask: How about using other apps, like games, WhatsApp, YouTube, or something else? Raise your hand if you use one of those to message with friends.*
2. **Say:** *Today we're going to talk about your online community and the different people you message with online or through your phone. To begin, we're going to watch a brief video.*

Project Slide 4 and ask students to consider the reflection questions as they watch the video.

3. **Show the Teen Voices: Who You're Talking to Online** video and have students take notes on their responses to the questions.
4. **Pair** up students and have them share their responses to the video questions. You can also invite students to share responses with the class.

Evaluate: Two Online Chats

15 mins.

1. **Ask:** *Why should you consider how well you know someone before sharing something with them? Take turns sharing your ideas with your partner.*

After students pair-share, call on volunteers to share out.

If students respond with reasons and examples that don't involve devices or online interactions, ask: *What if it was through a text or online message? How would that affect your thinking?*

Help students understand that sharing online with someone you don't know in person can be **risky**, which is *potentially harmful to one's emotional or physical well-being* (Slide 5). It's harder to predict what someone might do with the information you share -- whom they might share it with or how they might use it. And it may be easier for them to do something harmful with it because it's harder to hold them accountable.

For that reason, you should never share private information without the permission of a trusted adult.

Private information is *information about you that can be used to identify you because it is unique to you (like your full name, your student ID, your phone number, or your physical address)*. (Slide 6)

2. **Explain** to students that they are going to look at two different online chats involving a girl named Sara.

First, project **Slide 7** (Sara and Asseal's chat) and invite one or more students to read it aloud.

Next, project **Slide 8** (Sara and alex_eastwest13's chat) and invite one or more students to read it aloud.

3. **Ask:** *Which of these online chats is more risky: the one with Asseal or with alex_eastwest13? Why?*

Call on students to respond. Clarify that the alex_eastwest13 friendship would be more risky because she doesn't know him in person. She doesn't know anything about who this person is or how they interact with others.

4. **Ask:** *What types of information did Sara share or get asked to share in each of these scenarios?*

Call on students to share out and ask whether they think it was OK that she shared what she did. Sample responses:

- Asseal's chat: Sara felt comfortable sharing some information with Asseal because they were connected by her coach, an adult Sara trusts.
 - Alex_eastwest13's chat: Sara should be really careful about what she shares with alex_eastwest13. She doesn't know anything about this person. She doesn't know what this person's intentions are and if they are truly who they appear to be. If students make statements about alex_eastwest13's gender or age, make sure to clarify that Sara has not seen or met alex_eastwest13 and doesn't really know those details.
5. **Say:** *You should be careful when sharing information online, especially if it is with someone you don't have any real-life connection to or have just met randomly. And private information should never be shared unless you first get the permission of a trusted adult.*

In addition to considering how well you know an online friend, you also need to be alert any time you are communicating in an online setting. Have you ever had an uncomfortable or awkward interaction with someone online?

Call on volunteers to share their experiences. Point out that these types of interactions are often the result of someone doing or saying something **inappropriate**, which is *not acceptable or not OK*. (**Slide 9**)

6. **Project Slide 10** and say: *Inappropriate behavior and speech online can lead to risky and unsafe situations. These types of situations may raise red flag feelings for you. A red flag feeling is when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious.*

It is a warning of a possible problem. It is often a feeling in your stomach that something is wrong -- for example, that this person shouldn't be asking me this, or this feels like something I shouldn't be doing. Can anyone give an example of a situation that might cause a red flag feeling?

Call on students to provide examples. They may include someone:

- Asking you to keep information secret
- Flirting with you
- Asking you about anything private (phone number, address, school you attend)
- Making you feel pressured to do anything
- Causing you to feel untrue to yourself or your values
- Asking you to meet in person
- Asking you to send pictures of yourself
- Inviting you to chat but telling you not to tell anyone else

Analyze: **Red Flag Feeling**

15 mins.

1. **Distribute** the **Risky Chat Dilemma** Student Handout to each student. Tell students they're going to be taking a close look at the chat they saw before with alex_eastwest13. They will be using steps of the Feelings & Options thinking routine for handling this dilemma. **Feelings & Options** is a thinking routine that supports social skills and thoughtful decision-making for digital dilemmas.

Use the **Teacher Version** of the handout for guidance, and **learn more** about teaching with digital dilemmas and thinking routines.

Project **Slide 11** with the Feelings & Options steps (also in the student handout).

Have students complete the worksheet individually.

2. **Arrange** students into groups of three to four, and have them discuss their responses together. Give groups two minutes to discuss each of the four sections. Use a timer if necessary and have them move on.
3. **Invite** each group to summarize their responses to the Feelings & Options steps. Use the teacher version of the handout for guidance.

Record student responses to the "Say" step of the worksheet on (**Slide 12**).

4. **Project Slide 13** and say: *When you have a red flag feeling, it's important to slow down, pause, and think about how you're feeling. Taking these steps will help you think through the options you have for handling the situation.*
 5. **Optional:** If you have extra time, have students discuss the "Complicate" questions on Part 2 of the worksheet in groups. Have students share responses with each other or with the whole class.
-

Wrap Up: Exit Ticket

5 mins.

1. **Say:** *When you are chatting online and something doesn't feel right, pay attention. Be sure to slow down, pause, and think about what might be causing the red flag feeling. Then you can decide on the best action to take to improve your situation.*
 2. **Project Slide 14.** On a piece of paper, have students take three minutes to respond to the questions. Invite volunteers to share their responses, if time allows.
 3. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and the **Family Tips**.
-

Additional Resources:

1. **Extend the lesson:** Have students apply what they have learned by completing the "**Is It Private Information?**" activity on TestDrive, a social media simulator co-developed by the Cornell Social Media Lab and Common Sense Education. Students go through a self-guided activity to reinforce key concepts and practice managing online identities. For more information, download the **Social Media TestDrive Educator Guide**.
 2. **Extend the lesson:** Reinforce the learning objectives from this lesson by having your students watch our **Digital Connections video series**. The videos address key digital citizenship topics like:
 - Practicing media balance
 - Being kind online
 - Staying safe when using tech
 - Identifying misinformation onlineThere are six videos, and each includes reflection questions and a quiz. The series can be completed as a self-guided activity, as homework, or even as part of a future digital citizenship lesson.
-



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Lesson last updated: February 2023



RELATIONSHIPS & COMMUNICATION

We know the power
of words & actions.

DIGITAL CITIZENSHIP | GRADE 6

Chatting Safely Online



Essential Question

How do you chat safely with people you meet online?

Learning Objectives

1

Analyze how well we know the people we interact with online.



2

Reflect on what information is safe to share with different types of online friends.



3

Learn to recognize red flag feelings and use the Feelings & Options thinking routine to respond to them.



WATCH + DISCUSS



To watch this video on the Common Sense Education site, click [here](#).

Discuss:

- What are some of the benefits -- and risks -- of talking with people online that you don't know face-to-face?
- What's one comment in the video you agree with, and why?



Risky

Potentially harmful to one's emotional or physical well-being



Private information

Information about you that can be used to identify you because it is unique to you (e.g., your full name or your address)





Sara's soccer coach connected her with Asseal, a player he coaches from a nearby town. Sara and Asseal both play goalie and have other common interests, like playing in band.

They have been chatting off and on for about a month through a social media messenger app. They talk about games and problems they are having at school with friends. They have shared when and where they will be playing soccer. They have also told each other their team names, logos, and favorite soccer fields in the area.

Last week, Asseal sent her some memes of soccer players that included some bad language and inappropriate images. Asseal mentioned that she should probably make sure her parents don't see it.



READ: ONLINE CHAT - Sara and alex_eastwest13

Sara loves taking pictures and posting them to Instagram. A few months ago, she noticed alex_eastwest13 liked several of her photos and commented "you are so talented!" Sara was flattered.

Then she received a private message from alex_eastwest13 asking if she was a professional photographer or if she wanted to be one someday. Sara responded that it was her dream to be one when she grew up. Now they talk a lot through private messaging.

Sara also posts comments on alex_eastwest13's photos, which are mostly of random objects and nature scenes. Last week, alex_eastwest13 asked if she would post more selfies because "i think u r beautiful." Alex_eastwest13 also messaged her a cell number so she could send more personal pictures. "Just don't tell anyone I gave you this," alex_eastwest13 commented.



Inappropriate

Not acceptable in the situation; not OK





Red flag feeling

When something happens that makes you feel uncomfortable, worried, sad, or anxious



Feelings & Options

Identify. Who are the different people involved in the scenario? What dilemma or challenge are they facing?

Feel. What do you think Sara is *feeling*? Why might the situation be hard or challenging for her?

Imagine. Imagine *options* for how the situation could be handled. Come up with as many ideas as possible. Then, choose which option might lead to the most positive outcome.

Say. Thinking more about the idea you chose for handling the situation, what could Sara do or say? Be as specific as possible.



What Should Sara Say?

1. [Capture student responses here.]



Ways to Respond

- Change the subject, make a joke, or say, "I don't want to talk about this."
- Log off or quit.
- Unfriend the person or block them; create a new account, or report the other user.
- Never plan a face-to-face meeting with someone you do not know unless you take along a parent or guardian.
- Ask a trusted adult for advice or help if you feel unsure or uncomfortable in any situation.



WRAP UP: EXIT TICKET

1. How will you use what you learned today in your own friendships online?
2. If you could give Sara one piece of advice for her online friendships, what would it be?



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Risky Chat Dilemma

NAME _____

DATE _____

Directions

Reread the dilemma below and then complete the Feelings & Options steps.

Risky Chat

Sara loves taking pictures and posting them to Instagram. A few months ago, she noticed alex_eastwest13 liked several of her photos and commented "you are so talented!" Sara was flattered. Then she received a private message from alex_eastwest13 asking if she was a professional photographer or if she wanted to be one someday. Sara responded that it was her dream to be one when she grew up. Now they talk a lot through private messaging. Sara also posts comments on alex_eastwest13's photos, which are mostly of random objects and nature scenes. Last week, alex_eastwest13 asked if she would post more selfies because "i think u r beautiful." Alex_eastwest13 also messaged her a cell number so she could send more personal pictures. "Just don't tell anyone I gave you this," alex_eastwest13 commented.

Identify: Who are the different people involved in the scenario? What dilemma or challenge are they facing?

Feel: What do you think Sara is *feeling*? Why might the situation be hard or challenging for her?



Risky Chat Dilemma

NAME _____

DATE _____

Imagine: *Imagine* how Sara could handle the situation. Come up with as many ideas as possible: There's no "right" answer! Then, circle which option might lead to the most positive outcome.

Say: Thinking more about the idea you chose for handling the situation, what could Sara say or do?

First: What could Sara say or do?

Second: How would Sara say it?

☐

In person

☐

Call or FaceTime

☐

Text

☐

Direct/private message

☐

Email

☐

Other: _____

Third: What would Sara say? Write out the conversation.

Part 2 - Complicate (optional): Discuss these questions in your group, and share responses. Be sure to hear all perspectives -- the more perspectives, the better!

- What if Sara tries ignoring alex_eastwest13 but alex_eastwest13 keeps finding ways to communicate with Sara?
- What if Sara politely says no to alex_eastwest13's request and alex_eastwest13 gets upset?
- What if alex_eastwest13 says he has met some of Sara's friends before?



RELATIONSHIPS & COMMUNICATION

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More Than Friends: Understanding Romantic Relationships

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

Fostering respect and responsibility through age-appropriate sexuality education.

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Handout: “Olivia and Dylan Case Study” – one per every three students
- Handout: “Aaron and Sophie Case Study” – one per every three students
- Homework: “Relationships on TV” – one per student
- White board
- White board markers of at least two different colors
- Pencils in case students do not have their own

LEARNING OBJECTIVES:

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

1. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship. [Knowledge]
2. Identify at least two similarities and two differences between friendships and romantic relationships. [Knowledge]

PROCEDURE:

STEP 1: Tell the students that you are going to be talking about different kinds of relationships. Divide the class into groups of 3, and as they are getting into their trios, walk around and distribute one copy of the case study, “Aaron and Sophie,” to each trio. (3 minutes)

STEP 2: Once everyone has gotten settled, ask for a volunteer to read the story aloud to the class. Tell them that they will have about 10 minutes to answer the questions on the worksheet as a group. Ask them to decide who in their group will be the recorder, and have that person put all three group member names on the top of the sheet. (12 minutes)

STEP 3: When students seem to be close to finishing, distribute the second case study, “Olivia and Dylan.” Ask for a different student to read that story aloud. Ask the students to, once again, have their recorder write the group names on the top of the sheet, and then discuss and respond to the question. They will have 10 more minutes to work on that sheet. (12 minutes)

More Than Friends: Understanding Romantic Relationships

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

STEP 4: After 10 minutes have passed (or the students have finished working), say, “Let’s start with Aaron and Sophie. What kind of relationship would you say this is?” Students will likely say, “Friends”, or “friendship”, or “best friends;” write “friendship” on the board. Ask, “How do you know this is a friendship?” Probe for the actual characteristics. For example, someone might say, “Because they’re really close?” Ask, “How do you know they are close? What about what you read here shows they are close?” Ask the students to read their responses from their worksheets. Facilitate the discussion for these possible responses, proposing them if they are not mentioned:

- Talk about a lot of things
- Spend a lot of time together
- Are honest, even when it’s hard to be
- Fight but make up
- Stick up for each other
- Support each other by going to each others’ events
- Feel jealous

Once the list is created, go through each, asking the students which they’d consider to be positives, and which negatives. Put + signs and – signs next to the various characteristics accordingly. If there is disagreement, put both a plus and a minus sign, and talk about how/why each could be positive or negative. Discuss when something that seems to be a positive can turn into a negative, such as spending too much time together, or are honest in ways that end up being hurtful. (6 minutes)

More Than Friends: Understanding Romantic Relationships

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

STEP 6: Ask the students to look at the two lists and tell you what they notice about them. Depending on what is generated, they may notice similarities or differences. For the characteristics on both the positive and the negative lists that are similar, circle them in the same-color whiteboard marker. Once they have this visual, ask the following questions:

- What do you think are the main differences between a friendship and romantic relationship?
- How do you know when you're in a friendship or romantic relationship? Does something sexual have to happen? Or can you have a boyfriend or girlfriend without doing any of that?
- Do you think it's easier having a friend or a boyfriend/girlfriend? Why? If there are these [indicate the list on the board] similarities, how is being in one kind of relationship different from the other?

Say, "Thinking about and talking about relationships can feel complicated. When you're feeling confused, or like you have a lot questions about your friendships, it can be helpful to talk with an adult. They can help you think through a problem, help you understand what you're feeling, and support you when you're not sure what to do next." Ask youth to think about a trusted adult they know that they would feel comfortable talking with about all kinds of relationships in their life. After 30 seconds, ask youth to turn to an elbow partner and share who the person they thought of and why. If time permits, ask a few youth to share their trusted adults out loud.

(8 minutes)

STEP 7: Say, "People tend to think of friendship and romantic relationships as really different – but as you just saw, there are some similarities, too. The question for everyone to think about is, would you expect a romantic partner to behave in ways – aside from sexually – that a friend wouldn't, or vice versa? Are there things you've learned from being in a friendship – such as being able to talk about what's going on – that you can use in your relationships?"

Explain the homework and distribute it to students, asking them to complete and return it next class. *(3 minutes)*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Having the students put all the group members' names on both case studies and collecting them will fulfill the first learning objective. The large group discussion after the small group work will help teachers assess the achievement of the second learning objective. The homework assignment will help to address both.

More Than Friends: Understanding Romantic Relationships

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

HOMEWORK:

Worksheet: “Relationships on TV / Book” – instruct the students that they are to watch a TV show or read a book that has both friendships and romantic relationships depicted and complete the assignment about what they see.

Instructions: Please read the following story and respond, as a group, to the questions listed beneath it.

Aaron and Sophie have lived down the hall from each other in the same apartment building since they were little kids. They have played together, stuck up for each other, fought with each other, played house and doctor and Xbox and American Girl dolls. Their parents gave them keys to each other's apartments and they come and go from each place as if they had two places to live. If something bothers either of them – even if it's something the other one did – they talk about it right away. Sophie is probably the only person outside of his family who's seen Aaron cry, and Sophie has told Aaron more about her dreams for the future than she's told her own sister. They do homework together and go to each other's events at school (Aaron is in the jazz band and Sophie plays soccer). Now that they're in the 8th grade, they have started liking other people as more than friends, and both would like to have a boyfriend or girlfriend. They talk with each other about who they like or don't like, and about who they can't believe likes them. Sophie really likes someone who's in jazz band with Aaron and even though Aaron doesn't like Sophie as more than a friend, he feels a little jealous. When they hang out later in the day, Aaron tells her, even though it's really hard, about how he's feeling. Sophie tells him she's felt the same, and reminds him that he's her best friend and that nothing will change that. They end up going out for pizza, where they see some other friends and they all have a really nice time together.

What kind of a relationship is this?

What five words would you use to describe their relationship, or how they are with each other?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | |

Looking at those words, which would you say are POSITIVE, and which are NEGATIVE?

Please put a "+" next to the ones you think are positive, and a "-" next to the ones you think are negative.

Homework: Relationships on TV / Book

Name: _____ Date: _____

Instructions: For this assignment, you have to watch tv! Please watch a show you already know and like that has at least one friendship and one romantic relationship in it. Then complete the worksheet below.

Name of Show: _____

1. Describe one of the friendships depicted on the show. What characteristics that we discussed in class did you see shown? Were there any shown that we didn't mention in class? If so, list those below and then decide if you think those were positive or negative characteristics. What made them positive or negative?

2. Describe a romantic relationship you saw on the show. What characteristics that we discussed in class did you see shown? Were there any that we didn't mention in class? If so, do you think those were positive or negative characteristics? What made them positive or negative?

3. If you were to describe one lesson the people in the romantic relationship could learn from the ones in the friendship – or the other way around – what would it be?

Communicating About A Sensitive Topic

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

Fostering respect and responsibility through age-appropriate sexuality education.

TARGET GRADE: Grade 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheets: "Be Assertive!" – one per every two students
- Answer Key: "Be Assertive!" – one copy for the teacher
- Homework Assignment: "Be Assertive!" – one copy per student
- Pencils in case students do not have their own
- Newsprint - three sheets
- Markers
- Masking tape

ADVANCE PREPARATION FOR LESSON:

- Prepare three sheets of newsprint, each of which should have one of the following terms and their definitions: "Passive – when a person doesn't stand up for themselves or say what they want in a situation," "Aggressive – when someone says what they want in a way that doesn't respect or even threatens the other person," "Assertive – when one person communicates about their wants and needs respectfully, considering the other person's wants and needs."

LEARNING OBJECTIVES:

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

1. Define three types of communication: passive, assertive and aggressive. [Knowledge]
2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them. [Knowledge, Skill]
3. Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask the students, "Have you ever had a misunderstanding with a friend or family member about something you or the other person said?" If they respond yes, ask for some examples. Point out, as appropriate, when the examples given are examples where communication was the issue, not what was said. If there aren't any examples that reinforce that point, say, "You've given some good examples."

Communicating About A Sensitive Topic

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

One thing we're going to talk about today is how it's not always what we say to people, but how we say it that makes a difference in a situation." (3 minutes)

STEP 2: Reveal the first newsprint sheet with the word "passive" and the definition. Ask one of the students to read it aloud to the class. Say, "Let's have an example. Say someone asked you to go to a movie you really don't want to see. If you were passive, how might you respond?" Let a few students try, listening for passive responses. If they do not quite get it, provide the following examples:

"Well, I kind of don't want to see that movie, but if you want to we can."

"Um, maybe? I've kind of seen it, but I guess I could see it again."

Point out the passive aspects of the responses. Emphasize that, in the end, what the passive person wants is not being equally considered along with the other person.

Reveal the second newsprint sheet with the word "aggressive" and the definition. Ask a different student to read it aloud. Say, "Let's use the same example – someone asks you to go to a movie you really don't want to see. How do you tell them you don't want to see it in an aggressive manner?" After students have given a few responses, feel free to supplement with these examples:

"Um, NO – we're not going to see that movie, we're going to see THIS one."

"You really want to see THAT movie? What are you, like 5 years old?"

Point out the aggressive aspects of the responses. Emphasize that, while an aggressive response may get that person what they want, they've hurt the other person unnecessarily. Explain that when someone responds aggressively to us, it can make us feel bad about ourselves – or, depending on how aggressive the person is being, even a bit scared. That's not a very respectful way to treat other people.

Reveal the third newsprint sheet with the word "assertive" and the definition. Ask a different student to read it aloud. Say, "Let's use the same example – someone asks you to go to a movie you really don't want to see. How do you tell them you don't want to see it in an assertive manner?" After students have given a few responses, feel free to supplement with these examples:

"I'm not really interested in that movie – are there any others you've been wanting to see? What about this one?"

"I'm not up for a movie – what else do you feel like doing?"

Point out the assertive aspects of the responses. Emphasize that it's okay to disagree with someone or to propose something different from what they want – but how you do it is important.

Break students into pairs and Distribute the Be Assertive! Worksheet. Ask students to only look at the front half of the worksheet, which is labeled, Part 1.

Explain that they will be working with their partner to read the scenario in which they are

Communicating About A Sensitive Topic

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

being pressured to do something and decide if the response that was given was passive, aggressive or assertive. They should circle which type of response they think it is. If it was NOT assertive, they should rewrite the response so that it was assertive.

After 10 minutes, review each question on Part 1 and ask pairs to share a few of the responses they came up with. (10 minutes)

STEP 3:

Explain that being assertive is an effective way to communicate in all types of relationships, including with family members and with friends. Now, we're going to spend some time talking about communicating assertively with a person that you might be dating.

Ask the students whether they have ever heard the word "abstinence" before. Ask them what they have heard, or what they understand it to mean. Tell them that "abstinence" refers to deciding not to do something for a period of time. Explain that people can choose to abstain from all sorts of things throughout their lives. For example, if a person wanted to really focus on studying for the SAT or another college entrance exam, they might abstain from watching TV and playing video games until the exam was over.

Tell the students that for this next activity you are going to focus on abstinence from sexual behaviors.

Say, "In my other example, I talked about choosing to abstain from TV and video games to minimize the negative effects it can have on study time and concentration. Can anyone think of reasons why someone might choose to abstain from the sexual behaviors I just mentioned?" Probe for:

They don't want to get pregnant or get someone pregnant

They don't want to get an STD or HIV

They don't feel like they're old enough/ready

Say, "The reason people may choose to be abstinent from sex is because it is the most effective way to prevent a pregnant or STD, including HIV. Not having any type of sex means a person doesn't have to worry about pregnancy or STDs because they aren't engaging in the behaviors that put them at risk for them."

Communicating About A Sensitive Topic

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

STEP 4: Explain that in their same pairs, they will be deciding if a response is assertive to an unwanted sexual behavior, and if it's not assertive, rewriting it to be so.

Ask them to pretend someone is asking to a kiss, and they don't want to. On the sheet are some sample ways of saying "no" to someone who wants to kiss when you don't. Ask them to repeat their steps to decide why type of communication the response is, circle the answer on the sheet, and rewrite the statement if it is not assertive.

Tell them they will have about 10 minutes in which to do this with their partner.

Distribute the worksheets. As students work, walk around and listen to their discussions to be sure they understand the activity. *(13 minutes)*

STEP 5: After about 10 minutes, ask students to stop. Go through each of the answers, asking different students to share their responses. Use the "Teacher's Guide: Be Assertive!" as a reference to provide assertive responses if students are stuck.

(15 minutes)

STEP 6: When there are 5 minutes left in the class, stop and tell them about the homework assignment. Explain that they are to go home and "teach" a parent/caregiver the difference between passive, assertive and aggressive communication. Then their parent/caregiver will answer a few questions on the homework sheet, which the students should bring back to their next class session. Distribute the homework sheets and collect the completed "Be Assertive!" worksheets. *(2 minutes)*

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The worksheet activity will ascertain whether students understand what passive, assertive and aggressive communication are and what the differences between them are which achieves the first two learning objectives. The homework will further reinforce and provide assessment of understanding based on how well they communicate the lessons to their parent/caregiver.

HOMEWORK:

Students are to go home and "teach" a parent/caregiver what they learned. The parent/caregiver is to complete the "Be Assertive!" homework sheet provided, which the student is to bring with them to the next class.

BE ASSERTIVE!

Worksheet

PART 1 Instructions: Pretend you're feeling pressured to do something you don't want to do. The following statements are possible responses to that pressure. Circle if the statement is **PASSIVE**, **AGGRESSIVE**, or **ASSERTIVE**. If it's not assertive, write a response that is.

1. A person is pressuring you to steal some money out of your grandmother's wallet. You yell, "Get out of my face about it, I'm not going to do it!"

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE _____

2. On the way home from school another kid is pressuring you to push a third student down who always walks home alone. You just smile and nod your head 'no'.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: _____

3. Your friend wants you to tell each other's parents you're spending the night at each other's house so you can actually go to a big party at the movies with a group of friends and stay out all night. You say, "No. I'm not telling my Mom that. I wouldn't want to risk her trust."

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE _____

* **Add information on Consent**

Teacher's Guide
BE ASSERTIVE!

1. A person is pressuring you to steal some money out of your grandmother's wallet. You yell, "Get out of my face about it, I'm not going to do it!"

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: No way. I'm not taking money from anyone.

2. On the way home from school another kid is pressuring you to push a third student down who always walks home alone. You just smile and nod your head 'no'.

PASSIVE, AGGRESSIVE, or ASSERTIVE?

ASSERTIVE: No, that's really not cool. I don't think pushing other people is funny.

3. Your friend wants you to tell each other's parents you're spending the night at each other's house so you can actually go to a big party at the fraternity house nearby. You say, "No. I'm not telling my Mom that. I wouldn't want to risk her trust."

PASSIVE, AGGRESSIVE, or ASSERTIVE?

Teacher's Guide

BE ASSERTIVE!

ASSERTIVE: I love hanging out with you, but I'm not comfortable doing that when no one else is home. Want to come to my place instead?

Adapted from an activity in Goldfarb, E. and Schroeder, E. (2004), Making SMART Choices about Sex: A Curriculum for Young People. Rochester, NY: Metrix Marketing

BE ASSERTIVE!

Homework

Student Name: _____

Date: _____

Dear Parent/Caregiver: Today, your child learned the differences between passive, assertive and aggressive communication. Your child is going to teach this to you. Once you have learned this, please answer the following questions:

1. According to your child, what is the difference between passive, assertive and aggressive communication?

2. Of the three, which is the one that shows the most respect for both people involved?

PASSIVE

AGGRESSIVE

ASSERTIVE

3. Of the three, which one often ends up hurting the other person or making them feel bad?

PASSIVE

AGGRESSIVE

ASSERTIVE

4. Of the three, which one doesn't help you communicate what you want or need clearly?

PASSIVE

AGGRESSIVE

ASSERTIVE

Thank you for your time!

Parent/Caregiver signature: _____

STD Basics: Reducing Your Risks

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

Fostering respect and responsibility through age-appropriate sexuality education.

TARGET GRADE: Grade 6, 7, 8

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: "STDs: What Can I Do?" – one per student
- Article: "Taking Charge of My Sexual Health with STD Testing and Communication" – one per student
- LCD projector and screen
- White board and markers (at least 3 different colors of markers)
- Pencils in case students do not have their own
- District approved HIV Video

ADVANCE PREPARATION FOR LESSON:

- Using the School District approved HIV video.
- Regarding the Your STD Help website, you can enter your state, and several of the closest places where STD testing and treatment are available will come up. Note that these will list free and low-cost clinics, which is essential for students at this age; be sure, however, to tell them they can go to their own family doctor or clinician or another clinic they may have heard about from friends.

LEARNING OBJECTIVES:

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

1. Describe at least two ways in which STDs, including HIV, can be transmitted. [Knowledge]
2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD. [Knowledge]
3. Name at least one health center in their area to which they can go for STD testing and treatment that is affordable and confidential. [Knowledge]

STD Basics: Reducing your Risks

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

PROCEDURE:

STEP 1: Ask, "I'd like you to think about your day this morning, from when you woke up until just now in class. Everyone please take out a piece of paper and write down everything that's happened from 'woke up' to 'being in this class.'"

As students begin to write, watch for those who finish first. As they finish, ask for 3 volunteers to come to the front of the room and write their lists on the board as the remainder of the class finishes their lists.

While each list will look different, they may look something like this:

- Woke up
- Took a shower
- Got dressed
- Ate breakfast
- Got to school (probe: How?)
 - Took the subway
 - Took the school bus
 - Took a regular bus
 - Walked
 - Got dropped off
- Had class (probe: Which classes?)
 - Ate lunch (depending on class schedule)

Go through the lists, asking students to indicate where they had to make decisions along the way. Write the word "decision" in between the steps that required a decision with a different-color marker. For example:

"Got dressed - Decision - Decided what to wear"

Probe for more than just surface decisions, such as "had to decide what to pack for lunch" or "had to decide what to eat from the cafeteria." For example, how did they decide which classes? Did they have any input or were they decided for them? Did they decide how to get to school, or was that decision made for them?

Ask, "How do you make decisions? What factors come into play?" After a few responses, ask,

"Did any of these decisions require you to take risk?" (Probe for there being risk in getting in a car or bus; risk crossing the street; risk in how people react to what you choose to wear; risk that you eat something unhealthy and end up getting sick, etc.).

STD Basics: Reducing your Risks

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

Ask, “When you were making your decisions, did you know there were risks involved? If so, know that there was risk involved, how did you make each of your decisions?” Possible responses may include, “I didn’t really think about it,” or “I’ve done it so many times I know how to do it,” or “I was (or wasn’t) worried about what would happen if I did one thing vs. something else.”

Say, “Now we’re going to take what we just talked about and apply it to one part of sex ed. There are things in our lives we make decisions about every day, some of which carry risks of different levels. Same thing goes for sexual behaviors.”

Write the phrase, “Sexually Transmitted Disease” on the board. Ask the students to remind you what an STD is. Probe for diseases that can be passed from one person to another through sexual contact. Remind students that to get an STD one person has to have one, STDs are not created spontaneously by doing something sexual with another person.

(11 minutes)

STEP 2: Say, “Generally, STDs are infections that people want to avoid – just as no one wants to get the flu or any other kind of infection. However, lots of people will get STDs at some point in their lives. STDs are actually really common, especially among young people. So it’s important to know a few key things about them:

While some STDs can be cured, others can stay in your body for life and be treated. Others can be fought off by your body’s immune system and go away on their own. Some can affect whether you can get pregnant or get someone else pregnant, and others can affect sexual functioning – or even, if left untreated, cause death. And if a pregnant person has an STD, it’s possible they may pass it to the baby during birth. So, if you’re going to be in a sexual relationship in the future, you want to be sure you do so in ways that keep you healthy and reduce your chances of getting an STD.”

STEP 3: Ask the students to get in pairs and ask how they think they did on their own plans for staying healthy and preventing STD’s or STI’s. Ask what they thought of their partner’s plan, and whether they got any helpful feedback on theirs.

STEP 4: Show district approved HIV Video.

Ask the students to share what they've heard about how STDs can be transmitted. Write these on the board, asking students not to repeat something they've heard already. If anyone says something that is incorrect, be sure to correct it and write the correct information on the board. *(14 minutes)*

STEP 5: Complete the worksheet for the HIV Video