

Liking and Loving – Now and When I’m Older

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:

Students will be able to:

HR.8.CC.4 – Describe a range of ways people express affection within various types of relationships.

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

PR.8.CC.2 – Define sexual abstinence as it relates to pregnancy prevention.

TARGET GRADE:

Grade 6 - Lesson 6

TIME: 50 Minutes

MATERIALS NEEDED:

- Lesson PowerPoint
- White board and markers
- Index cards (one per student)
- "Exit Slip" (one half-sheet per student)
- **Homework:** "A Conversation about Sex/How'd We Do?" (one per student, in English or Spanish)

ADVANCE PREPARATION FOR LESSON:

- Photocopy the exit slip page and cut each in half so that each student will receive one.

LEARNING OBJECTIVES:

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

1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge]
2. Define "abstinence" and its connection to pregnancy prevention. [Knowledge]
3. Discuss with a parent or caregiver the ways to show affection other than sex and reasons to remain sexually abstinent. [Skill]

A NOTE ABOUT LANGUAGE:

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

PROCEDURE:

STEP 1: Start the class by writing the term "affection" on the board. Define the term as "our feelings of liking and love for others." Ask, "Who are people we might feel affection for?" After a few examples have been given, ask the students to think about the ways they show affection for these people – how do we let people know we like or love them? What have they done to let us know they care about us?

Write an example on the board from your own life that does not disclose anything too personal. For example, "Growing up, we showed each other affection by taking the time to have meals together as a family." Then write on the board "Share meals."

Pass out index cards to the students. Ask the students to think of family members, friends, or a person they might have started liking

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more than a friend. Tell them to write down 3 different ways they have shown affection for those people on their index card. Ask them to please not show their cards to any other students. (8 minutes)

STEP 2: Split the class up into two groups and have them line up in two different lines that are perpendicular to the board in order of their birthdays. (*Note: Dividing them in this way makes for random teams. If you are worried about time, simply divide the class in half.*) Make sure they bring their index cards with them and remind them not to share them with others. Tell them that when you say “go,” the first person from both lines is to come up to the board and write down one of the things on their list. If someone in their own line group has already written what they were going to write, they have to go to the second thing on their list; if that’s there as well, they have to use the third one on their list.

Note to the Teacher: *If a student in your class is physically challenged, adjust the timing to ensure that this student and the student on the other team begin at the same time. If the physical challenge completely impedes their participation, other options include having them tell another student their idea and that student will go twice. Or, the physically challenged student can serve as the time keeper.*

Instruct the students that if all of the examples on their card have been used, they should sit down. Then the remaining students will keep going until everything on all the cards have been represented without duplication. All the students should now be seated.

Note to the Teacher: *You will need to eye the individual lists on the board to ensure there is no repetition; the students will likely help you with that.* (15 minutes)

STEP 3: Ask a volunteer from each line group to read through their team’s list. Circle or place a check mark next to anything that appears on both lists. Process the activity with the students by asking the following questions:

“Why do we do these things for people?”

“How do these things show that we like/love other people?”

Summarize by saying, **“In the end, liking and loving – as well as being liked/loved – feels good. Doing these things with or for people we care about feels good.”** (14 minutes)

STEP 4: Explain to the students that when they get older, they may have a romantic partner, such as a boyfriend or girlfriend. Tell them that when they are in those kinds of relationships there may be different ways they will want to express their affection or love – which may or may not be doing something sexual together. Explain that some of these behaviors may be more appropriate for younger people (e.g., kissing, holding hands, etc.), while others are more appropriate when they are older. Also explain that some of these behaviors are more appropriate for people when they are in committed relationships, such as when two people date only each other for a long period of time or are married to each other.

Say, **“One behavior that people your age should wait to do together until they are older is ‘sexual intercourse.’ How many people have heard this term before? What have you heard it means?”** Have a few students respond, validating what is correct.

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Say, **"Let's think only about vaginal sex for a moment. What is something that can happen as a result of vaginal sex?"** If they do not mention it, say that it can cause a pregnancy. Say, **"When semen, which is the fluid that comes out of a penis that contains hundreds of millions of sperm, gets inside a vagina, there is a chance for pregnancy. In addition, vaginal, oral, or anal sex can put one or both partners at risk for a sexually transmitted infection, or 'STI.' Keep in mind that getting pregnant or causing a pregnancy and dealing with an STI are really big things. That's why it is best to wait until you are older to do any of these behaviors."**

Ask the students, **"Why do you think it's also important to wait until someone is on a long-term committed relationship or is married to do some of these behaviors?"** Listen for answers such as because they are more likely to trust each other, participate in sexual behaviors only with each other, and have healthy communication and respect for each other.

Explain that when a person waits to do something until they are older, or until some other time, it is called "abstinence." Say, **"Abstinence doesn't mean you will never do that thing. When it comes to sexual behaviors, it's the only 100% sure way for you to avoid getting pregnant, getting someone pregnant, or getting or giving someone an STI."** Refer back to the lists on the board. Say, **"And remember, there are lots of ways you can show other people you like or love them that don't involve doing something sexual with those people."** (8 minutes)

STEP 5: Distribute the half-sheet *"Exit Slips"* and ask each student to complete them and hand them in. Pass out the homework, telling students that one sheet is to be completed by them, one by a parent/caregiver, and after that they should discuss their responses together with their parent/caregiver and complete the final sheet. If you have remaining time in class, have the students begin the *For Students: A Conversation about Sex* portion of the homework. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The interactive activity on the board gives every student a chance to share something they perceive shows caring and loving for another person, while processing the activity ensures they receive additional ideas, thus meeting Learning Objective 1. The homework assignment will enable teachers to determine whether Learning Objectives 2 and 3 were met.

HOMEWORK:

"A Conversation about Sex" and *"How'd We Do?"* homework sheets. The students' version is to be completed by the student, and parents' version is to be completed by a parent or caregiver. Then the student and parent/caregiver are to compare and have a conversation about their responses, after which they will complete the *"How'd We Do?"* sheet together. If the parent/caregiver is more comfortable reading in Spanish, please give the student the Spanish version of the homework.

Exit Slip – Before You Go...

Name _____ Date _____

Please complete the following sentence stems and hand them in before leaving class.

One new thing I learned today was: _____

Something I still have questions about is: _____



Exit Slip – Before You Go...

Name _____ Date _____

Please complete the following sentence stems and hand them in before leaving class.

One new thing I learned today was: _____

Something I still have questions about is: _____

For Students: A Conversation about Sex **Homework (6-6)**

Student Name: _____

Instructions:

- 1) Please complete this sheet on your own without asking for your parent/caregiver's help.
- 2) Make sure they have their version of the sheet too and that they complete theirs without asking you for help.
- 3) When you are both done, compare your answers. Then complete the attached, "How'd We Do?" sheet.

1. We talked today about some of the things that can happen as a result of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they're ready to have sex?

2. We also talked today about abstinence – waiting until you're older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn't?

3. We also talked today about lots of different ways two people can show affection for each other that don't involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their romantic partner, such as a boyfriend/girlfriend, in middle school?

For Parents/Caregivers: A Conversation about Sex

Parent/Caregiver Name: _____

Instructions:

- 1) Please complete this sheet on your own without asking your child what they intend to write.
- 2) Make sure they have their version of the sheet too and that they complete theirs without asking you for help.
- 3) When you are both done, compare your answers. Then complete the attached, “*How’d We Do?*” sheet.

1. Students talked today in class about the things that can happen as a result of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they’re ready to have sex?

2. Students also talked today about abstinence – waiting until you’re older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn’t?

3. Students also talked today about lots of different ways two people can show affection for each other that don’t involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their romantic partner, such as a boyfriend/girlfriend, in middle school?

How'd We Do?

Instructions:

- 1) Read the answers on your sheets to each other and have a conversation about your responses.
- 2) Answer the following questions based on the conversation you just had.

What did it feel like to have this conversation? Why?

Student: _____

Parent/Caregiver: _____

Did you mostly agree on your answers, disagree, or was it a mix of the two?

Mostly agree

Mostly disagree

It was a mix

What did you do if you disagreed? _____

What's one thing you learned from your parent/caregiver or your child as a result of having this conversation?

Student – I learned that... _____

Parent/Caregiver – I learned that... _____

Signed: Student _____

Signed: Parent/Caregiver _____

Para los estudiantes: Una conversación sobre el sexo

Tarea (6-6)

Nombre del estudiante: _____

Instrucciones:

- 1) Por favor completa esta hoja personalmente sin pedir ayuda a tus padres/tutores.
- 2) Asegúrate de tener su versión de la hoja también y que ellos la completen sin pedirte ayuda.
- 3) Cuando ambos hayan terminado compartan sus respuestas. Luego completen la hoja “¿Cómo lo hicimos?” anexa.

1. Hoy hablamos sobre algunas de las cosas que pueden suceder como resultado de tener algún tipo de relación sexual con otra persona. Teniendo eso en cuenta, ¿cómo sabe una persona que está lista para tener sexo?

2. También hablamos hoy sobre la abstinencia: esperar hasta ser más más grandes o hasta estar listos para tener algún tipo de relación sexual. ¿Qué piensas que debe pasar si una persona en una relación quiere tener sexo, pero la otra persona no?

3. También hablamos hoy sobre muchas maneras diferentes como dos personas pueden mostrar afecto entre ellas y que no implican ninguna forma de relación sexual. ¿Cuáles son algunas cosas que crees que está bien hacer con la pareja romántica, como un novio/novia, en la escuela intermedia?

A los padres/tutores: Una conversación sobre el sexo

Nombre de padres/tutores: _____

Instrucciones:

- 1) Por favor complete esta hoja personalmente sin preguntarle a su hijo/a lo que va a escribir él/ella.
- 2) Asegúrate de tener su versión de la hoja también y que ellos la completen sin pedirte ayuda.
- 3) Cuando ambos hayan terminado compartan sus respuestas. Luego completen la hoja “¿Cómo lo hicimos?” anexa.

1. Los estudiantes hablaron hoy en clase sobre algunas de las cosas que pueden suceder como resultado de tener algún tipo de relación sexual con otra persona. Teniendo eso en cuenta, ¿cómo sabe una persona que están lista para tener sexo?

2. Los estudiantes también hablaron hoy en clase sobre la abstinencia: esperar hasta ser más grandes o hasta estar listos para tener algún tipo de relación sexual. ¿Qué piensas que debe pasar si una persona en una relación quiere tener sexo, pero la otra persona no?

3. Los estudiantes también hablaron hoy sobre muchas maneras diferentes como dos personas pueden mostrar afecto entre ellas y que no implican ninguna forma de relación sexual. ¿Cuáles son algunas cosas que crees que está bien hacer con la pareja romántica, como un novio/novia, en la escuela intermedia?

¿Cómo lo hicimos?

Instrucciones:

- 1) Lean las respuestas en sus hojas entre ustedes y tengan una conversación sobre sus respuestas.
- 2) Respondan las siguientes preguntas con base en esa conversación que acaban de tener.

¿Qué sintieron al tener esta conversación? ¿Por qué?

Estudiante:

Padre/madre/tutor: _

¿Estuvieron de acuerdo en la mayoría de las respuestas, en desacuerdo o una mezcla de las dos?

Básicamente de acuerdo

Básicamente en desacuerdo

Fue una mezcla

¿Qué hicieron en caso de no estar de acuerdo? _

¿Cuál es una cosa que aprendieron unos de otros como resultado de tener esta conversación?

Estudiante: yo aprendí que... _____

Padre/madre/tutor: aprendí que... _____

Firma: Estudiante _____

Firma: Padre/madre/tutor: _____