

## *Delaware Model Unit Gallery Template: Health Education*

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Healthy Sexuality**

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**District: Smyrna**

**Grade Cluster: 6-8**

**Time Frame: 10 Lessons**

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### **Summary of Unit**

Healthy Sexuality is an abstinence-based curriculum for use in middle schools, available from the Rocky Mountain Center for Health, Promotion and Education, Lakewood, Colorado (303) 239-6494. [www.rmc.org](http://www.rmc.org)

The curriculum focuses on abstinence while providing life-saving information on sexually transmitted diseases, including HIV/AIDS. Effective health education strategies are used to teach students to resist social pressures to engage in sexual intercourse (including external pressures from peers and media as well as internal pressures). Students will learn how to identify and use support systems among family, community, and friends. This combination of learning skills to resist sexual involvement and developing a personal support system is built into the classroom activities and is reinforced by parent/guardian involvement activities.

To accomplish the primary goal of empowering students to take personal responsibility for their sexual behavior, several intermediate goals are embedded in the curriculum. These goals reflect the needs and interests of parents, guardians, educators, students, and health professionals.

The curriculum goals include:

1. Promote abstinence.
2. Increase parent/guardian communication about sexuality.
3. Assist students in developing their own support systems.
4. Define and promote healthy relationships.
5. Teach and practice life skills for resisting pressure to engage in sexual activity.
6. Practice effective communication, decision-making, and goal-setting skills.
7. Provide factual information on sexually transmitted diseases (STDs), including HIV/AIDS.

## **Stage 1 – Desired Results** (What students will know, be able to do and understand)

### **Delaware Health Education Standards**

- 1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Specify core concepts to be addressed:  
Family Life and Sexuality
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior. \*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

\* Includes technology integration

### **Big Idea: Health is Personal Power**

#### **Unit Enduring Understanding(s)**

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Health is complex.
- Conflict is part of being human.
- Life is about change.

#### **Essential Questions**

- What is Health?
- What prevents people from practicing healthy behavior?

#### **Unit Essential Questions**

- Open-ended questions designed to guide student inquiry and learning.
- What is sexual health?
- Who/what influences my decisions about sexuality?

## **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

### **Students will know...**

- The benefits of healthful decision making.
- That most students are not engaging in sexual intercourse.
- The benefits of setting sexual limits.
- The risks of unintended pregnancy and disease with unprotected sexual intercourse.
- The influences on sexual behavior.

### **Students will be able to...**

- Make a personal commitment to abstain from sexual intercourse.
- Refuse unwanted or unprotected sex.
- Demonstrate realistic interactions among others.
- Demonstrate effective message tactics and strategies.
- Demonstrate effective refusal skills.

## **Stage 2 – Assessment Evidence** (Evidence that will be collected to determine whether or not Desired Results are achieved)

### **Suggested Unit Transfer Task(s)**

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

### **Sexuality Skit**

You are a writer for Public Television and have been assigned to the medical team working on a series on teen sexual health. You will design a skit and then perform the skit for content and message in front of the class/audience. These skits may also be done as video presentations. The skit must demonstrate the use of sound decision-making skills, goal-setting skills, communication skills, refusal skills, message strategies, and tactics to prevent teens from giving in to peer pressure. The key message is "Respect Your Body, Respect Yourself." You will have to justify and support your thinking and defend the skills and behaviors used in your skit in writing.

List of possible scenarios:

1. Your partner says s/he will break up with you if you do not have sex.
2. Your partner has been using alcohol and wants to have sex.
3. Your friend has been using drugs and wants to have sex with her/his partner.
4. You have decided not to have sex anymore, even though you and your partner have had sex before.
5. A date pressures you after you have said NO.
6. You are at a party with no adult chaperones.
7. A friend supports you in your decision not to have sex.
8. All your friends are bragging about having sexual intercourse and start calling you names because you have decided not to have sex.
9. Student choice option—check with teacher about topic.

### **Rubric(s)**

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency.

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
  - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student work completely and accurately describes healthy sexuality with clear use of relationships between health and behavior. The use of skills (particularly interpersonal skills, decision-making skills, and goal-setting skills) is emphasized and comprehensive throughout the oral and written assignments.
  3. Student work describes healthy sexuality and relationships between health and behavior with minor misinformation. The use of skills is emphasized but less comprehensive in the oral and written assignments.

2. Student work describes healthy sexuality and the relationships between health and behavior incompletely and with increased misinformation. The use of skills is not emphasized well in either the oral presentation or written assignments.
1. Student work does not describe healthy sexuality and/or the relationships between health and behavior. Skills are poorly represented in the oral presentation or written assignment.

### **Other Evidence**

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards.
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).

**Interviews** – The student will interview a parent/guardian or other family member and a friend to open lines of communication and to understand beliefs about healthy sexuality.

**Health Hints from the Expert** – Students will write a letter responding to a teenager’s concern about sexuality.

**Mission Possible-Media Messages** – Students will analyze an advertisement for sexual messages. They will summarize the false messages and omitted information in the advertisement.

**STD Game** – Students will gain knowledge and awareness about STDs, how they are spread, how they are treated, and how they can be prevented.

**Health Article Review** – Students will complete a health article review about Healthy Sexuality using a current event article.

**Quiz** – Students will complete a quiz on healthy sexuality.

**Healthy Sexuality Decision Making** – Students will develop and present role-plays providing evidence of their ability to effectively use the decision-making steps incorporated in the WAIT Skill.

### **Student Self-Assessment and Reflection**

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments).
- Reflection journal
- Personal contract for Healthy Sexuality

## Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

### Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding.
- Provide ongoing opportunities for self-monitoring and self-evaluation.

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws. <http://www.umuc.edu/library/copy.shtml>,

To begin the *Healthy Sexuality* Curriculum, consider writing “healthy sexuality” on the board. It is not usually difficult to hook the students into this topic. It is important to set ground rules of respect for others and self, no gossiping, and use of correct terminology.

1. Introduce the essential questions and discuss the transfer task.
2. Note the key vocabulary terms, the daily journal requirement, and performance tasks.
3. Design class agreements for student and teacher comfort.
4. In small groups, have students watch a puberty video and answer the Video Listening Guide (Suggestions: Kids To Kids-Talking About Puberty, Then One Year by Churchill Media, or New Improved Me by Sunburst Video). Have students complete the Video Listening Guide (Appendix A).



Appendix A

5. Lesson One: Setting the Stage
  - a. Students will complete a Home Learning Opportunity: My Life as a Teen: The Not Too Distant Past, with a parent or trusted adult. Note: use Lesson One Copy Master for documentation of Home Learning Opportunity.
  - b. Students will brainstorm ten things about puberty-place on newsprint or the board. Review with class for accuracy.
  - c. Students will participate in a cooperative learning activity re terminology around puberty. (*Sexuality Lingo, Lesson One, Healthy Sexuality*)
  - d. Introduce the question box.
  - e. As “health experts,” students will respond to an anonymous letter regarding puberty.

6. Lesson Two: A Time of Change
  - a. Students will watch a 22-minute video (*Abstinence: It's the Right Choice*) and list ten reasons for choosing abstinence.
  - b. Use think/pair/share to discuss video discussion questions handout (Appendix B).



Appendix B

- c. Students will write a letter as a student health expert on a school newspaper in response to a middle school student's concern about puberty. The assignment and rubric are in the lesson plan.
7. Lesson Three: Choosing Abstinence
  - a. In small groups, have students list where sexual messages originate.
  - b. Students will analyze two magazine articles for false information about sex and/or romance.
  - c. In small groups, students will discuss the POWER chart as it deals with healthy sexuality.
8. Lesson Four: Sexuality Myths and Facts
  - a. In small groups, students will play a game dealing myths and facts about sexual intimacy.
  - b. Students will complete a Home Learning Opportunity: Sex in the Media and return documentation of family participation.
  - c. Students will cooperatively complete hidden messages in media report.
9. Lesson Five: Defining Healthy Sexuality
  - a. Introduce the WAIT Skill situation analysis and communication techniques for peer pressure.
  - b. Practice skills of communication using the WAIT skill.
  - c. In small groups, students will role play scenarios on sexual health using appropriate decision-making skills, effective communication skills, and refusal skills
  - d. Share role-plays with whole class and critique for content.
  - e. Pairs of students will design and perform skits about healthy sexuality using their new tools and skills.
10. Lesson Six: Maintaining Healthy Relationships
  - a. Engage the students in a discussion of the qualities needed in healthy relationships.
  - b. In cooperative learning groups, use scenario on identification of external pressures to have sex to apply WAIT and POWER skills.
  - c. Review effective interpersonal communication strategies. Note: it may be helpful to make a large poster with the strategies listed in *Healthy Sexuality*.
  - d. Student teams will complete the student handout, Pressure Lines, and report out to the class.
  - e. Follow up with Home Learning Opportunity, Pressure Lines.

11. Lesson Seven: Using the WAIT Skill to Resist Pressure
  - a. Students will set realistic goals for themselves including a plan, a support system, and rewards for reaching their goals.
  - b. Teacher will model a role-play for students using the WAIT skill. Then pairs of students will role-play for the class using the role-plays found in the lesson plan to demonstrate discussed communication techniques.
12. Lesson Eight: The WAIT Skill Revisited
  - a. Role-plays are practiced and graded using different scenarios.
  - b. A Home Learning Opportunity using the WAIT skill is completed and returned with family documentation.
13. Lesson Nine: Forming Healthy Relationships
  - a. In same-gender, cooperative learning groups, students describe what it is like being female/male. All students must contribute to the group's work.
  - b. Teacher reviews gender likes and dislikes of puberty and compares to lists of gender likes and dislikes.
  - c. Students respond to needs of each gender for a healthy relationship.
  - d. A Home Learning Opportunity of a Healthy Relationship Quilt will be completed and returned with appropriate documentation.
14. Lesson Ten: Benefits of Healthy Sexuality
  - a. Students will complete a Goal Setting Plan Worksheet
  - b. Challenge the students to develop a personal Healthy Sexuality Commitment.
15. Thank the students for their efforts and respect. "You were great. You really learned a lot. Just remember, you now have personal power, a support system, a goal, and a plan that will make it easier to handle all kinds of situations where you have to make a decision that could affect your healthy sexuality. This is not an ending, but a beginning for each of you."

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.

This unit is based on *Healthy Sexuality*, Third Edition, Rocky Mountain Center for Health Promotion and Education. Teachers must have Professional Development to implement the ten-lesson curriculum. For information about teacher training, contact Janet Ray at Delaware Department of Education ([jaray@doe.k12.de.us](mailto:jaray@doe.k12.de.us)).

HIV/AIDS Fact Sheets can be found at: [www.cdc.gov/hiv/resources/factsheets/index.htm](http://www.cdc.gov/hiv/resources/factsheets/index.htm)

Sexual Risk Facts can be found at: [www.cdc.gov/HealthyYouth/sexualbehaviors.index.htm](http://www.cdc.gov/HealthyYouth/sexualbehaviors.index.htm)

VIDEO: Abstinence: It's the Right Choice-Video. SVE Churchill Media, 1-800-829-1900

### Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

When teaching about healthy sexuality, it is important to realize that the students enter the classroom with varying knowledge of the subject matter. It is important to review the basics of reproduction and the male and female reproductive systems.



It is also important to be mindful of students' many belief systems regarding sexual health. It is important to set the tone of respect for self and others.

Having a "question box" is a nice way for students to feel comfortable asking questions and can also serve as formative assessment.

Assumptions to avoid (Krueger, 1994. Adapted from *Healthy Sexuality*)

1. All students live in traditional nuclear families.
2. All students are heterosexual.
3. All students are sexually active.
4. No students are sexually active.
5. All student sexual involvement is consensual.
6. Students who are sexually active are having sexual intercourse.

It is helpful to videotape the role-plays so the class can see them again after guided discussion. Sometimes hidden agendas are revealed by class discussion. **BE SURE TO CHECK DISTRICT POLICY ABOUT VIDEOTAPING OF STUDENTS.**

Remind students that role-plays should also include girls pressuring boys about sex.

Remind students to list positive feelings about their own gender rather than negative.

Do NOT collect the Goal Setting Plan Worksheets or the Healthy Sexuality Commitments. These are personal documents that cannot be assessed. It is suggested that the teacher circulate the room to ascertain students are engaged.

### **Accommodations/Differentiation**

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- Partner or group work
- Word wall
- Vocabulary lists preprinted with definitions already completed so students just need to find the right word.
- Reading aloud
- Health quiz questions preprinted
- Extra time as needed
- Take home quiz with corrections
- Computer use
- Formatted brochure
- Formatted role-play and skit guidelines
- Extra credit

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

This unit is designed using principles from UDL and 21<sup>st</sup> Century Learning. Learners are encouraged to participate using technology for research and a video presentation. Learners will be actively engaged in many ways of expression—written, oral, poster—to demonstrate acquisition and transfer of knowledge. Informed decisions will be encouraged using accepted models and practice.

## Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

Personal questions about health and sexuality may need to be referred to a health care provider (i.e., school nurse or Wellness Center) or counselor.

Planned Parenthood of Delaware, Children and Families First, and AIDS Delaware are community providers that can offer assistance with classroom instruction.

Home Learning Opportunities – Both students and parents will benefit by participating in the home learning activities. These are designed to help students learn more about their parents or other trusted adults, including their values regarding sexuality. Parents are given the window of opportunity to open or maintain lines of communication with their child.