

ck-12

flexbook
next generation textbooks

Human Biology - Sexuality Teacher's Guide



Human Biology Sexuality Teacher's Guide

Say Thanks to the Authors

Click <http://www.ck12.org/saythanks>

(No sign in required)



To access a customizable version of this book, as well as other interactive content, visit www.ck12.org

CK-12 Foundation is a non-profit organization with a mission to reduce the cost of textbook materials for the K-12 market both in the U.S. and worldwide. Using an open-content, web-based collaborative model termed the **FlexBook®**, CK-12 intends to pioneer the generation and distribution of high-quality educational content that will serve both as core text as well as provide an adaptive environment for learning, powered through the **FlexBook Platform®**.

Copyright © 2011 CK-12 Foundation, www.ck12.org

The names “CK-12” and “CK12” and associated logos and the terms “**FlexBook®**”, and “**FlexBook Platform®**”, (collectively “CK-12 Marks”) are trademarks and service marks of CK-12 Foundation and are protected by federal, state and international laws.

Any form of reproduction of this book in any format or medium, in whole or in sections must include the referral attribution link <http://www.ck12.org/saythanks> (placed in a visible location) in addition to the following terms.

Except as otherwise noted, all CK-12 Content (including CK-12 Curriculum Material) is made available to Users in accordance with the Creative Commons Attribution/Non-Commercial/Share Alike 3.0 Unported (CC-by-NC-SA) License (<http://creativecommons.org/licenses/by-nc-sa/3.0/>), as amended and updated by Creative Commons from time to time (the “CC License”), which is incorporated herein by this reference.

Complete terms can be found at <http://www.ck12.org/terms>.

Printed: February 27, 2012

flexbook
next generation textbooks



SOURCES

The Program in Human Biology
Stanford University, (HumBio)

1	Introduction to Sexuality - Teacher's Guide (Human Biology)	1
1.1	Overview	2
1.2	Acknowledgments	5
1.3	Preface	8
1.4	Letter to the Teacher	9
1.5	Letter to the Student	10
1.6	Content Overview	11
2	Friends and Peers - Teacher's Guide (Human Biology)	28
2.1	Planning	29
2.2	Using Friends and Peers – Student Edition (Human Biology)	31
2.3	Activities and Answer Keys	32
3	Dating and Romantic Feelings - Teacher's Guide (Human Biology)	36
3.1	Planning	37
3.2	Using Dating and Romantic Feelings – Student Edition (Human Biology)	40
3.3	Activities and Answer Keys	41
4	Sexual Function and Behavior - Teacher's Guide (Human Biology)	51
4.1	Planning	52
4.2	Using Sexual Function and Behavior – Student Edition (Human Biology)	54
4.3	Activities and Answer Keys	55
5	Adolescent Sexual Behavior - Teacher's Guide (Human Biology)	58
5.1	Planning	59
5.2	Using Adolescent Sexual Behavior – Student Edition (Human Biology)	62
5.3	Activities and Answer Keys	63
6	Sexual Abuse and Coercion - Teacher's Guide (Human Biology)	70
6.1	Planning	71
6.2	Using Sexual Abuse and Coercion – Student Edition (Human Biology)	73
6.3	Activities and Answer Keys	74

7 Sexually Transmitted Diseases - Teacher's Guide (Human Biology)	81
7.1 Planning	82
7.2 Using Sexually transmitted Diseases – Student Edition (Human Biology)	85
7.3 Activities and Answer Keys	86
8 AIDS - Teacher's Guide (Human Biology)	92
8.1 Planning	93
8.2 Using AIDS – Student Edition (Human Biology)	95
8.3 Activities and Answer Keys	96
9 Sexual Morality - Teacher's Guide (Human Biology)	100
9.1 Planning	101
9.2 Using Sexual Morality – Student Edition (Human Biology)	103
9.3 Activities and Answer Keys	105
10 Sexuality Making Decisions - Teacher's Guide (Human Biology)	108
10.1 Planning	109
10.2 Using Making Decisions – Student Edition (Human Biology)	112
10.3 Activities and Answer Keys	113
11 Additional Resources Sexuality - Teacher's Guide (Human Biology)	118
11.1 Using GroupWork Activities	119
11.2 Projects	147
11.3 Additional Resources	150
11.4 Sexuality Glossary	155

CHAPTER

1

Introduction to Sexuality - Teacher's Guide (Human Biology)

CHAPTER OUTLINE

1.1 OVERVIEW

1.2 ACKNOWLEDGMENTS

1.3 PREFACE

1.4 LETTER TO THE TEACHER

1.5 LETTER TO THE STUDENT

1.6 CONTENT OVERVIEW

1.1 Overview

Human Biology: An inquiry-based guide for the middle school student.

Developed by the Program in Human Biology at Stanford University and
EVERYDAY LEARNING®

Donated to CK-12 Foundation under the Creative Commons Attribution-NonCommercial-ShareAlike (CC-BY-NC-SA) license. This license allows others to use, distribute, and create derivative works based on that content.

Contents

Acknowledgments

Preface

Letter to the Teacher

Letter to the Student

Unit Planning

Content Overview

Unit Activities and Key Ideas

Teacher's Guide Overview

Assessment Overview

Getting Started

Teaching Timelines

Safety

1 Friends and Peers

2 Dating and Romantic Feelings

3 Sexual Function and Behavior

4 Adolescent Sexual Behavior

5 Sexual Abuse and Coercion

6 Sexually Transmitted Diseases

7 AIDS

8 Sexual Morality

9 Making Decisions

GroupWork Activities

Projects

Additional Resources

Glossary

Text Authors

Modell Marlow Andersen, Herant Katchadourian

1.1. OVERVIEW

Activity Authors

Modell Marlow Andersen, Ken Whitcomb

GroupWork Authors

Heidi Ballard, Susan Schultz, Nicole Holthuis, Julie Bianchini, Rachel Lotan

Principal Investigator H. Craig Heller, **Project Director** Mary L. Kiely

Permissions

[Groupwork 6 Resource 1]

Reprinted with the permission of Atheneum Books for Young Readers, imprint of Simon #38; Schuster Children's Publishing Divisions from ANNIE'S PROMISE by Sonia Levitin. Copyright © 1993 Sonia Levitin.

[Groupwork 6 Resource 2]

FOR *Obstetrics and Gynecology* "Reprinted with permission from the American College of Obstetricians and Gynecologists (**Obstetrics and Gynecology**, 1994, Vol 84 No 5, pp. 867-871)."

FOR *Journal of Adolescent Health*: "Reprinted by permission of Elsevier Science from "Acquaintance rape and the High School. . ." **Journal of Adolescent Health**, Vol 14 No 3, pp. 220-224 Copyright 1993 by The Society of Adolescent Medicine."

Hanson, Kimberly A., and Christine A. Gidycz. "Evaluation of a Sexual Assault Prevention Program," *The journal of Consulting and Clinical Psychology* 61 (1993), 1046. Excerpt reprinted with permission of the American Psychology Association.

Archives of Sexual Behavior, 1994, Plenum Publishing Corporation, New York, NY.

"Self-Defense Training for College Women," *The journal of American College Health*, Volume 40, January, (1992), pp. 183-186.

Reprinted with permission of The Helen Dwight Reid Educational Foundation. Published By Heldref Publications, 1319 18th St. N.W., Washington, D.C. 20036-1802. Copyright 1998.

Dunn, Shelia F.M., M.D., and Valerie J. Gilchrist, M.D. "Sexual Assault," *Primary Care* Volume 20, Issue #2, June, 1993, pp. vii and 359.

Excerpt reprinted with permission of Saunders W.B. Company, West Philadelphia, Pa.

[Groupwork 7 Resource 1]

Planned Parenthood Golden Gate

Everyday Learning Development Staff

Editorial

Steve Mico

Leslie Morrison

Susan Zeitner

Production/Design

Fran Brown

Annette Davis

Jess Schaal

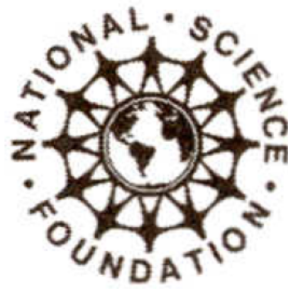
Norma Underwood

Additional Credits

Project Editor: Dennis McKee

Shepherd, Inc.

ISBN 1-57039-694-9



Stanford University's Middle Grades Life Science Curriculum Project was supported by grants from the National Science Foundation, Carnegie Corporation of New York, and The David and Lucile Packard Foundation. The content of the Human Biology curriculum is the sole responsibility of Stanford University's Middle Grades Life Science Curriculum Project and does not necessarily reflect the views or opinions of the National Science Foundation, Carnegie Corporation of New York, or The David and Lucile Packard Foundation.

1.2 Acknowledgments

Stanford University

H. Craig Heller-Lorry I. Lokey/Business Wire Professor of Biological Sciences, Professor of Human Biology, Chair, Department of Biological Sciences and Associate Dean of Research-Principal Investigator

Herant Katchadourian-Professor of Psychiatry and Behavioral Sciences and Professor of Human Biology-Project Steering Committee

Mary L. Kiely-Senior Academic and Research Program Officer, Program in Human Biology-Project Director

S. Shirley Feldman-Senior Lecturer, Program in Human Biology and Senior Scientist, Department of Psychiatry and Behavioral Sciences-Project Steering Committee

Teacher Consultants/Curriculum Developers

Heidi Ballard-Stanford Program in Human Biology (1991-93), Henry M. Gunn High School, Palo Alto

Julie Bianchini-Stanford School of Education (1991-95), University of California, Santa Barbara

Marjorie Gray-Egan Intermediate School, Los Altos

Nicole Holthuis-Stanford School of Education

Geraldine Horsma-Henry M. Gunn High School, Palo Alto

Rachel Lotan-Stanford School of Education

Modell Marlow-Andersen-William H. Crocker Middle School (1991-95), Hillsborough City School District, Hillsborough

Stan Ogren-Menlo-Atherton High School, Atherton (retired, 1997)

Susan Schultz-Menlo-Atherton High School, Atherton (1991-95), Stanford School of Education

Tami Warr-Corte Madera School, Portola Valley

Ken Whitcomb-William H. Crocker Middle School, Hillsborough (retired, 1996)

Faculty Authors

Rob Blair-Stanford Center for Conservation Biology, Department of Biological Sciences (1994-95) Department of Zoology, Miami University of Ohio

Angelo Collins-Stanford School of Education (1987-90), School of Education, Vanderbilt University

William H. Durham-Program in Human Biology and Chair, Department of Anthropology

S. Shirley Feldman-Program in Human Biology and Department of Psychiatry and Behavioral Sciences

Hill Gates-Department of Anthropology

H. Craig Heller-Chair, Department of Biological Sciences and Professor, Program in Human Biology

Patricia P. Jones-Department of Biological Sciences, Chair (1993-97)

Herant Katchadourian-Program in Human Biology and Department of Psychiatry and Behavioral Sciences

James V. Lawry-Program in Human Biology (1987-93)

Ellen Porzig-Program in Human Biology

Arthur Wolf-Department of Anthropology

Project Staff

Leah Meagher-Senior Project Assistant

Hao-Chau Tran, Susan Kalter and Tom Keating-Project Assistants (1990-96)

Tom McKean-Electronic Network (1993-95)

Lorraine Morgan-Associate Director (1987-93)

Beth Dungan-Research Assistant, Formative Evaluation (1992-95)

Test Site Middle Schools and Teacher Teams

Anson Jones Middle School-San Antonio, Texas

Linda Pruski, Carron Collier, Laura Boyd, Jennifer Perez, Leacy Piper, Elizabeth Godwin, Cynthia Smelser, Sherry Thompson, Etta Tricksey-Charles Burling, Principal (1991-95)

Azalea Gardens Middle School-Norfolk, Virginia

Margaret Finney, Kelly Graves, Betsy McAllister, Sundra Pitts, Michelle Eichenberg-Frank Steadman, Principal, Jeane Dughi, Science Coordinator

Central Park East Secondary School-New York, New York

Angelo Campanile, Nathan Tantleff, Mark Gordon, Aurea Hernandez-Webster, Judi Gimpelson, Bridgette Bellettiere, Debbie Smith-Debbie Meier, Principal (1991-93), Paul Schwarz, Principal

Dozier Middle School-Newport News, Virginia

Donna Harrison, Gay Meeks, Denise Fehrenbach, Chris Dawson-Steve Chantry, Principal (1991-94), Thomasena Woods, Science Supervisor, Diane Robinson, Hampton Roads University

Egan Intermediate School-Los Altos, California

Marjorie Gray, Leslie Crane, Cynthia Ford, Lenore Giguere, Linda Glynn, Paul Gonella, John Barbano-Marianna Andersen, Principal (1991-93), Brenda Dyckman, Principal

East Lyme Middle School-Niantic, Connecticut

Creig Petersen, Joan Cole, Eunice Taylor, Karen Twitchell, Kathy Ceitanno, George Williams-jerry Belair, Principal
O'Farrell Community School-San Deigo, California

Sherry Wachna, Mary Clauss, Irma Jones, Tara Solie, Liz Laughlin, Lenora Smith, Kathy Lathus, Barbara Munson-Bob Stein, Principal

Overland Trail Middle School-overland Trail, Kansas

Lynn Granger, Robin Hodges, Teresa Hogan, Jackie Lenz-Mary Gatewood, Principal (1991-93), Kathleen Currence, Principal, Sue Thompson, Director of Middle Level Education- Blue Valley School District

Picacho Middle School-Las Cruces, New Mexico

Freddie Dresp, Jimmie Lou Buescher, Starla Lester, Dorothy Weister, Sherman Betts-Erlinda Martinez, Principal, Kathryn Vigil, Assistant Principal, Bonnie Votaw, Curriculum Supervisor

St. Elizabeth Catholic School-Dallas, Texas

Ann Marie McDonnell, Carolyn Witte-Charles Cooper, Principal (1991-95), Thelma Cooper, Assistant Principal

South Oldham Middle School-Crestwood, Kentucky

Pamela Jett, Phyllis Vaughn, Diana Arnold, Holly Johnson, Nancy Souza, Cheryl McCall, Joanne Taylor-Michael Denny, Principal, Dan Ochs, University of Louisville, Betty Edwards, Director of Curriculum and Assessment, Kentucky State Department of Education

1.2. ACKNOWLEDGMENTS

Wakulla Middle School-Crawfordville, Florida

Angie Williams, Li Anne Douglas, Margaret Worrell, Suzanne Edwards, Regina Strickland-Robert Myhre, Principal
William H. Crocker Middle School-Hillsborough, California

Modell Marlow-Andersen, Ken Whitcomb, Peter Martin, Donna Hower, Gary Lynes, Lisa Mandelbaum, Donna Izzo, Mary Fish, Steve Oshita-Marilyn Loushin-Miller, Principal (1991-92), Dan Kreuzer, Principal (1992-95)

Advisory Board Members

David A. Hamburg, Chair *Carnegie Corporation of New York*

Merton Bernfield *Harvard Medical School*

Gene Carter *Association of Supervision #38; Curriculum Development*

Gordon Cawelti *Consultant in School Restructuring*

Peter Cortese *Centers for Disease Control*

Betty Edwards *National Middle School Association (1992-94) Kentucky State Department of Education*

John W. Farquhar *Stanford Center for Research in Disease Prevention*

E. Harold Fisher *National School Boards Association (1993)*

William Foege *Carter Center, Emory University*

Paul DeHart Hurd *Stanford School of Education*

Laurel Kanthak *National Association of Secondary School Principals*

Joshua Lederberg *The Rockefeller University*

John Moore *Department of Biology University of California, Riverside*

M. Roy Schwarz *American Medical Association*

George Tressel *Education Consultant*

Former Members

William Hendee (1988-92) *American Medical Association*

Lloyd Kolbe (1988-92) *Centers for Disease Control*

Jeanette Phillips (1990-93) *National Middle School Association*

Leonard Rovins (1988-92) *Summit, Rovins and Feldman*

Robert Shockley (1988-90) *National Middle School Association*

Marshall Smith (1988-92) *Stanford School of Education*

Dedication

The faculty, staff and teachers of Stanford University's Human Biology Middle Grades Life Science Curriculum Project dedicate the publication of the HumBio Curriculum in memory of our colleagues and friends, Mrs. Donna Harrison and Dr. Mary Budd Rowe. Donna was the lead science teacher at Dozier Middle School, the project test site school in Newport News, Virginia. She was an outstanding teacher, a community leader, devoted wife and mother, and a wonderful human being. Her involvement in the HumBio Project enriched the curriculum materials and brought great joy to our lives. Although her life ended suddenly and tragically, the inspiration she gave to all who knew her will live on in what we do to improve the education of children and youth. Mary Budd Rowe was our most distinguished science education colleague and our dear friend. She guided the early organizational stages of the project as a group of university scientists attempted to address issues of middle level science education. Her unbridled enthusiasm for the education of children always reminded us of the important purpose of our work. Mary continued her unwavering support of the HumBio Curriculum until her passing in June of 1996.

1.3 Preface

Stanford University's Middle Grades Life Science Curriculum Project began in 1986 with the vision of David A. Hamburg, M.D., then President of Carnegie Corporation of New York. A new wave of science education reform was gathering momentum following the release of *A Nation at Risk* by the United States Department of Education and *Educating Americans for the Twenty-First Century* by the National Science Board. Dr. Hamburg brought together the concerns of scientists and science educators over the watered-down, vocabulary-laden life science curricula that were typical of middle level science courses at that time with broader public concern over large and increasing numbers of adolescents who engaged in high-risk behaviors leading to school failure, teen pregnancy, and other health problems. Because of his leadership in developing Stanford's undergraduate Program in Human Biology and his interests as a physician and scientist in the major physiological and behavioral transitions in the lives of children, Dr. Hamburg believed that a rigorous middle grades life science curriculum focused on human biology, and where possible on the adolescent, not only would greatly improve the science taught at this level, but through its relevance would capture the interest of this age group.

Initial work on the Human Biology (HumBio) Middle Grades Life Science Curriculum brought together faculty, staff, and students from Stanford's Program in Human Biology and its School of Education with local middle and high school teachers. The Curriculum development team was enriched in 1991 by twelve interdisciplinary teams of middle level teachers from diverse test-site schools across the country. These teams became our most valued collaborators. The teachers attended annual two-week summer institutes at Stanford between 1991 and 1994 and used the draft curriculum units in their classes between 1991 and 1995. The teachers and their students provided extensive formative evaluation data on the field-test materials, which have shaped the final student and teacher versions of the units that make up the HumBio Curriculum. Using HumBio units as a starting point, many teams also created their own innovative, interdisciplinary materials, which they taught across the middle level curricula in their schools.

The Project's Advisory Board provided insightful advice on the development of the curriculum from the unique perspectives of the professional associations, the institutions, and the fields its members represented. We are grateful to all of those who served for periods of time during the past seven years. We also would like to express our appreciation to the education consultants from universities, the National Middle School Association, and the California State Department of Education who made presentations and worked with the teacher teams during the summer institutes at Stanford. C. Stuart Brewster served with great distinction as our adviser on publication. We are indebted to him for his keen insights and good advice.

The Project faculty, the staff, and the teachers contributed more to the development of the HumBio Curriculum than anyone could have imagined before this work began. Their expertise, determination, and dedication to improving the education of adolescents were inspirational. Supporting the curriculum development team and the test-site teachers were wonderful groups of Stanford undergraduates from the Program in Human Biology. They helped to ensure a productive and pleasurable working environment, which was an essential part of the success of the summer institutes.

To be sure, none of this work would have been possible without funding from Carnegie Corporation of New York, the National Science Foundation, and most recently The David and Lucile Packard Foundation. On behalf of the entire Project team we would like to thank these foundations and the program officers who have worked with us over the years for their support. As always, the final content of this curriculum is the sole responsibility of the Stanford University Middle Grades Life Science Curriculum Project and does not necessarily reflect the views of Carnegie Corporation of New York, the National Science Foundation, or The David and Lucile Packard Foundation.

Principal Investigator H. Craig Heller, *Project Director* Mary L. Kiely

January, 1998

Stanford, California

1.4 Letter to the Teacher

Dear Teacher:

Of all the units in the *Human Biology* series, *Sexuality* is clearly the most difficult to teach. The reason for this is not because it is the most technical or conceptually challenging. Rather, it is due to the fact that everyone-teachers, students, parents, and members of the community- are likely to feel some degree of uneasiness about the topics covered. This uneasiness may range from mild concerns on how to best teach the subject of sex to vehement opposition to its teaching in any shape or form.

This is not the place for us to dwell on the politics of sex education in schools. Obviously, you will need to operate within the constraints that hold true for your school. Our assumption is that you will have a reasonable degree of freedom to teach the subject. So the question is how best to do it.

Ideally, a balanced sex education course focuses on the positive aspects of sexual experience as well as its potential negative consequences. All too often, students are presented with an inexorable list of “bad news,” or are conveyed a list of “don’ts” with a few “dos” that are hardly worth doing.

Our own presentation in this unit has an element of this approach, although we do make some attempt to convey the sunnier side of sex as well. This is because we are mindful of the concerns that sex education not be perceived as encouraging sexual activity; that it is possible to teach about sex without advocating it.

In addition to the informational content described so far, let us briefly consider how the sections cluster around major problems. This will help you to anticipate the sequence of topics. Moreover, it would be equally instructive to tell your students at the outset the story line of how the section will unfold.

The opening cluster consists of the first two sections dealing with friendships and romantic attachments without a specific sexual focus. This should make it possible to ease students into the unit.

The second cluster (Sections 3 and 4) is clearly sexual. It starts with a description of the bodily reactions during sexual stimulation and response and goes on to describe the major types of sexual behavior.

The third cluster (beginning with Section 5) switches to the problematic aspects of sex by addressing problems of sexual exploitation, abuse, and coercion. It is followed by a discussion of sexually transmitted diseases (Sections 6 and 7). Finally, we consider the question of how should we behave sexually (rather than just why and how). Sexual morality, decision making, and placing sex in perspective are the components of this last section (9).

Sincerely,

Herant Katchadourian

Professor of Psychiatry and Behavioral Sciences and Professor of Human Biology-Project Steering Committee

1.5 Letter to the Student

Dear Student:

Sex is a very big word, even though it only has three letters in it. Everyone has an opinion about it: your parents, your religion, your friends, your older brother, even strangers on the street. Almost every time you turn on the television, listen to the radio, or read a magazine, some aspect of sexuality is presented or talked about. Is sex a good thing or a bad thing? What role should it play in your life?

This unit will help you understand that a sexual relationship is only one of many types of close relationships that you will form in your life, from friendships to family. Sex, although it seems like such a huge issue, is only one small part of who we are and what we do with our lives. It is important to keep it in perspective. This is not always easy, however, and the second part of this unit will talk about the body's physical reactions to sexual arousal, the various types of sexual behavior, and why the feelings that come with becoming sexually mature can be so overwhelming.

The very positive aspects of being sexual also bring potential problems. The last portion of this unit focuses on sexually transmitted diseases as well as issues of sexual abuse. It also deals with decision making and morality, what is wrong or right. The facts that you learn in this unit along with the discussions you have with your teacher, family, and other important people in your life will help you become a healthy, responsible adult-one who enjoys the positive aspects of sexuality without suffering from the problems that can arise from its misuse.

1.6 Content Overview

Sexuality deals with the behavioral aspects of an adolescent's emerging sexual identity.

This unit progresses from a review of peers and friendship through the development of dating and romantic feelings to a discussion of sexual behavior. The discussion of sexual behavior covers both healthy and unhealthy sexual behaviors. Students are introduced to issues such as sexual abuse and rape. Sexuality also discusses sexually transmitted diseases (including AIDS), what they are, and how they are transmitted and treated. The unit concludes with a discussion of how sexual behavior fits into an individual's life, raising issues about how sexual behavior involves taking risks and, possibly, challenging one's own moral principles. This unit stresses that sexual intercourse should be only one aspect of a relationship and sexual behavior, and that abstinence eliminates risks unnecessary to most adolescents' lives. Throughout the unit students use graphs, charts, and Venn diagrams to interpret data about their behavior. Role-playing is used as a tool to develop resistance skills, and group activities facilitate discussion on sensitive issues. This unit covers the following concepts:

- During adolescence, peer relationships take on new meaning in a youth's life—not only do these relationships become the source of important information about themselves, the world, and the way it works, they also become a primary source of emotional and psychological support. Peer pressure can guide many youths needing the support of the group into behavior she/he isn't ready for.
- Most dating relationships during adolescence are romantic in nature—a valuable prelude to more serious relationships later in life. Are these relationships enhanced by sexual intercourse? Or hurt, because most teens aren't ready for the emotional demands of a physically intimate relationship or the risks of pregnancy or STDs?
- Sexual behavior much like any other behavior, is guided by a combination of physiology (natural drive to seek out certain activities), cultural expectations, peer expectations, and personal characteristics.
- Healthy sexual relationships at any point of life depend on good communication, trust and honesty, mutual respect, and cooperation and commitment.
- Self-esteem, self-confidence and self-knowledge are powerful life skills/characteristics for all individuals. They enable individuals to maintain healthy relationships and avoid abusive situations.
- Sexually transmitted diseases can happen to anyone who is sexually active—STDs do not discriminate on the basis of any personal characteristic.
- Sexual behavior is closely tied to sexual morality, the moral principles you are brought up with.
- Adolescents face a challenging time of life as they assume more and more responsibility, develop their judgment, and make decisions (without much experience to fall back on) about risky behaviors that could impact their lives forever.

Sections 1-2 discuss the changing nature of friendship during adolescence, the growing importance of spending time with peers, and the development of dating relationships and romantic feelings.

Sections 3-4 review the components of healthy sexual behavior, both in general and specific to adolescents.

Sections 5-7 cover the unhealthy components of sexual behavior. Section 5 discusses sexual abuse, coercion and rape, while sections 6 and 7 discuss sexually transmitted diseases.

Sections 8-9 put sexual behavior in the context of morality and ethics, and of taking risks. These sections pull the unit together in a discussion of how and when sexual behavior fits into an individual's life, and that a life has natural sexual cycles.

Why Teach This Unit?

- One million teenage girls become pregnant each year.
- Over one-half of women and almost three quarters of men have sex before age 18.

- Three million (about 25% of sexually active teenagers) acquire a sexually transmitted disease every year.
- Infectious syphilis has doubled since the 1980s.
- AIDS is projected to grow fastest among young heterosexuals.

All too often we focus on the consequences of behavior, rather than focusing on how a behavior came about. This unit, through the text, discussion questions, activities, and writing opportunities asks students to think about and try to understand their own sexuality and sexual behavior.

In addition, this unit talks honestly and sensitively about the difficult topics of sexual coercion, sexual abuse, and rape. Students must know about these topics to make better decisions for themselves, to recognize dangerous situations, and to better understand that sexual intercourse is not merely about feeling good, but also about powerful emotions and serious risks.

Students will emerge from this learning experience with:

- a better sense of what healthy sexual relationships are all about.
- encouragement to rely on one's own internal set of principles and beliefs.
- an understanding of what sexual abuse, coercion, and rape are all about.
- scripts for handling difficult situations in dating, talking about sexual issues, and sexual health.

The sign of a good curriculum is that it can be used as it suits students. It should be adaptable to all. You can match the HumBio Curriculum with the curriculum goals you've developed for the students in your school.

Summary Questions for the Unit

Is sexual intercourse a necessary component to most adolescent relationships? Why do adolescents in a serious relationship seem destined to engage in sexual intercourse?

What is the most important influence in your life right now? Friends? Family? Self-respect and self-esteem? Are there different motivators and sources of influence for different situations?

A lot of discussion goes on about the consequences of teen behavior-why don't most people study why teens behave the way they do?

What does the media tell you about healthy sexual relationships? Do TV story lines include any mention of contraception? Discussions about physical intimacy? Why not?

What are your moral principles regarding sexual behavior? Where do they come from? How can you stick by them in the face of adversity?

What is the most effective way to help adolescents to realize that their actions have consequences especially ones they may not see immediately?

TABLE 1.1: Unit Activities and Key Ideas

Section	Key Ideas	Activities
1 Friends and Peers Who are they and how do they affect who you are?	<ul style="list-style-type: none"> • As adolescents mature, they spend less time with their family and more time with their friends, with whom they share the experience of adolescence and adulthood. • Friends provide us with information not only about ourselves, but also about the world, and where we fit in. • Peer pressure can influence young adolescents tremendously, depending on an adolescent's level of self-confidence, sense of self, and dependence on friends for approval. 	Mini Activity: Family and Friends Mini Activity: Peer Groups in Your Parents' Day Mini Activity: Time Spent Activity 1-1: Peer Pressure Mini Activity: Recipe for Choosing a Friend Mini Activity: Who Says So?

TABLE 1.1: (continued)**Section****2 Dating and Romantic Feelings**

What is love all about?

Key Ideas

- The development of sexual interest comes from biological causes (direct and indirect effect of hormones) and psychological causes stemming from cultural expectations. Dating, unusual in many other parts of the world, is a culturally based experience, dependent on parental and peer expectations.
- Love is a basic human emotion. Some psychologists describe three components of love-intimacy, passion, and commitment. Love and intimacy do not require sexual intercourse, but most couples in love want to express their feelings with some level of physical intimacy.
- Romantic love combines intimacy and passion, but lacks commitment. Adolescent love tends to be romantic love. Loving someone helps adolescents become more caring and giving, enabling them to develop the most long-lasting and rewarding love, consummate love.

Activities**Mini Activity:** Me Call? No Way!**Activity 2-1:** Scripts for Dating**Activity 2-2:** Judging People by Their Looks**Mini Activity:** What Is the Difference?**Activity 2-3:** What Happens When You Are in Love?**Mini Activity:** Love Designs**Mini Activity:** Love Is in the Air**Mini Activity:** Debate!**Mini Activity:** Combining Sex and Love

TABLE 1.1: (continued)**Section****3 Sexual Function and Behavior**

How does the body respond to sexual arousal? What are some normal sexual behaviors among humans?

Key Ideas

- Humans of all ages feel a sexual drive, but during adolescence the intensity of this drive increases into a sexual awakening. Sexual behaviors include behaviors one engages in by oneself and behaviors one engages in with another person.
- Sexual behavior has two parts, each driven by physical and psychological components—sexual arousal and sexual response. It is not entirely dependent on hormones, as it is with many animals, but is closely linked with our feelings and thoughts.
- Sexual orientation refers to being heterosexual or homosexual. No one completely understands the interaction of genetics, hormones, and psychological and cultural factors in determining sexual orientation.

Activities

Mini Activity: Causation

Activity 3-1: Help! I'm Falling in Love

TABLE 1.1: (continued)

Section	Key Ideas	Activities
4 Adolescent Sexual Behavior What guides your sexual behavior?	<ul style="list-style-type: none"> • The development of sexual behavior progresses from a childlike playfulness to more serious adult-like behavior. The development of sexual behavior is largely cultural-based. • Statistics show a wide range of sexual experience Light from school to school and city to city. Generally, the less intimate the behavior, the more likely it is that girls and boys have tried it. • Choosing abstinence or sexual intimacy is a personal choice, and a choice highly influenced by peer pressure. Generally, there is more pressure to engage in sexual activities than to abstain from them. • Sexual relationships involve much more than sexual intercourse. The risks of pregnancy and STDs, the emotional and physical vulnerability, and the dynamics of intense interpersonal relationships bring much complexity to sexual relationships. • Healthy sexual relationships should reflect readiness and maturity, mutual respect and love, trust, honesty, cooperation, and commitment. All too frequently we see examples of compliance, seduction, or even coercion, which reflect an unhealthy sexual relationship. 	Mini Activity: Questions-Questions Mini Activity: Debate! Activity 4-1: Red Light-Green Light Mini Activity: Lyrical Messages Mini Activity: Learn the Signs Activity 4-2: If You Loved Me

TABLE 1.1: (continued)**Section****5 Sexual Abuse and Coercion**

How do people take sexual advantage of each other?

Key Ideas

- Sexual abuse of children takes advantage of a child's inability (due to age or maturity) to give informed consent.
- The nature of the effects of abuse depend on the child's age and level of maturity, the nature and duration of abuse, and how the discovery and treatment of the situation is handled.
- Sexual exploitation and abuse are ways people take unfair sexual advantage of other people for selfish reasons.
- Rape is the most extreme form of coercion. It involves forcing another person into sexual interaction without their informed consent.

Activities

Mini Activity: Debate!

Activity 5-1: Sexual Harassment

Mini Activity: Help Is Available

Mini Activity: Be Prepared

Activity 5-2: What Does "Stop" Mean?

TABLE 1.1: (continued)**Section****6 Sexually Transmitted Diseases**

What are they and how are they transmitted?

Key Ideas

- Sexually transmitted diseases range from minor complaints to life-threatening illnesses. They can be avoided by practicing abstinence, knowing your partner's sexual history, and using condoms with spermicide.
- Sexually transmitted diseases are caused by bacteria or viruses that are transmitted from person to person through the exchange of bodily fluids, typically through sexual contact.
- Most bacterial STDs should be treated promptly and completely with antibiotics. Viral STDs are typically more serious than bacterial STDs, are more difficult to treat, and are easier to get in the presence of bacterial STDs.

Activities

Activity 6-1: What to Say and How

Mini Activity: Campaign against STDs

Activity 6-2: STD Handshake

TABLE 1.1: (continued)**Section****7 AIDS**

How is AIDS spread? Can I hug a person with AIDS?

Key Ideas

- AIDS is a sexually transmitted disease caused by the virus HIV.
- The majority of people infected with HIV develop AIDS within 10 years or so. Because of this long dormant period, many people infected with the AIDS virus don't know it, continue to have unprotected sex, and spread the disease at epidemic rates.
- AIDS turns off the body's immune system; infected individuals typically die of secondary infections such as pneumonia.
- AIDS is spread through blood, semen, and vaginal fluids. It is not spread through casual contact.

Activities

Mini Activity: AIDS in the News

Mini Activity: What Do You Want to Know?

Activity 7-1: Dealing with AIDS

8 Sexual Morality

What makes sex right or wrong?

- Moral beliefs are either absolute (constant over time and situation) or relative (situation dependent).
- Most moral principles come from principles laid out in the foundations of religious beliefs. As a result, people from different religions may have different moral principles.
- Sexual behavior is closely linked to moral principles. Decision about how we should treat ourselves and others.

Mini Activity: Absolute or Relative?

Mini Activity: Debate!

Mini Activity: Sexuality Puzzle

Mini Activity: Decision Making Practice

Activity 8-1: Deciding for Yourself

TABLE 1.1: (continued)

Section	Key Ideas	Activities
9 Making Decisions Making decisions	<ul style="list-style-type: none"> • People differ in their willingness to take risks—some abstain, some are cautious, and others are reckless. • Adolescents are particularly vulnerable to the risks of sexual behavior, due to their inexperience, lack of good information, cognitive development, and level of maturity. • The experience of sex, its meaning and importance, and life changes result in times when the risks involved make sense and are entirely appropriate, and other times when they are not. 	Mini Activity: Risk Activity 9-1: Risk Taking and Sexual Coercion Activity 9-2: Sexuality in the Lives of Four Couples Mini Activity: Role Models

Teacher's Guide Overview

The *Sexuality* unit is built around a set of student activities. Text material can be used to introduce, reinforce, and extend the concepts developed in the activities. The activities are the foundation of this unit, so the unit's success depends on student's involvement in the activities. Embedded activities are interrelated, since the concepts developed in one may be applied in another.

Section Planning

For each section, you'll find extensive advance planning for the student activities and the section topic. Key ideas, section objectives, background information, suggestions for introducing activities, and the materials needed for each activity are listed on the Section Planning page. Review this information ahead of time to ensure that materials for each activity are available when you need them.

Support for Embedded Activities

Embedded activities are those activities contained or "embedded" in the student edition. Procedures for each embedded activity are contained in the student edition. In the Teacher's Guide, you'll find activity planning information, activity assessment, and student reproducible pages for each embedded activity.

Enrichment Activities

Enrichment activities are activities found in most Teacher's Guides. These activities are designed to extend and enrich students' learning experiences. Complete Enrichment activities, including Teacher Activity Notes and student Activity Guides, are located at the end of each appropriate section of the Teacher's Guide. These sample Enrichment pages are taken from the *Genetics* unit, which would connect well with the content in this unit.

GroupWork Activities Learning science is a process that is both individual and social. Students in science classrooms often need to interact with their peers to develop a knowledge of scientific concepts and ideas, just as researchers, engineers, mathematicians, and physicians do who are working in teams to answer questions and to solve

problems. The GroupWork activities of the HumBio Curriculum for Middle Grades have been developed to foster a collaborative environment for groups of students. Students plan experiments, collect and review data, ask questions and offer solutions, use data to explain and justify their arguments, discuss ideas and negotiate conflicting interpretations, summarize and present findings, and explore the societal implications of the scientific enterprise. In short, GroupWork activities provide an environment in which students are “doing science” as a team.

For more information, refer to “Using GroupWork Activities” on page 103. The specific GroupWork activities for this unit can be found beginning on TE page 106.

Projects These research and action projects provide students the opportunity to take a position, debate an issue, and devise a plan of action. In this way, students can apply what they’ve learned to the world around them.

Projects for this unit include

- Research Questions
- Multicultural Perspectives: Issues of Sexuality

Assessment Overview

Within each section of the unit there are suggestions for assessment that can be used individually or in combination to develop a complete assessment package. The list below describes the variety of assessment tools provided.

Apply
→ *Your* → **KNOWLEDGE**

Apply Your Knowledge questions appear throughout each section. They can be used as homework assignments and as ways to initiate a class discussion. These questions are designed to assess

- communication skills
- depth of thought and preparation
- problem-solving skills
- ability to apply concepts to related or big ideas
- how well students relate their new knowledge to different problems

What Do You Think?

These questions appear in each section. They provide students with opportunities to think and write about the concepts they are learning in a larger context. You can use these questions to assess

- writing skills
- problem-solving abilities
- creativity and depth of thought
- the ability to analyze and summarize

Journal Writing

Journal Writing prompts are suggested throughout the unit. These prompts provide opportunities for students to write critically and creatively about concepts and issues. The writing products can be used to assess

- writing skills

- depth of thought
- and the ability to explain and expand concepts

Review Questions

Review Questions are located at the end of each section. These questions can be used for written responses or as the basis for class discussion. These questions are designed to assess content knowledge and whether students can explain the concepts explored in the section.

Activity-Based Assessment

Inquiry-based student-centered activities are the foundation of the *Human Biology* Program. The unit is rich with relevant and exciting activities that introduce, support, or reinforce concepts students are exploring. Within the Teacher's Guide, you'll find extensive teacher information, including assessment strategies, for each type of activity:

- Embedded Activities
- Enrichment Activities
- Mini Activities
- GroupWork
- Projects



Mini-Activity

Love Is in the Air For two or three days, write down the names of songs you hear that deal with some aspect of love. Indicate whether they deal with intimacy, passion, and/or commitment.

You can use students' products to assess their progress. These products include models, simulations, observations and reports of laboratory investigations, role-plays, written responses to question and written observations, student-designed explorations and procedures, poster presentations, and classroom presentations.

PORTFOLIO ASSESSMENT

You may want to have each student develop a portfolio for the unit. Portfolio assessment is an excellent way to assess the whole student as he or she progresses through the unit. Although there are many opportunities to select a variety of the students' products, the following list shows one possible assessment portfolio for this unit:

- Written responses to one *Apply Your Knowledge* from each section.
- An analysis of their two favorite Activities and how these activities helped them understand an important concept.
- Two examples of written reports from library research.
- An analysis or interpretation of graphs.
- One example of an artistic creation.

Getting Started

Addressing Sensitive Issues. This unit covers not only the sensitive issues of sexual behavior and sexuality, but also a discussion of moral principles. You may want to communicate your schedule of topics with parents, and anticipate problems rather than react to them. It is also important to know and adhere to the policies your Board of Education has established for dealing with sensitive material. As sensitive as the material is, students cannot fully

understand the many risks of life and sexual activity without open discussions of unhealthy sexual behaviors and disease. Talking about anal intercourse is difficult, but you cannot talk about AIDS and ignore it.

Establish Ground Rules for Discussion. Not everyone is comfortable teaching about the subjects in this unit. Hopefully you will be working with a group of students with whom you have already had an opportunity to develop trust. If not, this will need to be established first to ensure an open dialogue. One way to make yourself and your students comfortable is to establish some ground rules for discussions: respect the thoughts of others, don't tease, be mature, use no "put-downs," respect confidentiality, grant the "right to pass," etc. One of the first things you might start off with is a discussion of why the subject causes so much embarrassment and shyness.

A sense of humor can be a useful tool in teaching sensitive subjects, as long as you don't become glib or insensitive. Be prepared for any sort of question, and answer all questions truthfully. If you don't know the answer, say so, and if possible give students a source to find the answers.

Keep Students Interested. Encourage students to read the text: It is the story line that ties all of the content together. Every effort has been made to make the text interesting to students and appropriate to their reading level. Text material can be used to introduce, reinforce, and extend the concepts addressed within the activities.

The success of the unit depends on the completion of at least the Embedded activities. And keep in mind that some activities are related since the data obtained in one may be used in another.

Plan Ahead. The unit is activity-based, and you can select the activities that will best meet your class' needs. The activities are listed in the Unit Activities and Key Ideas charts on pages xv-xvii and in the Activity Index on page 146. Mini Activities are shorter and can be done with minimal teacher input; they are located in the margin of the student edition. The Embedded activities in the student text are investigations that require some planning and setup time; these are the essential activities within the unit.

A variety of projects were designed to extend the content of the unit. These include ongoing class projects, school projects, and/or community projects. Projects are located at the end of the Teacher's Guide, beginning on page 138.

Customize the Unit. Each section of this unit builds upon knowledge gained in the previous sections. Teaching timelines are provided on TE pages xxiv-xxv. The first timeline on TE page xxiv demonstrates how to complete this unit within a three-week schedule. The timeline on TE page xxv demonstrates how to complete this unit within a five-week schedule. Both of these timelines highlight the essential activities. If your class has time to study the unit over a longer period of time, many additional activities are available.

Allow Time for Projects. Consider having students start projects at the beginning of the unit and then prepare those projects for presentation as a culminating event.

Use Current Events. Ask students to bring in newspaper and magazine articles that relate to what they are studying each week. Relating the unit content to current events helps students see that what they are doing in class is, in fact, relevant to their lives outside of school. Students can use current events to make group scrapbooks, bulletin boards, and posters or to develop class presentations.

Make a "Question Box" Available. Have students write down questions they have about what they are investigating and put them in the box. At appropriate times select questions and read them to the class to generate discussion. These questions can also be used to initiate class research projects.

Use a Variety of Resources. We encourage you and your students to use a wide variety of sources for information. The activities provide rich opportunities for students to explore a variety of concepts. The more students incorporate information from resources outside the classroom, the richer their learning experiences will be. Use computer services for gathering student and teacher information, for networking with students in different schools and with community resources, and for contacting experts in the field under study. A list of resources can be found on page 141 of this Teacher's Guide.

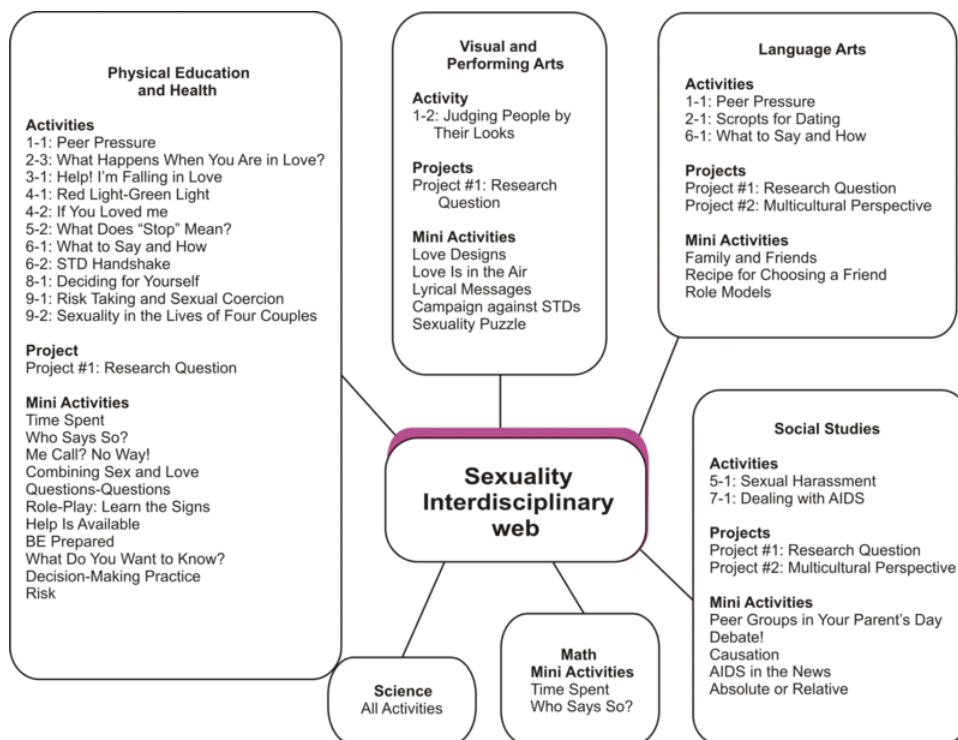
Make Career Connections. Encourage students to investigate careers related to the content of the unit. Invite scientists, physicians, and technologists working in the field to come to your classroom to discuss career opportunities, their research, and specific topics of interest.

Plan for Field Trips. Field trips to local hospitals, industrial sites, or universities need, of course, to be arranged well in advance. Contact the public affairs offices of these institutions for assistance.

Address Health Concerns. Be aware of any special health problems your students may have. Some students may have health conditions that would make it uncomfortable for them to participate in certain activities, such as those that require exercise or that relate directly to their particular health problems. For students unable to participate fully in these activities you may wish to create an alternative assignment or have them use data from another group. If the class is appropriately prepared, the affected students may want to share information about their special circumstances with the class in order to increase empathy and knowledge of all students.

Connect with Other Disciplines. The interdisciplinary web provided is a guide for planning if your school uses an interdisciplinary team approach. The web classifies the unit’s activities and projects by related discipline- language arts, math, social studies, physical education, health/nutrition and visual performing arts, and science. For interdisciplinary planning, schedule meetings with your team early. You are encouraged to tap the talents and interests of your team members as well as of your unique school and community resources in developing other suitable activities for this unit.

Connect with the Home. Give special attention to the unit activities as a means of involving family and community members. Also, encourage your students to take selected Apply Your Knowledge questions and Mini Activities home for further exploration.



Teaching Timelines

You can use these timelines as a place to start in designing your own timelines, or you can use them as they are laid out. If you're planning your own timeline, consider the inclusion of the Embedded activities first. The "Embedded activities" are included in the student edition. The GroupWork activities and Projects can then be included, depending on your time restrictions. The timelines are guides dependent on activities done at home and in other classes in addition to science.

Given your time constraints, it may not be possible to do all the activities shown on these timelines. If you need to

remove activities, be careful not to remove any activities critical to the content of the unit. You may want to divide the activities among interdisciplinary members of your teaching team.

Page references in these charts refer to the student edition.

TABLE 1.2: Option 1: Three Week Timeline

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Read Section 1	Do Activity 1-1: Peer Pressure Read Section 2	Do Activity 2-1: Scripts for Dating	Do Activity 2-2: Judging People by Their Looks OR Activity 2-3: What Happens When You Are in Love?	Read Section 3 Do Activity 3-1: Help! I'm Falling in Love
Week 2	Read Section 4	Do Activity 4-1: Red Light-Green Light OR Activity 4-2: If You Loved Me	Read Section 5 Do Activity 5-1: Sexual Harassment Finish Section 5	Do Activity 5-2: What Does "Stop" Mean? Read Section 6 up to Activity 6-1	Do Activity 6-1: What to Say and How
Week 3	Finish reading Section 6 Do Activity 6-2: STD Handshake	Read Section 7 Do Activity 7-1: Dealing with AIDS Read Section 8	Do Activity 8-1: Deciding for Yourself Read Section 9 up to Activity 9-1	Do Activity 9-1: Risk Taking and Sexual Coercion Finish Section 9	Do Activity 9-2: Sexuality in the Lives of Four Couples

TABLE 1.3: Option 2: Five Week Timeline

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Read Section 1	Do Activity 1-1: Peer Pressure Read Section 2 up to Activity 2-1	Do Activity 2-1: Scripts for Dating Read Section 2 up to Activity 2-2	Do Activity 2-2: Judging People by Their Looks Introduce project choices.	Have students choose a project from the 1 Research Questions list or have the entire class do Project 2: Multicultural Perspectives
Week 2	Finish Section 2	Do Activity 2-3: What Happens When You Are in Love? Read Section 3 up to Activity 3-1	Do Activity 3-1: Help! I'm Falling in Love Finish and discuss section 3	Read section 4 up to Activity 4-1 Do Activity 4-1: Red Light-Green Light	Project day: allow students time to work

TABLE 1.3: (continued)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	Finish Section 4	Do Activity 4-2: If You Loved Me Read Section 5 up to Activity 5-1	Do Activity 5-1: Sexual Harassment Finish Section 5	Do Activity 5-2: What Does “Stop” Mean? Read Section 6 up to Activity 6-1 Do Activity 6-1: What to Say and How	Project day: allow students time to work
Week 4	Finish Section 6	Do Activity 6-2: STD Handshake	Read Section 7	Do Activity 7-1: Dealing with AIDS Read section 8	Project day: allow students time to work
Week 5	Do Activity 8-1: Deciding for Yourself	Read Section 9 up to Activity 9-1 Do Activity 9-1: Risk Taking and Sexual Coercion	Finish Section 9 Do Activity 9-2: Sexuality in the Lives of Four Couples	Have groups share projects	Have groups share projects

Safety for Teachers

- Always perform an experiment or demonstration on your own before allowing students to perform the activity. Look for possible hazards. Alert students to possible dangers. Safety instructions should be given each time an experiment is begun.
- Wear glasses and not contact lenses. Make sure you and your students wear safety goggles in the lab when performing any experiments.
- Do not tolerate horseplay or practical jokes of any kind.
- Do not allow students to perform any unauthorized experiments.
- Never use mouth suction in filling pipettes with chemical reagents.
- Never “force” glass tubing into rubber stoppers.
- Use equipment that is heat resistant.
- Set good safety examples when conducting demonstrations and experiments.
- Turn off all hot plates and open burners when they are not in use and when leaving the lab.
- When students are working with open flames, remind them to tie back long hair and to be aware of loose clothing in order to avoid contact with flames.
- Make sure you and your students know the location of and how to use fire extinguishers, eyewash fountains, safety showers, fire blankets, and first-aid kits.
- Students and student aides should be fully aware of potential hazards and know how to deal with accidents. Establish and educate students on first-aid procedures.
- Teach students the safety precautions regarding the use of electricity in everyday situations. Make sure students understand that the human body is a conductor of electricity. Never handle electrical equipment with wet hands or when standing in damp areas. Never overload electrical circuits. Use 3-prong service outlets.
- Make sure that electrical equipment is properly grounded. A ground-fault circuit breaker is desirable for all laboratory AC circuits. A master switch to cut off electricity to all stations is desirable for all laboratory AC

circuits.

- Make sure you and your students are familiar with how to leave the lab safely in an emergency. Be sure you know a safe exit route in the event of a fire or an explosion.

For Student Safety

Safety in the Classroom

- Wear safety goggles in the lab when performing any experiments. Tie back long hair and tuck in loose clothing while performing experiments, especially when working near or with an open flame.
- Never eat or drink anything while working in the science classroom. Only lab manuals, notebooks, and writing instruments should be in the work area.
- Do not taste any chemicals for any reason, including identification.
- Carefully dispose of waste materials as instructed by your teacher. Wash your hands thoroughly.
- Do not use cracked, chipped, or deeply scratched glassware, and never handle broken glass with your bare hands.
- Lubricate glass tubing and thermometers with water or glycerin before inserting them into a rubber stopper. Do not apply force when inserting or removing a stopper from glassware while using a twisting motion.
- Allow hot glass to cool before touching it. Hot glass shows no visible signs of its temperature and can cause painful burns. Do not allow the open end of a heated test tube to be pointed toward another person.
- Do not use reflected sunlight for illuminating microscopes. Reflected sunlight can damage your eyes.
- Tell your teacher if you have any medical problems that may affect your safety in doing lab work. These problems may include allergies, asthma, sensitivity to certain chemicals, epilepsy, or any heart condition.
- Report all accidents and problems to your teacher immediately.

HANDLING DISSECTING INSTRUMENTS and PRESERVED SPECIMENS

- Preserved specimens showing signs of decay should not be used for lab observation or dissection. Alert your teacher to any problem with the specimen.
- Dissecting instruments, such as scissors and scalpels, are sharp. Use a cutting motion directed away from yourself and your lab partner.
- Be sure the specimen is pinned down firmly in a dissecting tray before starting a dissection.
- In most cases very little force is necessary for making incisions. Excess force can damage delicate, preserved tissues.
- Do not touch your eyes while handling preserved specimens. First wash your hands thoroughly with warm water and soap. Also wash your hands thoroughly with warm water and soap when you are finished with the dissection.

CHAPTER

2**Friends and Peers - Teacher's
Guide (Human Biology)****CHAPTER OUTLINE**

2.1 PLANNING**2.2 USING FRIENDS AND PEERS – STUDENT EDITION (HUMAN BIOLOGY)****2.3 ACTIVITIES AND ANSWER KEYS**

2.1 Planning

Key Ideas

- As adolescents mature, they spend less time with their family and more time with their friends, with whom they share the experience of adolescence and adulthood.
- Friends provide us with information not only about ourselves, but also about the world, and where we fit in.
- Peer pressure can influence young adolescents tremendously, depending on an adolescent's level of self-confidence, sense of self, and dependence on friends for approval.

Overview

This section introduces the unit on sexuality by talking about friendships, peer pressure, and how interests and relationships begin to change with the onset of puberty and the development of sexual identity. The section starts by looking at peer pressure as both a positive and a negative force. The first activity is designed to help students see that if they clarify their own views and attitudes ahead of time on sensitive issues, peer pressure will be easier to deal with. Ways of responding to peer pressure are given. Students also think about why friendships change as they go through adolescence.

Objectives

Students:

- ✓ examine the role of peer pressure in impacting behavior.
- ✓ determine why it is hard to resist peer pressure and learn to be prepared to respond to it.
- ✓ identify the reasons for resisting peer pressure and practice standing up for individual beliefs.
- ✓ examine the role and importance of friendships and how they change.

Vocabulary

adolescence, identity, peer culture, peer pressure, peers, sexual identity, sexual intimacy, socialization

Student Materials

Activity 1-1: Peer Pressure

- Activity Report
- 4 index cards or other paper for each group of 4 students

Teacher Materials

Activity 1-1: Peer Pressure

- Activity Report Answer Key

Advance Preparation

See Activity 1-1 in the student edition.

Activity 1-1: Peer Pressure

- Gather index cards

Interdisciplinary Connections

Language Arts Role-playing and discussion groups help students develop communication skills and can lead to essay or journal writing.

Social Studies Peer pressure is a form of socialization. Values differ from culture to culture.

Background Information

The purpose of introducing the sexuality unit with a section that explores friends and peers is to place sex, at the outset, in a relational context. An additional benefit is that young people will find it easier to talk about friends (which most of them have) than sexual partners (which fewer have at this age) to begin the unit. Moreover, friendship is often a more comfortable topic, whereas sex is not.

Many college textbooks have chapters on peer relationships, should you want more background information. See for importance, *The Developing Person Through the Life Span*, by K. S. Bergen (N.Y.: Worth Publishers, 1998) Chapter 13.

2.2 Using Friends and Peers – Student Edition (Human Biology)

Begin this section with a discussion of the importance of friends. Read the material on friends and peers and responding to peer pressure.

Have students complete *Activity 1-1: Peer Pressure* in groups of 4 or 5. Afterwards ask students to recall a time when being in a group influenced their decision.

Read the material on friends and how relationships change through puberty.

Have students do the *Mini Activity: Recipe for Choosing a Friend*. If there is time, they may want to create a second card to show the recipe they would have used when they were six years old.

What Do You Think?

What characteristics make up the peer culture of your grade? Consider clothing, shared ideas and activities, music, and leisure time activities.



Mini-Activity

Family and Friends Students draw a Venn diagram of the key characteristics in their peer culture and family culture. They write a poem about the shared elements.



Mini-Activity

Peer Groups in Your Parents' Day Students talk to their parents or an older friend about whether or not they were part of a “crowd” during school. The students then examine whether or not their school has “similar” groups.



Mini-Activity

Time Spent Students chart their time over several days and share the results with their classmates.

2.3 Activities and Answer Keys

Activity 1-1: Peer Pressure

PLAN

Summary In this activity students act out four situations in which the group is trying to pressure one member into an activity that he or she is reluctant to do.

Objectives

Students:

- ✓ determine why it is hard to resist peer pressure and learn to be prepared to respond to it.
- ✓ identify the reasons for resisting peer pressure and practice standing up for their own beliefs.

Student Materials

- Activity Report
- 4 index cards or other paper for each group of 4 students

Teacher Materials

- Activity Report Answer Key

Advance Preparation

Gather index cards

Estimated Time 40 minutes (or more, depending on the availability of time)

Interdisciplinary Connections

This activity has **Guidance** connections. It can be expanded to include:

Language Arts

- Have students put together an instructional videotape in which they act out several scenes of students resisting, or not resisting, peer pressure. Follow up on the tape with a panel discussion on the topic of peer pressure.
- Ask students to write in their journals about a time they were or were not able to resist peer pressure. Have them reflect on how they wish they could have handled the situation, and rewrite the scene as they wish it had happened.

Math Have students conduct surveys to find out how many people feel peer pressure and in what areas. Use the information to create a pie chart showing types of peer pressure.

Prerequisites and Background Information

None required

IMPLEMENT

Introduce Activity 1-1 by asking students to think about a time when somebody talked them into doing something that they later regretted. Do they wish they could have a chance to make a different decision? How comfortable are they with saying no to friends?

Step 1 Divide the class into groups of four. If possible, balance for sex and, especially, for personality. It is important in role-playing to spread out the more vocal students. Review the section on peer pressure in the text. Explain that in this activity students will have a chance to try to stand up for their own beliefs in the face of pressure, and that this may not be as easy as they think it is going to be.

Steps 2-5 Give each student an Activity Report. Tell the groups to read the first situation and follow the directions on their Activity Guide. Give them 1-2 minutes to write down their initial positions. Then, give the groups 4 minutes to act out the scene.

Steps 6-7 After the first scene, give them 5 minutes to have a group discussion and answer the questions on the Activity Report. You should act as the timekeeper. Have them switch roles and repeat the process for the other scenes.

Step 8 When all scenes have been completed, and all questions have been answered, hand out 4 index cards to each group. Ask them to write down four situations that they think they should practice resisting. If time allows, select four people to act out one of the new scenes before the entire class. If not, save these cards to use throughout the unit or the year whenever you have a few free moments.

Conclude Activity 1-1 with a general class discussion on how it felt to be pressured, and how it was possible, or not possible, to resist the pressure.

ASSESS

Use the group notes and the performance of the skit to assess if students can

- ✓ identify forms of peer pressure.
- ✓ create ways to resist peer pressure.

Activity 1.1: Peer Pressure – Activity Report Answer Key

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**

Before you begin each scene, have the person being pressured write down the reasons why he or she shouldn't do the activity. Have the rest of the group write down the reasons they will give to convince the person to try the activity.

Scene 1

Try to persuade the reluctant person to skip class with you.

Reasons or feelings:

Scene 2

Try to convince the reluctant person to smoke a cigarette.

Reasons or feelings:

Scene 3

Try to convince the reluctant person to give you the answers to your homework.

Reasons or feelings:

Scene 4

Try to convince the reluctant person to stop being friends with someone that he or she likes.

Reasons or feelings:

After each scene, answer the following questions:

1. What decision did the pressured person make? Answers will depend on the group.
2. Was he or she able to resist the pressure and go along with the true feelings expressed before the activity began? Answers will depend on the group.
3. If so, how did he or she resist? If not, what arguments convinced the person to change his or her mind, or made them not be able to resist the pressure? Was it the facts or the feelings that were the strongest pulls? Answers will depend on the group.

Scene 1

Scene 2

Scene 3

Scene 4

What Do You Think?

Is it harder to get yourself out of an uncomfortable situation when you're with an individual, small group, or large group? Why?



Mini-Activity

Recipe for Choosing a Friend Students write a recipe that includes the ingredients they look for in a friend and in what amounts they require those ingredients.



Mini-Activity

Who Says So? Students answer questions about the things and people who influence their lives. Then they create a pie chart to show the relative influences.

What Do You Think?

Identify three characteristics of a friendship with a boy. Identify three characteristics of a friendship with a girl. Are they the same or different? How and why are they the same or different? Draw some conclusions.

What Do You Think?

List three behaviors or values that both your peers and your family encourage. List three others that your peers encourage but a parent discourages. Why is there a difference?

Journal Writing

Who are your best friends? Is there a person you would like to be friends with but don't (now how or where to start? Do you think friendships between you and members of the opposite sex are changing at this point in your life? Do you have friends of the opposite sex? Can you remain good friends, or do you feel new tensions or questions coming between you?

Review Questions/Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. Why is your choice of companions important?
 2. What is peer pressure?
 3. Why is peer pressure more influential during adolescence than other times in your life?
 4. What three factors help adolescents resist peer pressure?
 5. Name five characteristics common to friendships.

Activity 1-1 Report: Peer Pressure (Student Reproducible)

Before you begin each scene, have the person being pressured write down the reasons why he or she shouldn't do the activity. Have the rest of the group write down the reasons they will give to convince the person to try the activity.

Scene 1

Try to persuade the reluctant person to skip class with you.

Reasons or feelings:

Scene 2

Try to convince the reluctant person to smoke a cigarette.

Reasons or feelings:

Scene 3

Try to convince the reluctant person to give you the answers to your homework.

Reasons or feelings:

Scene 4

Try to convince the reluctant person to stop being friends with someone that he or she likes.

Reasons or feelings:

After each scene, answer the following questions:

1. What decision did the pressured person make?
2. Was he or she able to resist the pressure and go along with the true feelings expressed before the activity began?
3. If so, how did he or she resist? If not, what arguments convinced the person to change his or her mind, or made them not be able to resist the pressure? Was it the facts or the feelings that were the strongest pulls?

Scene 1

Scene 2

Scene 3

Scene 4

CHAPTER **3** **Dating and Romantic Feelings**
- Teacher's Guide (Human Biology)

CHAPTER OUTLINE

3.1 PLANNING

3.2 USING DATING AND ROMANTIC FEELINGS – STUDENT EDITION (HUMAN BIOLOGY)

3.3 ACTIVITIES AND ANSWER KEYS

3.1 Planning

Key Ideas

- The development of sexual interest comes from biological causes (direct and indirect effect of hormones) and psychological causes stemming from cultural expectations. Dating, unusual in many other parts of the world, is a culturally based experience that is dependent on parental and peer expectations.
- Love is a basic human emotion. Some psychologists describe three components of love-intimacy, passion, and commitment. Love and intimacy do not require sexual intercourse, but most couples in love want to express their feelings with some level of physical intimacy.
- Romantic love combines intimacy and passion, but often lacks commitment. Adolescent love tends to be romantic love. Loving someone helps adolescents become more caring and giving, enabling them to develop the most long-lasting and rewarding love, consummate love.

Overview

This section moves beyond friendship to dating. It stresses the fact that views on dating vary dramatically from culture to culture. Positive reasons for dating are given, and students use role-plays to demonstrate the qualities of a good and a bad date. The issue of sexual attraction and dating is examined. Students participate in an activity that helps them define the role looks should have in forming relationships. Three different types of love are presented and characterized. Students learn to distinguish between romantic love, companionate love, and consummate love. These are determined by the degree to which the relationship is shaped by intimacy, passion, and commitment. Students demonstrate their knowledge of these differences in the final activity.

Objectives

Students:

- ✓ identify the behaviors, attitudes, and activities that contribute to a positive or negative dating situation.
- ✓ identify those characteristics, both physical and behavioral, that people in our culture find attractive.
- ✓ decide what role those characteristics have, or should have, in influencing our selection of friends and relationships.
- ✓ examine the role the media and others have in influencing opinions.
- ✓ show the difference between liking, loving, and being in love.
- ✓ demonstrate they know that our behavior changes in each of these circumstances.

Vocabulary

- commitment, companionate, consummate love, cultural factors, intimacy, passion, psychological, secondary sexual characteristics

Student Materials

Activity 2-1: Scripts for Dating

- One Activity Report per group
- Props-brought in by the group (Optional)

Activity 2-2: Judging People by Their Looks

- One copy of Activity Report per group
- Construction paper or poster paper
- Markers or crayons

Activity 2-3: What Happens When You Are in Love?

- One copy of Activity Report per group

Teacher Materials

Activity 2-1: Scripts for Dating

- Activity Report Answer Key

Activity 2-2: Judging People by Their Looks

- Activity Report Answer Key

Activity 2-3: What Happens When You Are in Love?

- Activity Report Answer Key

Advance Preparation

See Activities 2-1, 2-2, and 2-3 in the student edition.

3.1. PLANNING

Activity 2-1: Scripts for Dating

- Decide how to group students.

Activity 2-2: Judging People by Their Looks

- Decide how to group students.
- Gather paper and markers.

Activity 2-3: What Happens When You Are in Love?

- Decide how to group students.

Interdisciplinary Connections

Language Arts There is a Mini Activity involving debate. Literature is full of examples of love and romance that can be tied to this unit. Role-plays and discussion groups help students develop communication skills and can lead to essay or journal writing.

Social Studies Views on dating differ from culture to culture and can be examined.

Art and Music Art and music are often used to express love. A Mini Activity capitalizes on this connection.

Background Information

Young people love to talk about love. The challenge is to help them make sense of it. The Sternberg triangular theory of love, which is the basis of discussion in this section, allows for a broader and more useful discussion than a single-minded focus on the experience of being in love.

The material presented is actually only part of the Sternberg model which describes several types of love. It is important to distinguish the three components of love (intimacy, passion, and commitment) from the types of love on which they are based.

For a fuller discussion of the Sternberg model and a variety of other approaches see, *The Psychology of Love* by R. J. Sternberg and M. L. Barnes, eds. (New Haven, CT.: Yale University Press, 1988).

3.2 Using Dating and Romantic Feelings – Student Edition (Human Biology)

Begin the unit by explaining that one of the changes in friendship that is brought about by the changes of puberty and adolescence is the beginning of special friendships with members of the opposite sex that lead to dating.

Discuss the positive things that can be learned about relationships by dating. Then complete *Activity 2-1: Scripts for Dating*, which involves role-playing good and bad dates.

Point out that sexual attractiveness is only one part of what draws people together. Ask students how big a role they think looks should play in a relationship. Have students complete *Activity 2-2: Judging People by Their Looks*.

The reading selection on romantic feelings and the definitions of love introduces several new terms that should be discussed and clarified.

Activity 2-3: What Happens When You Are in Love? is a way for students to demonstrate that they understand that not all love is the same type.

End the section by asking the students to use the triangle in Figure 2.1 on page 13 to talk about the various forms of love.

What Do You Think?

Who should do the asking for a date—the girl or the boy? Does it matter?



Mini-Activity

Me Call? No Way! Students brainstorm ways to make arranging and going on dates more fun and relaxing.

3.3 Activities and Answer Keys

Activity 2-1: Scripts for Dating

PLAN

Summary In this activity students discuss the characteristics of a good date and the characteristics of a bad date. They write scripts based on their discussions and act out the scenes.

Objectives

Students:

- ✓ identify the behaviors, attitudes, and activities that contribute to a positive dating situation.
- ✓ identify the behaviors, attitudes, and activities that contribute to a negative dating situation and how to deal with a bad situation when it arises.

Student Materials

- One Activity Report per group
- Props-brought in by the group (Optional)

Teacher Materials

- Activity Report Answer Key

Advance Preparation

Decide how to group students.

Estimated Time

Day 1-45 minutes

Day 2-45 minutes (If time is limited, you could condense the activity to one day by having the skits presented to small groups only and not to the entire class.)

Interdisciplinary Connections

This activity has **Guidance** connections. It can be expanded to include:

Art Have students draw a comic book version of a bad date.

Language Arts Ask students to interview their parents or an older sibling about the best and the worst dates that they have experienced.

Math Calculate the costs of several different types of dates-such as going out to dinner and a movie, going to the prom, going to play miniature golf, etc. Don't forget to include any transportation costs, special items such as clothing or flowers, tips, and so on.

Social Studies Look at dating customs in other cultures.

Prerequisites and Background Information

None required

IMPLEMENT

Introduce Activity 2-1 by asking students if they think the dating scenes they see on television are usually successful or disasters. How do they compare to real life? This activity will help them identify those things they can do to help ensure that when the time comes for them to begin dating, they'll have more fun than problems.

Steps 1-2 Review the text section on dating, pages 8-9. Then divide the class into groups of 4. Try to balance groups by sex and by personality. If you have a large class, you may want to have larger groups. Go over the instructions in the student text and distribute the Activity Report. Explain that this activity will take two days. Day 1 is for discussing, planning, and rehearsing. Day 2 is for making presentations to the whole class of the final skits. If you wish to be more elaborate, you can extend the time.

Steps 3-5 As the groups go through the various steps, circulate from group to group to keep them on task and offer suggestions. Set time limits for each part of the activity as you see fit. A suggested time use is as follows: 10 minutes to discuss and answer the questions, 10 minutes to write the scripts, 10 minutes to practice, and 10 minutes to present to the other group members and critique the scenes.

Step 6 On Day 2 give the class 5 minutes to rehearse. Then give each group 3-5 minutes to present its skit. Time may have to be altered if you have a large number of groups. Some classes may require two days to present.

Conclude Activity 2-1 with **Step 7-a** whole class discussion on dating: how to make it a positive experience, and how to protect yourself from a negative one.

Helpful Hints

Students love to watch themselves act. If possible, videotape the skits on Day two.

ASSESS

Use the scripts and the Activity Report to assess if students can

- ✓ identify the elements that make a good date.
- ✓ identify the elements that make a bad date.

Activity 2-1: Scripts for Dating – Activity Report Answer Key

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. **Asking for a date** What is the best way to ask someone for a date? Is one time or place better than another? Is it better on the phone or in person? How does it feel to ask someone on a date? How does it feel to be asked? How can you say no politely? How can you say yes without stumbling on your words? How can you make it easier on the other person? How can you explain if you have to ask your parents first? How do you set the time and the place? Does it always have to be the boy who does the asking?
 2. **What makes a good first date?** Where could you go? What could you do? Who should make the decisions? Who should pay? How should you treat the other person? How should you let the other person know what's okay and what's not, physically? Should it be an issue on a first date? What can you talk about? How do you end the date? How do you let the other person know you had a good time? How do you behave the next time you see each other? Do boys and girls have the same view of what makes a good date? How can you make sure *both* people have a good time, not one at the expense of the other?
 3. **What makes a bad first date?** How could problems arise over the issues of money, time, location, or type of activity? What behaviors might make you or your date uncomfortable? What types of conversations might

be a problem? How might one partner pressure the other one? How do you settle conflicts or disagreements about what to do? What do you do if things are going so badly that you feel you need to end the date? How should you be prepared for that possibility? What do you say or do at the end of a bad date? How do you deal with the person when you see each other again? Use the answers to the questions above to write two, 3-minute scripts—one for a good date and one for a bad date. Start with thinking about asking for the date, and go all the way through to the end of the date and talking about it the next day. Write your scripts on binder paper, and refer to your Activity Report for further instructions.

What Do You Think?

People often refer to a chemistry between people. Do you think chemistry in relationships is a function of biology, psychology, or culture? Why?

Activity 2-2: Judging People by Their Looks

PLAN

Summary In this activity students discuss the role of physical attractiveness in selecting friends and forming relationships. They then create posters that guide others in selecting friends and making the most of their own attractive qualities.

Objectives

Students:

- ✓ identify those characteristics, both physical and behavioral, that people in our culture find attractive.
- ✓ decide what role those characteristics have, or should have, in influencing our selection of friends and relationships.
- ✓ examine the role the media and others have in influencing their opinions.

Student Materials

Per group of 4-6 students

- One copy of Activity Report per group
- Construction paper or poster paper
- Markers or crayons

Teacher Materials

- Activity Report Answer Key

Advance Preparation

Decide how to group students. Gather paper and markers.

Estimated Time 40 minutes

Interdisciplinary Connections

This activity has connections to **Guidance**. It can be expanded to include:

Visual or Performing Arts Have students create a fashion show of “Do’s and Don’ts” (ways to make yourself more or less attractive).

Science Research the field of plastic surgery. Focus on the way that doctors can correct serious birth defects or congenital abnormalities. Then examine plastic surgery for cosmetic purposes. How are the procedures done? What are their costs?

Language Arts Follow up on the research regarding plastic surgery by conducting a debate. Topics might include- Should insurance pay for corrective surgery? Should insurance pay for elective surgery? Should people change their looks if they can afford it?

Social Studies Study views of attractiveness in other cultures, especially those very different from our own. Look at subcultures within your own school that have different opinions of attractiveness.

Prerequisites and Background Information

None required

IMPLEMENT

Introduce Activity 2-2 by asking students what they think would happen to our relationships if we had to know someone well before we were ever able to see what they looked like.

Steps 1-2 Divide the class into groups of 4-6 students. Review Section 2 with them if needed, and go over the Activity instructions in the student text.

Step 3 Distribute the Activity Report and give students 10-15 minutes to discuss and answer the group questions. As the groups answer the questions, circulate around the room, keeping them focused and offering suggestions.

Step 4 When the discussions are finished, ask students to fill in the rough drafts of their posters on the Activity Report. They should show you their ideas before picking up the materials to make their posters. Some classes may require more than one class period to complete the posters, or they could be completed as homework.

Step 5 When all posters have been completed, ask one member of each group to present the group poster. Have the class look for similarities.

Conclude Activity 2-2 with a discussion on the role of looks in forming relationships.

ASSESS

Use the poster and the responses on the Activity Report to assess if students can

- ✓ identify characteristics considered attractive in this culture.
- ✓ determine how those views are shaped.

Activity 2-2: Judging People by Their Looks – Activity Report Answer Key

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**

1. Discuss the following questions and record the group answers in the space below. What makes someone attractive? Is it physical appearance? Personality? Do boys and girls have different opinions? Do all boys think alike? Do all girls? Is being sexually attractive the same thing as being generally attractive? Is being attractive the same thing as being beautiful or being handsome?
2. Is sexual attractiveness important in friendships? What characteristics do you look for in a friend? Are more of those characteristics physical or behavioral? What counts more?

3. What elements of attractiveness does a person have control over? What elements do they not? How can people maximize their strong points? What do we do when people judge us for things over which we have no control? What can we say to them? How do we let them know when their comments hurt?
4. Do we have any control over how we feel about what is attractive and what isn't? What are some of the things that might influence our view of attractiveness? What about the roles of parents or peers? What about the role of advertisers in setting the standards? What is their real goal? Why might it be dangerous or harmful to accept their standards?



Mini-Activity

What Is the Difference? Students explain what different terms for love mean (puppy love, infatuation, crush, love).

Activity 2-3: What Happens When You Are in Love?

PLAN

Summary In this activity students discuss the difference between liking, loving, and being in love. They think about the way these different feelings affect behavior and create skits to show those differences.

Objectives

Students:

- ✓ determine the difference among liking, loving, and being in love.
- ✓ demonstrate they know that our behavior changes in each of these circumstances.

Student Materials

- One copy of Activity Report per group

Teacher Materials

- Activity Report Answer Key

Advance Preparation

Decide how to group students.

Estimated Time

Day 1-40-45 minutes

Day 2-40-45 minutes (If time is limited, you can condense the activity to one day by having the skits presented within the small groups only and not to the entire class.)

Interdisciplinary Connections

This activity has connections to **Guidance**. It can be expanded to include:

Visual or Performing Arts Have students write a love song, or create a dance that reflects romance.

Language Arts Students can collect examples from literature of famous romantic couples.

- Have them read *Romeo and Juliet* or watch the movie *West Side Story* and look at the behavior of the young lovers.
- Ask students to compile an annotated bibliography of books that they have read in three categories-books about friends, books about love, books about being in love.

Prerequisites and Background Information

None required

IMPLEMENT

Introduce Activity 2-3 by asking students to think quietly about someone that they like as a friend. Next, have them quietly think about a family member or friend that they love. Finally, ask them to picture someone with whom they are in love, or someone they might like to be in love with some day. Ask them to notice the difference in the way that each of those people makes them feel.

Step 1 Divide the class into groups of 6 students, when possible. Try to balance the groups by sex and by personality. Review Section 2, if needed. Go over instructions in student text. Explain that this activity will take two days. Day 1 is used for discussing, planning, and rehearsing. Day 2 is used for making presentations to the whole class of the final skits. If you wish to be more elaborate, you can extend the time. Distribute the Activity Report.

Steps 2-5 As the groups answer the questions, circulate around the room, keeping them focused and offering suggestions. Set time limits for each part of the activity as you see fit. A suggested time use is as follows: 10 minutes to discuss and answer the questions, 10 minutes to write the scripts, 10 minutes to practice, and 10 minutes to present to the other group members and critique the scenes.

Step 6 On Day 2 give the class 5 minutes to rehearse. Then give each group 3 minutes to present its skit. Time may have to be altered if you have a large number of groups. Some classes may require two days to present.

Helpful Hints

Students love to see themselves on film. If possible, videotape the presentations.

Conclude Activity 2-3 with **Step 7**, which is a whole class discussion on the good and bad points of each type of feeling.

ASSESS

Use the performance of the skit and the responses on the Activity Report to assess if students can

- ✓ determine the differences among liking, loving, and being in love.
- ✓ identify the behavior changes in each level of affection.

Activity 2-3: What Happens When You're in Love? – Activity Report Answer Key

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**

Discuss the following sets of questions and record the group answers in the spaces provided.

1. **Friendship** What does it mean to like someone as a friend? How do you behave toward someone that you like? In what ways, how often, and under what circumstances do you think about them? What are you willing

- to do for them? What do you expect from them? Under what circumstances are you mad at or jealous of your friends? How do you feel when they go away? Do you have a realistic view of your friends? Are you patient with them? What kinds of thoughts and feelings do you share with your friends? Do you trust them? Do you always agree with them?
2. **Love** What does it mean to love someone? How is it different from being a friend? How does it change your feelings and your behavior? Who are you likely to love? What is special about the people you love, as opposed to the people you are just friends with? In what ways, how often, and under what circumstances do you think about people that you love? What are you willing to do for them? What do you expect from them? Under what circumstances are you mad at or jealous of them? How do you feel when they go away? Do you have a realistic view of your loved ones? Are you patient with them? What kinds of thoughts and feelings do you share with them? Do you trust them? Do you always agree with them?
 3. **Being in Love** What does it mean to be in love? How is it different from loving someone? How is it different from friendship? Is there a physical response to being in love? Does it affect how you feel about yourself? About others? About your future? About the world around you? How does it change your feelings and your behavior? Who are you likely to love? What is special about the people you are in love with, as opposed to the people you love, or are just friends with? In what ways, how often, and under what circumstances do you think about someone you're in love with? What are you willing to do for them? What do you expect from them? Under what circumstances are you mad at or jealous of them? How do you feel when they go away? Do you have a realistic view of someone you're in love with? Are you patient with them? What kinds of thoughts and feelings do you share with them? Do you trust them? Do you always agree with them?
 4. **Liking, Loving, Being in Love** Is one feeling better than another? Is it better to have a friend, have someone love you, or be in love? What if you had to choose? Do we need all three things in our life? What are the positive things about these feelings? Is there a negative side to any of these feelings?



Mini-Activity

Love Designs Students design a line of cards about love.



Mini-Activity

Love Is in the Air Students write down the names of songs they hear about love and indicate whether they deal with intimacy, passion, and/or commitment.

What Do You Think?

What reasons might keep you in a relationship in which you otherwise would not be involved?

What Do You Think?

Why is the divorce rate so high in this country? Take into account the three components of love in your thinking.



Mini-Activity

Debate! Students debate the following sentence. “Humans should choose one mate for life.”

What Do You Think?

Do you think males and females think about love and sex in different ways? Explain how and why.



Mini-Activity

Combining Sex and love Students make a chart on the board that shows the positive and negative aspects of the three different ways of combining sex and love.

Journal Writing

What do you think about dating? Let's say you were in charge of dating at your school, and you could create any system you wanted, what would you do? What would the purpose of dating be? What aspects of dating that currently exist would you promote? Eliminate?

Review Questions/Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. What factors influence an adolescent's readiness to date?
 2. What are three positive aspects of dating and three negative aspects of dating?
 3. How can you explain the development of sexual interest during adolescence?
 4. What are the three components of love?
 5. What is the difference between romantic love and consummate love?
 6. What are three relationships of love and sex?

Activity 2-1 Report: Scripts for Dating (Student Reproducible)

1. Asking for a date

What is the best way to ask someone for a date? Is one time or place better than another? Is it better on the phone or in person? How does it feel to ask someone on a date? How does it feel to be asked? How can you say no politely? How can you say yes without stumbling on your words? How can you make it easier on the other person? How can you explain if you have to ask your parents first? How do you set the time and the place? Does it always have to be the boy who does the asking?

2. What makes a good first date?

Where could you go? What could you do? Who should make the decisions? Who should pay? How should you treat the other person? How should you let the other person know what's okay and what's not, physically? Should it be an issue on a first date? What can you talk about? How do you end the date? How do you let the other person know you had a good time? How do you behave the next time you see each other? Do boys and girls have the same view of what makes a good date? How can you make sure *both* people have a good time, not one at the expense of the other?

3. What makes a bad first date?

How could problems arise over the issues of money, time, location, or type of activity? What behaviors might make you or your date uncomfortable? What types of conversations might be a problem? How might one partner pressure the other one? How do you settle conflicts or disagreements about what to do? What do you do if things are going so badly that you feel you need to end the date? How should you be prepared for that possibility? What do you say or do at the end of a bad date? How do you deal with the person when you see each other again?

Use the answers to the questions above to write two, 3-minute scripts, one for a good date, and one for a bad date. Start with thinking about asking for the date, and go all the way through to the end of the date and talking about it the next day. Write your scripts on binder paper, and refer to your Activity sheet for further instructions.

Activity 2-2 Report: Judging People by Their Looks (Student Reproducible)

Discuss the following questions and record the group answers in the space below.

What makes someone attractive? Is it physical appearance? Personality? Do boys and girls have different opinions? Do all boys think alike? Do all girls? Is being sexually attractive the same thing as being generally attractive? Is being attractive the same thing as being beautiful or being handsome?

Is sexual attractiveness important in friendships? What characteristics do you look for in a friend? Are more of those characteristics physical or behavioral? What counts more?

What elements of attractiveness does a person have control over? What elements do they not? How can people maximize their strong points? What do we do when people judge us for things over which we have no control? What can we say to them? How do we let them know when their comments hurt?

Do we have any control over how we feel about what is attractive and what isn't? What are some of the things that might influence our view of attractiveness? What about the roles of parents or peers? What about the role of advertisers in setting the standards? What is their real goal? Why might it be dangerous or harmful to accept their standards?

Use the space below to make notes for the two posters.

TABLE 3.1:

What to Look for in a Friend

Making the Most of Who You Are

Activity 2-3 Report: What Happens When You're in Love? (Student Reproducible)

Discuss the following sets of questions and record the group answers in the spaces provided.

1. Friendship

What does it mean to like someone as a friend? How do you behave toward someone that you like? In what ways, how often, and under what circumstances do you think about them? What are you willing to do for them? What do you expect from them? Under what circumstances are you mad at or jealous of your friends? How do you feel when they go away? Do you have a realistic view of your friends? Are you patient with them? What kinds of thoughts and feelings do you share with your friends? Do you trust them? Do you always agree with them?

2. Love

What does it mean to love someone? How is it different from being a friend? How does it change your feelings and your behavior? Who are you likely to love? What is special about the people you love, as opposed to the people you are just friends with? In what ways, how often, and under what circumstances do you think about people that you love? What are you willing to do for them? What do you expect from them? Under what circumstances are you mad at or jealous of them? How do you feel when they go away? Do you have a realistic view of your loved ones? Are you patient with them? What kinds of thoughts and feelings do you share with them? Do you trust them? Do you always agree with them?

3. Being in Love

What does it mean to be in love? How is it different from loving someone? How is it different from friendship? Is there a physical response to being in love? Does it affect how you feel about yourself? About others? About your future? About the world around you? How does it change your feelings and your behavior? Who are you likely to love? What is special about the people you are in love with, as opposed to the people you love, or are just friends with? In what ways, how often, and under what circumstances do you think about someone you're in love with? What are you willing to do for them? What do you expect from them? Under what circumstances are you mad at or jealous of them? How do you feel when they go away? Do you have a realistic view of someone you're in love with? Are you patient with them? What kinds of thoughts and feelings do you share with them? Do you trust them? Do you always agree with them?

4. Liking, Loving, Being in Love

Is one feeling better than another? Is it better to have a friend, have someone love you, or be in love? What if you had to choose? Do we need all three things in our life? What are the positive things about these feelings? Is there a negative side to any of these feelings?

CHAPTER **4** **Sexual Function and Behavior**
- Teacher's Guide (Human Biology)

CHAPTER OUTLINE

4.1 PLANNING

4.2 USING SEXUAL FUNCTION AND BEHAVIOR – STUDENT EDITION (HUMAN BIOLOGY)

4.3 ACTIVITIES AND ANSWER KEYS

4.1 Planning

Key Ideas

- Humans of all ages feel a sexual drive, but during adolescence the intensity of this drive increases into a sexual awakening. Sexual behaviors include behaviors one engages in by oneself and behaviors one engages in with another person.
- Sexual behavior has two parts, each driven by physical and psychological components—sexual arousal and sexual response. It is not entirely dependent on hormones, as it is with many animals, but is closely linked with our feelings and thoughts.
- Sexual orientation refers to being heterosexual or homosexual. No one completely understands the interaction of genetics, hormones, and psychological and cultural factors in determining sexual orientation.

Overview

This section looks at what causes the sexual drive, how sexual stimulus leads to sexual response, and some common sexual behaviors. It begins by investigating the correlation between hormones and sexual interest. Human sexual behavior, however, is more complex than simple biology and is greatly influenced by feelings and relationships. The first activity helps students realize that when they fall in love reason sometimes seems to fly out the window. This exercise requires them to think about the qualities they would like in a mate before they are caught up in a romantic relationship. The next portion of the section deals with sexual stimulation, both physical and psychological, and the responses it provokes. The final issue addressed in the section is the most common types of sexual behavior, both solitary and sociosexual. The difference between heterosexual and homosexual orientation is defined.

Objectives

Students:

- ✓ describe the relationship between sexual drive, sexual stimulation, and sexual response.
- ✓ identify how they should be treated by others in a loving relationship.
- ✓ identify the warning signs of falling in love.
- ✓ recognize that falling in love sometimes clouds our judgment.

Vocabulary

ejaculation, erection, erotic cues, estrus, heterosexual orientation, homosexual orientation, masturbation, nocturnal orgasm, orgasm, semen, sexual dreams, sexual drive, sexual fantasy, solitary, vaginal lubrication

Student Materials

Activity 3-1: Help! I'm Falling in Love

- Activity Report
- Colored pencils or thin markers; Heavy white paper or construction paper; Scissors

Teacher Materials

Activity 3-1: Help! I'm Falling in Love

- Activity Report Answer Key
- Sample card (Optional)

Advance Preparation

See Activity 3-1 in the student edition.

Activity 3-1: Help! I'm Falling in Love

- Gather supplies.
- If you wish, make a sample card to show students.
- If you want a more uniform result, have the papers precut to your specifications.

Interdisciplinary Connections

Language Arts A Mini Activity uses fairy tales to view romance. Discussion groups help students develop communication skills and can lead to essay or journal writing.

Art Activity 4-1 involves an art project.

Background Information

It's time to bite the bullet. Sex is a tough topic with which to deal when referring to behavior rather than reproduction. There are some good sources to help you (although the topic remains difficult). For general introductions to sexual physiology (stimulation and response), as well as sexual behavior, consider the following college level textbooks.

Sexual Interactions by A. R. and E. R. Allgeier, 4th ed. (Lexington, Mass.: D. C. Heath, 1995).

Core Concepts in Human Sexuality by B. Strong, C. De Vault, and B. W. Sayad, (Mayfield, 1996).

If you have a particular interest in sexual survey material, the most reliable and informative is *Sex in America* by R. F. Michael, et al. (Boston: Little, Brown, 1994).

4.2 Using Sexual Function and Behavior – Student Edition (Human Biology)

Begin by having students read the information on *The Sexual Drive*. Tell them that before that drive kicks in and clouds their vision, they should give some thought to how they would like to be treated by a romantic partner. Ask them to do this by completing *Activity 3-1: Help! I'm Falling in Love*.

Before reading the selections on sexual stimulation and sexual response, remind the students that some, but not all, portions of sexual behavior are biological.

After reading the selection, discuss the fact that sexual desire and sexual behavior are more complex than just biology. Let them know that the section deals with normal sexual behaviors.

Note that homosexuality is mentioned briefly in a factual manner.



Mini-Activity

Causation Students think of 3 events, either in their life or historically, that demonstrate causation. Then think of 3 events that demonstrate correlation but not causation.

4.3 Activities and Answer Keys

Activity 3-1: Help! I'm Falling in Love

PLAN

Summary In this activity students create emergency cards to carry with them. The cards identify how they want to be treated by a loving partner, what the warning signs of falling in love are, and cautions against being swayed by nonimportant things.

Objectives

Students:

- ✓ identify how they should be treated by others in a loving relationship.
- ✓ identify the warning signs of falling in love.
- ✓ recognize that falling in love sometimes clouds our judgment.

Student Materials

- Activity Report
- Colored pencils or thin markers
- Heavy white paper or construction paper
- Scissors

Teacher Materials

- Activity Report Answer Key
- Sample card (Optional)

Advance Preparation

Gather supplies. If you wish, make a sample card to show students. If you want a more uniform result, have the papers precut to your specifications.

Estimated Time 40 minutes

Interdisciplinary Connections

This activity has connections to **Guidance**. It can be expanded to include:

Visual or Performing Arts Students could make a wall poster listing the warning signs of falling in love. Students could perform songs that warn about the dangers of falling in love.

Language Arts Have students write a story in which the main character has to use the emergency card to figure out if she/he is REALLY in love with the right person.

Social Studies Find out the history of Valentine's Day and how it has evolved.

Prerequisites and Background Information

None required

IMPLEMENT

Introduce Activity 3-1 by asking students how they know when someone around them is head over heels in love. Do they behave rationally?

Steps 1-2 Assign or review Section 4 in the student text up to the section on Sexual Stimulation. Hand out the Activity Report. Go over the instructions in the student text with your class, asking for examples in each category. If you have your own specific requirements regarding the making of the card, tell the students.

Steps 3-5 As students make their list, circulate and answer questions while keeping them on task.

Steps 6-10 Check that the lists have been completed before directing students to the supplies needed to make the cards.

Conclude Activity 3-1 by having volunteers show their cards. Compare requirements and cautions. Is there a gender difference?

ASSESS

Use the completed emergency cards and responses on the Activity Report to assess if students can

- ✓ recognize that falling in love can cloud good judgment.
- ✓ identify characteristics that are important in choosing a mate.

Activity 3-1: Help! I'm Falling in Love – Activity Report Answer Key

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**

TABLE 4.1:

What I Want in a Mate	Warning Signs of Falling in Love
1.	
What Do You Think?	
Why is sex so awkward to talk about?	
What Do You Think?	
What are the most common erotic cues (sexual triggers that turn us on) in our culture? Do we react to such cues naturally, or do we learn to do so?	
What Do You Think?	
Should advertisers exploit the attention-getting power of erotic cues to sell their products? Give some examples of how advertisers exploit erotic cues to sell products.	
What Do You Think?	
If sexual arousal is a natural reaction, why does it cause some people to feel embarrassment or guilt?	

Journal Writing

Even fairy tales talk about love, only their focus is more romantic than sexual. What romantic fantasy is typical in fairy tales like *Sleeping Beauty* or *Cinderella*? How do these compare with “modern” love stories? How do they compare with reality? Write a modern-day, “romantic fairy tale.”

What Do You Think?

Do you think masturbation should be promoted to adolescents as an alternative to sexual intercourse? Why or why not?

Journal Writing

You have just found out that someone you know and respect is homosexual. You have always seen this person as being very heterosexual. You’re quite surprised and need to sort through your feelings before you see this person again. Write a diary entry to yourself or a letter to your friend exploring your thoughts and attitudes.

Review Questions/Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. Is the sexual drive correlated with or caused by hormones? Explain.
 2. How does human sexual behavior differ from animal sexual behavior?
 3. Draw a diagram showing the relationship of sexual arousal, sexual response, and the physical and psychological components. Explain what sexual response to arousal includes.
 4. What are some examples of erotic cues?
 5. Describe three solitary sexual behaviors and the role they play in a person’s life.
 6. How is sexual orientation determined?

Activity 3-1 Report: Help! I’m Falling in Love (Student Reproducible)

TABLE 4.2:

What I Want in a Mate

Warning Signs of Falling in Love

CHAPTER

5**Adolescent Sexual Behavior -
Teacher's Guide (Human Biology)****CHAPTER OUTLINE**

5.1 PLANNING

5.2 USING ADOLESCENT SEXUAL BEHAVIOR – STUDENT EDITION (HUMAN BIOLOGY)

5.3 ACTIVITIES AND ANSWER KEYS

5.1 Planning

Key Ideas

- The development of sexual behavior progresses from a childlike playfulness to more serious adult-like behavior. The development of sexual behavior is largely cultural-based.
- Statistics show a wide range of sexual experience from school to school and city to city. Generally, the less intimate the behavior, the more likely it is that girls and boys have tried it.
- Choosing abstinence or sexual intimacy is a personal choice, and a choice highly influenced by peer pressure. Generally, there is more pressure to engage in sexual activities than to abstain from them.
- Sexual relationships involve much more than sexual intercourse. The risks of pregnancy and STDs, the emotional and physical vulnerability, and the dynamics of intense interpersonal relationships bring much complexity to sexual relationships.
- Healthy sexual relationships should reflect readiness and maturity, mutual respect and love, trust, honesty, cooperation, and commitment. All too frequently we see examples of compliance, seduction, or even coercion, which reflect an unhealthy sexual relationship.

Overview

This section explores the usual development of sexual relationships among adolescents. Adolescents must make many decisions along the way—decisions from holding hands to kissing to petting, before they ever address the issue of intercourse. At each stage they may choose to participate or to abstain. The first activity in this section gives students a chance to see where they stand in terms of being ready or not ready for certain types of sexual behavior. Sometimes one member of a relationship is ready to move ahead faster than the other is. The second half of the section looks at issues of cooperation, compliance, seduction, and coercion and gives students ideas on how to maintain a healthy relationship.

Objectives

Students:

- ✓ identify the factors influencing sexual behavior.
- ✓ examine reasons for choosing abstinence.
- ✓ identify the components of a healthy sexual relationship.
- ✓ distinguish between coercion, seduction, cooperation, negotiation, and compliance.

Vocabulary

abstain, abstinence, coercion, compliance, compromise, cooperation, seduction

Student Materials

Activity 4-1: Red Light-Green Light

- None required

Activity 4-2: If You Loved Me

- Resource
-

Teacher Materials

Activity 4-1: Red Light-Green Light

- Teacher Resource
- Three signs

Activity 4-2: If You Loved Me

- None required
-

Advance Preparation

See Activities 4-1 and 4-2 in the student edition.

Activity 4-1: Red Light-Green Light

- Make three signs for use as table labels (8" × 11" file folders work well). Use the following headings (these descriptors are optional):
- RED LIGHT: No! Stop!
- YELLOW LIGHT: Be very cautious.
- GREEN LIGHT: Yes, go ahead.
- Think about your room arrangement. Students will be running towards three tables all at the same time. Is the room large enough or is it more convenient to do this in a multipurpose room or outside?
- Review the scenarios on the Teacher Resource before reading them to your students. Are your students ready for this subject matter? Should you reword any scenario?

5.1. PLANNING

Interdisciplinary Connections

Language Arts Scenarios and discussion groups help students develop communication skills and can lead to essay or journal writing. A Mini Activity involves poetry.

Guidance Have the students use mass media resources to find actual examples of people who were in risky situations. What options were available and what decisions were made? What were the results? What would the students have done if they were the ones in these situations?

Background Information

The following resources deal more specifically with adolescent sexual behavior and are pertinent for this segment and to the rest of this unit. These are short booklets that you can get free or at nominal cost. They will be most worthwhile in helping you teach this unit (as will covering some of the material in the unit on the changing body in puberty and the unit on reproduction).

The first two booklets focus on how to talk to and with younger teenagers about sex or relative topics. These books have been written for parents but should work just as well for teachers.

Now What Do I Do?, published by SIECUS, can be obtained at minimal cost. It also provides lists of additional resources. Call (212) 819-9770.

Talking with Kids about Tough Issues, published by the Kaiser Family Foundation as Part of their “Children Now” services. Call (916) 441-2444.

Talking about Sex: A Guide for Families is a combination video, guidebook, and activities book. It covers topics like puberty, pregnancy, and contraception as well as sexuality, and would be pertinent to all three of these units. Produced by Planned Parenthood Federation of America (\$79.95 for schools). Call (212) 441-7800.

For a current and well conducted survey of teen sexual behavior see “National Survey of Teens” carried out by Kaiser Family Foundation and YM Magazine. It will have all the statistical details you need in a concise and clear format (some of which have been used in these units).

5.2 Using Adolescent Sexual Behavior – Student Edition (Human Biology)

Begin by having the students read from the opening pages of the section to the section on abstinence. Remind them that even though we hear a lot about adolescents becoming sexually active, the overwhelming number of teenagers are not sexually active. Ask them what reasons they think most teens give for choosing not to have sex.

Following the discussion, ask them to read the section on abstinence.

Introduce *Activity 4-1: Red Light-Green Light*.

Have students discuss the reasons that they think some relationships last while others do not. Then ask them to read about the elements of a healthy sexual relationship.

Point out that, unfortunately, not all relationships are healthy ones. The more they know, and the surer they are about themselves, the better able they will be to resist unhealthy relationships. Introduce the concepts of compliance, cooperation, seduction, and coercion as you read the final portion of the section on maintaining sexual relationships.

What Do You Think?

How sure do you want to be when you try some sexual behavior new to you? What can you learn or think about in advance so you can trust your split-second decision making when the situation arises?



Mini-Activity

Questions-Questions Students consider what questions they would ask to help a friend try to figure out his or her feelings about a relationship that is becoming more sexual.

What Do You Think?

Learning about sexual behavior isn't easy. It's a lot riskier than learning to ride a bike and it is a lot more difficult topic about which to get accurate information. How can you best learn about sexual behavior and maintain your self-respect?



Mini-Activity

Debate! Students debate the following sentence. "Before engaging in sexual intercourse, individuals under age 18 should talk with an older friend/sibling, or a trusted adult."

What Do You Think?

A recent study showed that approximately half of all adolescents report that their parents have never talked with them about birth control, STDs, or pregnancy. When should children and teenagers be taught about sex? With whom should they talk and how?

5.3 Activities and Answer Keys

Activity 4-1: Red Light-Green Light

PLAN

Summary In this activity students role-play Family Life Counselors who must listen to a variety of scenarios and options involving fictitious characters (clients) in the process of making serious decisions. These clients are relying on their counselors for advice.

Students decide what these characters should do:

- No! Stop!
- Be very cautious.
- Yes, go ahead.

After the choice has been made, the students should explain why they made that decision.

Objectives

Students:

- ✓ simulate how to listen and communicate as a family counselor.
- ✓ think critically about family problems.
- ✓ practice decision making.

Student Materials

- None required

Teacher Materials

- Teacher Resource
- Three signs

Advance Preparation

Make three signs for use as table labels (8" × 11" file folders work well). Use these headings (the descriptors are optional).

- RED LIGHT: No! Stop!
- YELLOW LIGHT: Be very cautious.
- GREEN LIGHT: Yes, go ahead.

Think about your room arrangement. Students will be running towards three tables at the same time. Is the room large enough, or is it more convenient to do this in a multipurpose room or outside?

Review the scenarios on the Teacher Resource before reading them to your students. Are your students ready for this subject matter? Should you reword any scenario?

Estimated Time 40 minutes

Interdisciplinary Connections

Language Arts Have students write their own scenarios and options for use in future games of Red Light.

Have students write a script in which the characters must consider the options and make a decision. Students can act this out and help lead the class in a discussion afterwards.

Guidance Have the students use mass media resources to find actual examples of people who were in risky situations. What options were available and what decisions were made? What were the results? What would the students have done if they were the ones in these situations?

Prerequisites and Background Information

None required

IMPLEMENT

Introduce Activity 4-1 by telling them that today they are going to play a middle school version of a childhood game. What's at stake has changed, because as they get older, decisions often become more important. Does anyone remember how to play Red light, Green light? If they do, ask them to describe the childhood version.

Step 1 Read the instructions in the student edition with the class. Arrange the room so that there are three tables (or lines of chairs or benches) each labeled either RED LIGHT, YELLOW LIGHT, or GREEN LIGHT. Have students stand in the middle of the room or against one of the walls.

Step 2 Read a scenario and explain each option to them before they make their decision.

Step 3 Say "Go." The students rush to the tables of their choice.

Step 4 Ask volunteers from each table to explain why they chose that table based on the information they had. Have students return to their original starting point. If you allow them to remain seated at their table, some students might opt to remain seated and not participate. Read the next scenario and repeat the process.

Conclude Activity 4-1 by asking students which scenarios were the hardest for them to decide about. Ask them if they think they were influenced by where others were heading.

ASSESS

Use the explanation phase of this activity to assess if students can

- ✓ simulate the strategies of decision making.
- ✓ uses the skills of communicating the word "No."
- ✓ demonstrate the strength to use self-control and set limits.
- ✓ demonstrate critical thinking skills in analyzing potential problems and developing coping strategies.

Journal Writing

Write a poem about how you think relationships should be. Include any personal experiences that might have been emotionally painful, but might have helped you better understand yourself, relationships, and how to make them work.

What Do You Think?

Many people have power over other people, but do not use that power to take advantage of them. What stops them from doing so? Have you ever been tempted to take advantage of other people's trust, honesty, or innocence?



Mini-Activity

Lyrical Messages Students bring in the words from songs about relationships and discuss what they say about male and female relationships.

What Do You Think?

1. Think about a time when you were negotiating with a friend about a difference in opinion, and rather than an equal compromise, your friend ended up giving in to your point of view. How did you feel about your friend? How did you feel about yourself?
2. Now think of a time when you gave in to a friend's point of view to settle a difference of opinion. How did you feel about yourself? How did you feel about your friend?



Mini-Activity

Learn the Signs Students create scenarios about seduction or coercion and role-play them for the class.

What Do You Think?

Why might resisting and saying no to seduction be hard to do?

Activity 4-2: If You Loved Me

PLAN

Summary In this activity students respond to the reading of a scenario in which the boy wants to have sex with his hesitant girlfriend. Students discuss the relationship between these two adolescents and try to determine how this situation could be resolved.

Objectives

Students:

- ✓ explain the different strategies used.
- ✓ compare gender differences in the use of specific strategies.
- ✓ identify factors that influence decision making.

Student Materials

- Resource

Teacher Materials

- None required

Advance Preparation

None required

Estimated Time 40 minutes

Interdisciplinary Connection

This activity could be done in health education.

Prerequisites and Background Information

Students should have working definitions for abstinence, cooperation, negotiation, compliance, seduction, and coercion.

IMPLEMENT

Introduce Activity 4-2 by having the students review the terms abstinence, negotiation, cooperation, compliance, seduction, and coercion. Go over the instructions for the activity in the text.

Steps 1-2 Divide the class into four small groups and give each student a Resource to read. Ask them to make sure they pay careful attention to the relationship between the couple and the strategies used by the individuals to get what they want.

Steps 3-5 When students have completed their reading, review the discussion questions by asking if any of the questions need to be clarified. If so, paraphrase the question. Students are to make sure they use the terms you have reviewed in their discussions. After the first round of discussions involving the original story, have each group change the story so that each of the strategies is more clearly reflected—negotiation, compliance, seduction, and coercion. Assign one word to each group and have that group read their revised scenario to the class when completed.


- Group 1: Negotiation (they agree by mutual consent)
- Group 2: Compliance (one gives into the wishes of the other willingly)
- Group 3: Seduction (one tricks the other into giving in)
- Group 4: Coercion (one forcefully gets his or her way)

Conclude Activity 4-2 by having the students reflect on the influences of peer pressure, alcohol and drugs, loneliness, depression, and the fear of rejection on one's ability to make the best decisions.

ASSESS

Use the class discussions and the revised scenarios to assess if students can

- ✓ explain the different strategies used in the scenarios.
- ✓ determine gender difference in the types of strategies used.
- ✓ identify other factors that influence decision making.

 **Journal Writing**

Understanding that sexual stimulation leads to sexual response may influence your thoughts about how you conduct yourself, especially if you have strong feelings about whether or not you are ready to become sexually active. What guidelines will you set for yourself?

Review Questions/Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. Why is making the decision to abstain or engage in sexual intercourse so much more difficult and important than deciding to engage in other sexual activity, such as kissing or exploring your partner's genitals?
 2. What factors influence the development of sexual behavior?
 3. What are the most common reasons that adolescents choose abstinence?
 4. Why do people choose to enter into sexual relationships?
 5. Compare and contrast the terms compliance and cooperation.
 6. Are seduction and coercion parts of a healthy sexual relationship? Why or why not?

Activity 4-1 Teacher Resource: Red Light-Green Light

Instructions

You are Family Life Counselors and these adolescents are your clients who are relying on you to give them your honest advice.

Read each of the following scenarios and options, in turn.

(Follow the instructions outlined in the student and teacher texts.)

Scenario A

A girl does not have much self-confidence. She thinks of herself as being ugly. She does not date and she studies hard so that she can go to college. A boy starts paying attention to her and she likes it. One night she is at a party and he asks her to go into the back room with him, possibly to have sex.

Options:

- **Red Light:** No! Stop!
- **Yellow Light:** Be very cautious.
- **Green Light:** Yes. Go ahead.

Consider the same scenario, but what if she had been drinking? What if he had been drinking?

Scenario B

Two teenagers are in love and want to spend the night together. They may or may not have sex. The boy has discovered through a blood test that he tested positive for syphilis. What should they do that night?

Options:

- **Red Light:** No! Stop!
- **Yellow Light:** Be very cautious.
- **Green Light:** Yes. Go ahead.

Same scenario but what if he had tested positive for HIV?

Scenario C

Two people really love each other. They want to be mature and responsible about sex, so they discuss birth control. She suggests they use a condom, but he says he does not like the way a condom feels. What should they decide?

Options:

- **Red Light:** No! Stop!
- **Yellow Light:** Be very cautious.
- **Green Light:** Yes. Go ahead.

Scenario D

A girl has a much older boyfriend. He is sexually experienced, while she is still a virgin. She really likes him. They go to a movie. After the movie, they drive to a secluded place and park. He wants to have sex. Although she really likes him she is not sure this is the right thing for her to do. What should she do?

Options:

- **Red Light:** No! Stop!
- **Yellow Light:** Be very cautious.
- **Green Light:** Yes. Go ahead.

Scenario E

Two people care about each other and have been sexually active for a few months. One night she comes to his house. She enters the house. She has been drinking and is loud and obnoxious. He is turned off by her behavior. She is very insistent about having sex. What should he do?

Options:

- **Red Light:** No! Stop!
- **Yellow Light:** Be very cautious.
- **Green Light:** Yes. Go ahead.

Scenario F

A boy has a reputation for having had sex with a number of girls. He has a new girlfriend whom he loves more than any of his former girlfriends. She has heard of his reputation, and wants to have sex with him. He is not so sure because he wants it to be special and romantic, and they haven't been going out for very long. What should he do?

Options:

- **Red Light:** No! Stop!
- **Yellow Light:** Be very cautious.
- **Green Light:** Yes. Go ahead.

Activity 4-2 Resource: If You Loved Me (Student Reproducible)

Instructions

Read the following scenario and respond to the accompanying questions. Share your conclusions with the class. The discussion questions should be talked about in each group and then discussed by the class as a whole.

Scenario

Teresa was really happy with her relationship with Joe—they talked a lot, they had lots of fun, and he seemed to understand her and her problems. The last thing she wanted was to break up with him. But recently Joe was pressuring her to have sexual intercourse. If she didn't agree to have intercourse, she felt she might lose Joe. He

said he could “get it” from other girls, and that if she really loved him she would give him the sex he wanted. Joe claimed all his friends said Teresa must be immature, because she was not ready for intercourse. That remark really made Teresa feel insecure. She wanted Joe to be proud of her and respect her. Sooner or later Teresa felt she would probably give in to Joe just so she could keep him. She did not want to lose their close relationship. But she dreaded that day. She wanted to abstain, to do what she thought was right for her, but what about Joe? She wondered if she didn't owe him sex since she was his girlfriend. She was confused and afraid.

Discussion question

Does the interaction between Teresa and Joe involve cooperation, negotiation, seduction, coercion, or a combination of two or more strategies? Explain by using examples.

Rewrite the scenario

Your teacher will assign your group one of four strategies—negotiation, compliance, seduction, or coercion. As a group you will rewrite the above scenario as a dialogue, having the characters use the strategy you have been assigned when they talk with each other.

Share your scenario

Take turns sharing your new scenarios with the other groups in the class.

Discussion Questions

1. How did each strategy affect the decision-making process and the outcome of the new scenarios?
2. Are boys or girls more or less likely to use any of these strategies? Why? Discuss the gender differences with respect to the strategy you wrote into your story.
3. How does one protect oneself from being taken advantage of? What should Teresa do? What should Joe do?
4. How do peer pressure, alcohol and drugs, loneliness, depression, and the fear of rejection make one more vulnerable in these situations? What other factors are important?

CHAPTER

6**Sexual Abuse and Coercion -
Teacher's Guide (Human Biology)****CHAPTER OUTLINE**

6.1 PLANNING**6.2 USING SEXUAL ABUSE AND COERCION – STUDENT EDITION (HUMAN BIOLOGY)****6.3 ACTIVITIES AND ANSWER KEYS**

6.1 Planning

Key Ideas

- Sexual abuse of children takes advantage of a child's inability (due to age or maturity) to give informed consent.
- The nature of the effects of abuse depend on the child's age and level of maturity, the nature and duration of abuse, and how the discovery and treatment of the situation is handled.
- Sexual exploitation and abuse are ways people take unfair sexual advantage of other people for selfish reasons.
- Rape is the most extreme form of coercion. It involves forcing another person into sexual interaction without their informed consent.

Overview

This section continues the discussion that was begun at the end of Section 4. It explores harmful sexual relationships and deals with the issues of exploitation and abuse, starting with sexual harassment. The first activity asks students to identify forms of sexual harassment, analyze their cause, and determine methods of prevention. Sexual abuse of children is defined, and the issue of informed consent is raised. Other forms of coercion, the most extreme of which is rape, are identified. The differences between rape, date rape, and statutory rape are explained, and ways of preventing rape are discussed. The final activity deals with the issue of how to make sure that your actions are not misinterpreted in a sexual situation, and that when you say stop, stop is what happens.

Objectives

Students:

- ✓ recognize and describe sexual harassment.
- ✓ develop strategies to deal with this form of harassment.
- ✓ examine the issue of child abuse.
- ✓ distinguish between the terms informed consent, rape, and date rape.
- ✓ identify ways to make sure that NO is understood.

Vocabulary

child sexual abuse, date rape, incest, informed consent, prostitution, rape, sexual abuse, sexual harassment, statutory rape

Student Materials

Activity 5-1: Sexual Harassment

- Activity Report

Activity 5-2: What Does “Stop” Mean?

- Resource
- Activity Report

Teacher Materials

Activity 5-1: Sexual Harassment

- Activity Report Answer Key

Activity 5-2: What Does “Stop” Mean?

- Activity Report Answer Key

Advance Preparation

See Activities 5-1 and 5-2 in the student edition.

Interdisciplinary Connection

Language Arts Role-playing and discussion groups help students develop communication skills and can lead to essay or journal writing. A Mini Activity involves debate.

Background Information

Sexual abuse and coercion are sensitive subjects. They represent real and serious problems about which people must be informed. People should also be helped to develop methods of dealing with the problem. But at the same time, the discussion of sexual abuse and coercion can be needlessly frightening to young adolescents. Combined with the alarms about and fear of pregnancy and STDs, the specter of abuse and coercion can easily generate an image that sexuality is a dangerous minefield. To keep matters in perspective, it needs to be stated that as real as these dangers are, the majority of people go through life without getting infected, harassed, or coerced.

The issue of incest has to be discussed with special sensitivity. Although the national hysteria over satanic practices and mass abuses of children has subsided, its reverberations persist.

6.2 Using Sexual Abuse and Coercion – Student Edition (Human Biology)

Introduce the terms *exploitation*, *abuse*, and *sexual harassment*.

Read the opening pages on how people take sexual advantage of one another.

Have students complete *Activity 5-1: Sexual Harassment*.

Read the selection on sexual abuse of children. Make sure that students know about the concept of informed consent. Be prepared for strong reactions.

Remind students about what coercion means before they begin reading the final pages on rape. Point out that informed consent plays a role in this area as well as in child abuse.

End the section with *Activity 5-2: What Does “Stop” Mean?*



Mini-Activity

Debate! Students debate the sentence, “Checking out and commenting on another person’s physique is sexual harassment.”

What Do You Think?

At what point does teasing become sexual harassment? Does this point differ for people or should there be a general rule for everyone? Is sexual harassment a subjective experience or one that can be evaluated objectively? Why or why not?

6.3 Activities and Answer Keys

Activity 5-1: Sexual Harassment

PLAN

Summary In this activity students have an opportunity to write about and discuss sexual harassment.

Objectives

Students:

- ✓ recognize and describe sexual harassment.
- ✓ develop strategies to deal with this form of harassment.

Student Materials

- Activity Report

Teacher Materials

- Activity Report Answer Key

Advance Preparation

None required

Estimated Time 50 minutes

Interdisciplinary Connections

Social Studies Have students collect news articles dealing with sexual harassment. Have them consider the original questions in this activity as they read the articles. Use these articles as discussion prompts or as prompts for written and/or oral reports.

Have students observe student behavior on the school campus for one day, noting any examples of sexual harassment. Students can relate these observations to the class. The class might develop an observation form that they could fill in during an official observation of student behavior on campus. Using this information, the class can formulate a pro-action plan designed to raise student awareness of what sexual harassment is, its impact on both perpetrators and victims, and possible solutions.

Guidance Have students write a pledge based on the idea, “I will not be a perpetrator and I will not be a victim,” and have them say it daily.

Prerequisites and Background Information

Student knowledge of the different types of sexual harassment

IMPLEMENT

Introduce Activity 5-1 by going over the introduction in the student text.

Steps 1-6 Tell students that they will be writing about an example of sexual harassment that they have witnessed or experienced. The description should include answers to the questions in their text. If any student does not want their paper read to the class, they should mark an X at the top of the paper, so the paper will not be read aloud. Give them 10-20 minutes to write.

Have students pass their papers in. Quickly scan the papers looking for one that obviously was written in some detail. Look for the following features.

- The example cited is clearly sexual harassment.
- The example can be appropriately shared with the class.
- The reactions of the victim and any witnesses are cited.

This review requires quick editing and censoring as needed. The paper might have to be paraphrased, depending on the language.

Read the example and the reactions of victim and witnesses to the class. Ask students the following questions about the example given.

- Is this a case of sexual harassment? Why?
- Was the reaction of the victim appropriate to the situation? Why?
- Was the reaction(s) of any witnesses appropriate? Why?

Read the writer's view as to the motivation of the perpetrator.

- What could be the motivation of the perpetrator(s)?
- How would knowing the possible motivation of a perpetrator help one deal with sexual harassment?

Conclude Activity 5-1 by asking students to list on the board possible solutions to this problem.

ASSESS

Use the papers, the written responses on the Activity Report, and the discussion of sexual harassment to assess if students can

- ✓ explain what sexual harassment is.
- ✓ identify ways to stop sexual harassment.

Activity 5-1: Sexual Harassment – Activity Report Answer Key

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**

- Describe one example of sexual harassment that you have observed or been subject to in your school or in your community.
- Why do you think the perpetrators were sexually harassing the person?
- What was the reaction of the victim? How was this person dealing with it?
- If there were witnesses to this harassment, what were their reactions?
- How should a victim behave under these circumstances?
- What can you, as a person or as a group, do to help stop such behavior?

What Do You Think?

Much of discipline involves getting a child to listen to, respond to, and respect adults. Yet in some situations, a child needs to say no. How do children know when it's okay to say no to an adult? How can parents teach children to listen and cooperate, but also to say no when appropriate?

- A suggested response will be provided upon request. **Please send an email to teachers-requests@ck12.org.**

$\xrightarrow[\text{Your}]{\text{Apply}}$ KNOWLEDGE

Think back to the last section, what are verbal threats and psychological pressure called?



Mini-Activity

Help Is Available Students create a list of resources for abused children.

What Do You Think?

How old were you when you first heard about rape? What did you think it was? How did knowing about it make you feel?

- A suggested response will be provided upon request. **Please send an email to teachers-requests@ck12.org.**

$\xrightarrow[\text{Your}]{\text{Apply}}$ KNOWLEDGE

1. **Why might a person who has been raped not report it to the police?**
2. **Why should a person who has been raped report it to the police?**



Mini-Activity

Be Prepared Students identify three resources available to them in case of a sexual assault emergency.

Activity 5-2: What Does “Stop” Mean?

PLAN

Summary In this activity students explore the issue of rape. They consider these questions:

- What is informed consent?
- When does “necking” become rape?
- What strategies can be used to avoid rape?
- What does “Stop” mean?

Objectives

Students:

- ✓ distinguish between the terms informed consent, rape, and date rape.
- ✓ identify ways to make sure that NO is understood.

Student Materials

6.3. ACTIVITIES AND ANSWER KEYS

- Resource
- Activity Report

Teacher Materials

- Activity Report Answer Key

Advance Preparation

None required

Estimated Time 40 minutes

Interdisciplinary Connections

Social Studies Have students research the laws related to rape and the penalties for rape.

- Have the class conduct a mock trial of Brad who has been charged with the rape of Laura. What arguments would the prosecution present and what arguments would the defense present? It would be interesting to note if the victim is on trial, as well as the defendant. Are different views held by the different genders in the class, and how does this reflect on the justice system when the victims feel they are the ones who are being persecuted?

Community Service Have students create a school campaign to prevent rape through education: posters, video docu-dramas, radio and television sound bites, letters to students, parents, and school board members, create a speakers bureau.

Language Arts Have students investigate cases of rape in the news. Have them select a real-life situation from the news to write about. Many of the discussion questions students have just considered can be asked of this real-life scenario as well.

- Have students write a creative script about rape. They can start with the single words listed on the board at the end of this activity. For emphasis, intermix the word “rape” with every third word or fourth word. The script could include three or four sets. A set would consist of five to six words. Example of one set:

Rape

Humiliation

Pain

Rage

Rape

Prerequisites and Background Information

Review the meaning of informed consent. (Informed consent is an agreement based upon an understanding of the situation or activities, and the ability to have free choice.)

IMPLEMENT

Introduce Activity 5-2 by asking students to think of a time when a joke went too far, or when something that was fun stopped being fun because another person got carried away. How did they make the person stop? Rape is a much more serious action. Sometimes the victim cannot prevent the rape. Other times there are situations we can avoid, or responses we can have to situations that may stop a rape from happening.

Step 1 Divide the class into groups of approximately 4-5 students each, and give each student an Activity Report.

Step 2 Allow sufficient time for students to read the scenario and the discussion questions. Ask students if they need any question clarified and, if so, paraphrase the question. Groups should discuss each of the questions and then share their conclusions with the whole class.

Step 3 During the class, review the main points made by each group on the chalkboard. Before leaving question 1, ask the class if any individual has another point of view that has not already been raised. New insights might result when people consider the conclusions listed on the board. Then go to question 2, following the same process for this and the remaining questions.

Conclude Activity 5-2 by asking students to restate the difference between informed consent and rape.

ASSESS

Use group and class discussions to assess if students can:

- ✓ explain the concept of informed consent and what the word “stop” means.
- ✓ define necking.
- ✓ describe prevention strategies.
- ✓ explain rape and identify rape as a crime.

Activity Report 5-2: What Does “Stop” Mean? – Activity Report Answer Key

Discussion Questions

1. Look at Laura’s interactions throughout the evening.
 - Does she give informed consent at any time during the evening? Explain.
 - Does she definitely not give informed consent at any time during the evening?
 - Give examples and explain.
2. What explanation can be given for Brad’s behavior?
 - Is he a perpetrator of rape or date rape? Explain.
 - Could any of Laura’s actions have given Brad the mistaken impression that he could take advantage of the situation?
 - What should Laura, the college, law, and society do about Brad?
3. What was it that Laura did or did not do that made it more likely that something like this would happen to her? Explain through specific examples.
4. What did Laura mean by “stop”? Do girls say one thing and boys hear another thing? Explain.
5. List five to eight single words that best express the emotions Laura must have felt after the rape.

Journal Writing

- You are a peer counselor at school, and you recently spent a lot of time with a student who keeps saying yes to people in a variety of situations when she really means no. You are beginning to worry about whether she is going to get sexually involved with someone against her will, just because she is afraid to say no. What is your advice to her? How might you help her develop some confidence and skills to say no?
- You have recently discovered that one of your friends has been sexually abused by a family friend. What should you do? Write an entry in your diary about your reactions to the situation and what you plan to say and do to help your friend?

Review Questions-Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. What is sexual exploitation? Provide and explain an example.
 2. What is sexual abuse by relatives called?
 3. What are some common feelings felt by a child being abused, and what factors affect how well a child will handle and recover from abusive situations?
 4. Give some examples of psychological coercion.
 5. What is the difference between rape and statutory rape?
 6. What does informed consent mean? Why is it important?
 7. List five safety tips for preventing rape.

Activity 5-1 Report: Sexual Harassment (Student Reproducible)

1. Describe one example of sexual harassment that you have observed or been subject to in your school or in your community.
2. Why do you think the perpetrators were sexually harassing this person?
3. What was the reaction of the victim? How was this person dealing with it?
4. If there were witnesses to this harassment, what were their reactions?
5. How should a victim behave under these circumstances?
6. What can you, as a person or as a group, do to help stop such behavior?

Activity 5-2 Resource: What Does “Stop” Mean? (Student Reproducible)

Instructions

Read this scenario and respond to the accompanying questions. The discussion questions should be discussed in each group and then discussed by the class as a whole.

Scenario

Laura is a first-year student in college. She goes to an unsupervised party at a dorm with Mary, who knows some of the guys. For several hours, they drink beer, talk, and listen to music. Occasionally Laura playfully hugs or kisses some of the boys. Then the party starts getting rowdy. Some of the guys, who are quite drunk by then, begin to grab Laura. At first they grab her playfully and then more roughly. Laura tries to stop them but they don't pay any attention. Her head is reeling from the beer. She doesn't know what to do. Then Brad, one of the young men she had been talking to earlier, walks over and pulls her away from the others. She is quite relieved. She starts looking for Mary so they can go home, but Mary is nowhere in sight.

Brad suggests that they go up to his room, where she won't be bothered. He tells her that she can wait there for Mary. Laura isn't so sure that's a good idea. But Brad seems like a nice guy. She thinks, "After all, he did rescue me." Besides, it is very late, and she doesn't like the idea of walking back to her dorm in the dark alone. Laura decides to accept his offer.

Once in the room, Brad and Laura drink some more beers. Soon, Brad is making passes at Laura. At first she goes along with it. Then, when he starts to undress her, Laura asks him to please stop. She says it gently, so she won't hurt his feelings or make him angry. Then Brad becomes a different person. He drops all pretense at being nice. He pushes her onto his bed. Despite her loud cries to stop, he rapes her.

Activity 5-2 Report: What Does “Stop” Mean? (Student Reproducible)

Discussion Questions

1. Look at Laura's interactions throughout the evening.
 - Does she give informed consent at any time during the evening? Explain.
 - Does she definitely not give informed consent at any time during the evening?
 - Give examples and explain.
2. What explanation can be given for Brad's behavior?
 - Is he a perpetrator of rape or date rape? Explain.
 - Could any of Laura's actions have given Brad the mistaken impression that he could take advantage of the situation?
 - What should Laura, the college, law, and society do about Brad?
3. What was it that Laura did or did not do that made it more-likely that something like this would happen to her? Explain through specific examples.
4. What did Laura mean by “stop”? Do girls say one thing and boys hear another thing? Explain.
5. List five to eight single words that best express the emotions Laura must have felt after the rape.

CHAPTER **7** Sexually Transmitted Diseases - Teacher's Guide (Human Biology)

CHAPTER OUTLINE

7.1 PLANNING

7.2 USING SEXUALLY TRANSMITTED DISEASES – STUDENT EDITION (HUMAN BIOLOGY)

7.3 ACTIVITIES AND ANSWER KEYS

7.1 Planning

Key Ideas

- Sexually transmitted diseases range from minor complaints to life-threatening illnesses. They can be avoided by practicing abstinence, knowing your partner's sexual history, and using condoms with spermicide.
- Sexually transmitted diseases are caused by bacteria or viruses that are transmitted from person to person through the exchange of bodily fluids, typically through sexual contact.
- Most bacterial STDs should be treated promptly and completely with antibiotics. Viral STDs are typically more serious than bacterial STDs, are more difficult to treat, and are easier to get in the presence of bacterial STDs.

Overview

This section deals with sexually transmitted diseases. It uses a case study to show the impact of STDs on individuals and relationships. Through the characters in the case study, the section describes common symptoms, gives facts about the frequency of STDs, and outlines the important steps in prevention. The first activity in the section asks students to role-play situations in which they become the characters of the case study. In the role, they have to tell the important people in their lives that they have contracted, and may have passed along, an STD. In addition, the section presents the most common bacterial and viral forms of STDs, and indicates the usual treatments where applicable. The section ends with an activity that effectively demonstrates the chain of infection, and how disease spreads from person to person.

Objectives

Students:

- ✓ identify the symptoms of STDs.
- ✓ discuss the prevention, spread, and treatment of STDs.
- ✓ distinguish between viral and bacterial STDs.
- ✓ develop strategies for honest and open communications regarding sex.
- ✓ recognize that having sexual intercourse with one person also involves being exposed to whatever the previous partners of that person have been exposed to.
- ✓ recognize that while taking precautions can reduce the risk of infection and cut down on the number of people infected, it does not eliminate all risk.

Vocabulary

bodily fluids, carrier, chlamydia, diagnose, genital herpes, genital warts, gonorrhea, microorganisms, PID, prevention, sexually transmitted diseases, skin lesions, spermicides, sterility, viruses

Student Materials

Activity 6-1: What to Say and How

- Activity Report

Activity 6-2: STD Handshake

- 1 index card per student per round played (generally 2 rounds)
-

Teacher Materials

Activity 6-1: What to Say and How

- None required

Activity 6-2: STD Handshake

- Clipboard or paper for tallying results and keeping track of the game
-

Advance Preparation

See Activities 6-1 and 6-2 in the student edition.

Activity 6-2: STD Handshake

For Round 1:

- Count out enough index cards for each student to have one.
- Mark one index card on the back with an **X**.

For Round 2:

- Count out enough index cards for each student to have one.
- Mark one index card on the back with an **X**.
- Mark 2-4 index cards on the back with the letters **C+S**.
- Mark one index card on the back with the letters **C+S failure**.

Interdisciplinary Connections

Language Arts Role-Playing and discussion groups help students develop communication skills, and can lead to essay or journal writing.

Art A Mini Activity involves designing and creating displays.

Science Bacterial and viral transmission of disease are discussed.

Background Information

There are two key issues to get across with respect to becoming infected with an STD—with whom you have sex and what kind of sex is involved. The first is the more important. If your partner is not infected, you will not get infected no matter what you do or how often. A corollary is, the more partners you have, the greater the risk of one of them being infected, hence the greater risk of you becoming infected.

If your partner is infected, then what you do and how often you do it becomes important. This is where safer sex practices must be used. While no practice other than abstinence is foolproof, the use of condoms with spermicide does make a difference, as does what you do (such as being the receptive partner in anal intercourse, which is the highest risk sexual activity).

There are good discussions of STDs in the two sexuality textbooks referred to earlier (Allgeier and Strong).

7.2 Using Sexually transmitted Diseases – Student Edition (Human Biology)

Begin by defining STD for the class.

Read the introductory material on what they are and how they are transmitted, which includes a case study of two students named Chris and Neeley.

Have students complete *Activity 6-1: What to Say and How*, an activity that places them in the roles of Chris and Neeley.

Assign the section on the causes and symptoms of STDs. Be prepared for strong reactions to the pictures. Teenagers are often much more affected by signs of disease and illness than they are by thoughts of death, which seems impossible to them.

Stress that it is important for anyone who might have an STD to seek immediate medical treatment.

End the section with *Activity 6-2: STD Handshake*. This is a very graphic way of demonstrating that when you have sex with one person, you are affected by everyone else that person may have had intimate relations with. It clearly shows how disease spreads and how prevention can limit, and abstinence can eliminate, your risk of getting an STD.

- A suggested response will be provided upon request. **Please send an email to teachers-requests@ck12.org.**

$\xrightarrow[\text{Your}]{\text{Apply}}$ KNOWLEDGE

Why are young people so much more at risk for acquiring STOs than older age groups? (See *Did You Know?* on same page.)

$\xrightarrow[\text{Your}]{\text{Apply}}$ KNOWLEDGE

- **Chris realizes he has to tell both his girlfriend Neeley and his old girlfriend Terry that he is infected. What are two reasons why he has to tell them?**
- **If a person has sex with more than one partner, whose sexual histories are not known, what method of contraception provides the best protection against STDs?**

7.3 Activities and Answer Keys

Activity 6-1: What to Say and How

PLAN

Summary In this activity students assume the roles of two teenagers who are sexually active. These teenagers must cope with the issue of a sexually transmitted disease. Students write the dialogue they imagine these two people must have had as they try to save their relationship.

Objectives

Students:

- ✓ develop strategies for honest and open communications.
- ✓ recognize the responsibility of each person in a relationship to protect themselves from STDs.

Student Materials

- Activity Report

Teacher Materials

- None required

Advance Preparation

None required

Estimated Time 40 minutes

Interdisciplinary Connections

This activity has connections to **Guidance/Health, Language Arts, Science.**

Prerequisites and Background Information

A working knowledge of what STDs are and how they can be prevented.

IMPLEMENT

Introduce Activity 6-1 by reviewing the situation between Chris and Neeley described in the text on page 44.

Step 1 Divide the class into pairs. Give each pair an Activity Report. Assign each pair one of the dialogues. More than one pair will do the same dialogue. For example, if there are 8 pairs in the class, 2 will do dialogue number one, two will do dialogue number 2, and so on. They should use the relevant questions in their section to help guide the written dialogue between the characters that they create.

Step 2 Give the pairs 5-10 minutes to write about their specific dialogue in response to the scenario. Here are the rules for writing dialogue.

- Neither of the writers may talk to each other.
- The first character (writer) starts the conversation by writing something relevant on the paper.
- The paper is then given to the other character (writer) who must respond to what has been written-in writing only!
- The paper is handed back to the first character who then must respond, in writing, to what has been written until the dialogue is complete.
- Remind the pairs to stay focused on the questions and topic. It is essential to emphasize that no talking may occur. All communicating must be done in writing.

Step 3 The paper upon which all the writing has occurred is now the script. The pair can review the script and edit it as needed. When the groups have completed their scripts, have each group read their script to the class with emotion and enthusiasm. Or you can have one pair read their script to another pair if you want things to move faster.

Conclude Activity 6-1 with a discussion of how realistic the scripts were and what the students would have done or not done in a similar situation. Points that should come out include:

- communicate with your partner
- take responsibility for yourself and prevent STDs
- recognize some of the common symptoms of STDs
- determine at least three things one can do to avoid STDs

ASSESS

Use the scripts and the discussions to assess if students can

- ✓ develop strategies of good communication.
- ✓ recognize common symptoms of STDs.
- ✓ determine ways to protect themselves from STDs.

- A suggested response will be provided upon request. **Please send an email to teachers-requests@ck12.org.**

Apply
→ *Your* → KNOWLEDGE

How might drugs and alcohol affect the spread of STDs?



Mini-Activity

Campaign against STDs Students design a button, a bumper sticker, and a sign promoting sexual health and the prevention of STDs. As a class, select a few and host an STD prevention week at school.

- A suggested response will be provided upon request. **Please send an email to teachers-requests@ck12.org.**

Apply
→ *Your* → KNOWLEDGE

Why would women have a higher risk of getting gonorrhea than men? (Hint: Think back to what you learned in the previous section about STDs.)

Activity 6-2: STD Handshake

PLAN

Summary In this activity students use handshakes to represent sexual intercourse. They track the number of people who would be infected by an STD through sexual contact with multiple partners if one original member of the group is infected.

Objectives

Students:

- ✓ recognize that having sexual intercourse with one person also involves being exposed to whatever the previous partners of that person have been exposed to.
- ✓ determine that while taking precautions can reduce the risk of infection and cut down on the numbers of people infected, it does not eliminate all risk.

Student Materials

- One index card per student per round played (generally 2 rounds)

Teacher Materials

- Clipboard or paper for tallying results and keeping track of the game

Advance Preparation

For Round 1:

Count out enough index cards for each student to have one.

Mark one index card on the back with an **X**.

For Round 2:

Count out enough index cards for each student to have one.

Mark one index card on the back with an **X**.

Mark 2-4 index cards on the back with the letters **C+S**.

Mark one index card on the back with the letters **C+S failure**.

Estimated Time 40 minutes

Interdisciplinary Connections

Social Studies Find out about times in history when plagues or other diseases have decimated entire populations (such as the “Black Death”). How were they eventually stopped? What was their impact on the cultures that they affected?

Language Arts Immediately after the game have students orally, or in their journals, talk about what it felt like to find out that they had or had not been infected with an STD during the game.

Math Keep track of the results of each round of the game. Calculate the percentages of people infected in each round. Discuss the differences in rate of infection in each round. Find a way to graphically represent the results. Predict how the numbers would change if the variables changed. Run Round 1 a second time and see if it comes out differently due to random selection.

Prerequisites and Background Information and Skills

The teacher should have read Section 7 on AIDS.

7.3. ACTIVITIES AND ANSWER KEYS

IMPLEMENT

Introduce Activity 6-2 If necessary, have students read or review Section 6 in their text. Go over the instructions for this activity in the student edition. It is important to point out that, although STDs are NOT passed on through casual contact such as shaking hands, shaking hands is being used in this activity to **REPRESENT** sexual intercourse. Tell them that, although this activity seems fairly complicated, it will work well if they listen carefully for instructions and stay focused. They have to make sure that they list their signatures in proper order, and wait until the teacher tells them that it's their turn to speak. You may need to have a practice round first.

Steps 1-2 Hand out the index cards for the first round. Remind the person with an X to stay quiet about it. Tell them to begin shaking hands and getting signatures. Watch to make sure that they understand the process, and correct them if you need to. Give students about 5-8 minutes to get all signatures.

Steps 3 - 4 Have everyone stand very still. Ask the person with the X to come forward. Explain that this person was infected with an STD (such as AIDS or gonorrhea). That person will then slowly read the names of the five people with whom he or she had contact. Those people have now been infected with the same virus. If a student's name is on the list, he or she must then step forward and read the names of those people whose hands they shook **AFTER** having contact with the infected person. In other words, read the names of those people who signed their card **AFTER** the person who infected them signed the card. These people have been infected, too, and must come forward.

Steps 5-7 Next, the new people read the names of anyone with whom **THEY** had contact **AFTER** being infected. All people who have been infected take turns doing this until all infected people have been identified. A name may be called more than once, but that person only needs to read their list the first time. The second time just means that they were exposed again. However, since they were already infected before, it does not change the chain of people affected. Have all the infected people stand together on one side of the room. How many members of the class did the original person infect?

Steps 8-10 In Round 2, there are more options on the backs of the index cards. **C+S** means condom with spermicide, which saves (protects) the person from infection. **C+S failure** means the protection didn't work, and the person became infected. The more cards marked with **C+S**, the more dramatic the reduction in infection will be. You can continue beyond Round 2 if you wish, changing the number of precaution cards each time. Or you can add other variables, such as cards marked with **M** for monogamous (the person with that card can only be infected by the person whose card they sign first) or **A** for abstinence (the person marked with an **A** cannot be infected by anyone, since the person does not have sex).

Step 11 Keep track of the number of infected people in each round on your clipboard, or appoint a student to be a recorder rather than a participant so that the name of each infected person can be written on the board as it is identified.

Helpful Hint

You might want to try a run through with a few willing friends or teachers at a faculty meeting to see how the process works.

Conclude Activity 6-2 by debriefing the class after the game to discuss the results. Make sure they know that the chances of catching an STD are reduced by limiting the number of sexual partners and/or taking precautions. But emphasize that not having sexual intercourse is the only way to guarantee that they will not be infected. Students should also see that you can't always accurately determine your risks. This is because you don't always know the sexual history of the person you are with, and a person may appear symptom free even though she/he is infected with an STD.

ASSESS

Use the class discussion at the end of the activity to assess if students can

- ✓ explain that precautions reduce, but do not eliminate, the risk of contracting an STD.
- ✓ recognize that having sex with one person also means being exposed to whatever the previous partners of that person were exposed to.

Journal Writing

How would having a sexually transmitted disease affect your life and the lives of those around you?

Review Questions/Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. What are STDs and how do they spread?
 2. What kinds of symptoms might lead a person to suspect an STD?
 3. What is the general five-step procedure for treating STDs?
 4. Dr. Brown offered Chris some important advice about avoiding STDs. What three pieces of advice were suggested?
 5. What are two STDs caused by viruses?
 6. How do you cure viral infections? How do you cure bacterial infections?

Activity 6-1 Report: What to Say and How (Student Reproducible)

Look back in your text to the section with Chris and Neeley found on pages 44-46. Review the situation. Then write the dialogue with your partner that your teacher has assigned to you.

Dialogue 1

Go back to the time when Chris has not yet seen the doctor. Instead of canceling the date and avoiding the entire situation, suppose Chris decides to go to Neeley's home. They start to make out, and Chris gets nervous. Write a dialogue between Chris and Neeley in which he tells her about his symptoms and why he doesn't want to have sex.

Guides:

- Describe how Chris might feel.
- Describe Neeley's reaction and how she might feel.
- Do they break up? Why or why not?

Dialogue 2

Chris has now seen the doctor. He knows that he has gonorrhea. Write a dialogue between Chris and Neeley when he tells her about it. She has to face the possibility that she, herself, may be infected though she may not yet have the symptoms.

Guides:

- Does she blame him?
- How does he react?
- Who should have taken responsibility for using condoms?
- Do they break up? Why or why not?

Dialogue 3

Neeley is concerned about her health, but feels very uneasy about going to the doctor by herself. Write a dialogue between Neeley and her mother when she goes to her for help.

Guides:

- How should Neeley break the news to her mother?
- How should the mother react?
- How does the mother's reaction affect the relationship between mother and daughter?
- What does the mother finally do for her daughter?

Dialogue 4

Write a dialogue between Chris and his old girlfriend Terry when he tells her he has gonorrhoea.

Guides:

- Does he blame her for infecting him?
- How does she react?
- Who should have taken the responsibility for using a condom?
- What feelings do they now have for each other? Why?

CHAPTER 8

AIDS - Teacher's Guide (Human Biology)

CHAPTER OUTLINE

8.1 PLANNING

8.2 USING AIDS – STUDENT EDITION (HUMAN BIOLOGY)

8.3 ACTIVITIES AND ANSWER KEYS

8.1 Planning

Key Ideas

- AIDS is a sexually transmitted disease caused by the HIV virus.
- The majority of people infected with HIV develop AIDS within 10 years or so. Because of this long dormant period, many people infected with the AIDS virus don't know it, continue to have unprotected sex, and spread the disease at epidemic rates.
- AIDS turns off the body's immune system; infected individuals typically die of secondary infections such as pneumonia.
- AIDS is spread through blood semen, and vaginal fluids. It is not spread through casual contact.

Overview

This section is about AIDS. The background of the epidemic comes first, followed by a discussion of how HIV and AIDS are related. It is made clear that there is no known cure for AIDS, and that the virus can infect anyone regardless of gender, ethnicity, or sexual orientation. Causes of transmission are delineated. Prevention is stressed. The activity for this section centers on how to solve the problems that AIDS creates for individuals and society as a whole.

Objectives

Students:

- ✓ identify the cause-of AIDS and how it is spread.
- ✓ identify the high-risk behavior associated with AIDS.
- ✓ understand how AIDS affects the victims their friends and family, and society.

Vocabulary

AIDS, antibodies, epidemic, immune system, intravenously, placenta transfusions

Student Materials

Activity 7-1: Dealing with AIDS

- Activity Report

Teacher Materials

Activity 7-1: Dealing with AIDS

- Photographs of AIDS victims in various stages (Optional)

Advance Preparation

See Activity 7-1 in the student edition.

Activity 7-1: Dealing with AIDS

- Make one copy of the Activity Report per group.
- Arrange the groups so that each group has a strong facilitator, some serious students, and some creative thinkers. This can be a frustrating activity because there are no easy solutions.
- You are the best judge regarding the pictures of AIDS victims. Most adolescents have not seen the ravaging affects of this disease and may not be able to relate to either the disease or its victims. Pictures might help. They are often a greater deterrent to teenagers than talk of death, which seems impossible to them.

Interdisciplinary Connections

Language Arts Discussion groups help students develop communication skills and can lead to essay or journal writing.

Social Studies AIDS is a serious societal problem. Activities discuss the issues raised by the epidemic. A Mini Activity focuses on AIDS in the news.

Background Information

AIDS is an STD, so what was discussed about other STDs earlier applies to AIDS as well. Of course the key difference is that with AIDS we are dealing with a virtually all-fatal disease. Moreover, the existence of specific high-risk groups (gays and drug abusers) creates special social issues.

It is important that the specter of AIDS not instill in young minds the idea of the lover as the enemy. We need to help young people to develop joyful sexual lives as adults, despite the hazards lurking all around them. But we have to do this without minimizing the dangers and by helping them learn how to protect themselves.

8.2 Using AIDS – Student Edition (Human Biology)

Begin by asking students what they think they know about AIDS. Record their ideas on the chalkboard, whether they are right or wrong.

Read the section, then go back to the list you wrote earlier on the chalkboard. In what ways were they right? In what ways were they wrong? Correct any misconceptions. Answer questions that may still remain.

Introduce *Activity 7-1: Dealing with AIDS* by asking students to talk about the ways that they think AIDS impacts everyone, not just the victims. Then divide them into four groups and complete the activity.

What Do You Think?

Caring for an AIDS patient can be very expensive, and many insurance companies refuse to cover AIDS infected patients. Who should pay for the care and treatment of AIDS patients? Is it fair that insurance companies refuse coverage to AIDS patients? Keep in mind that most AIDS patients die, usually within a few years of the onset of the fullblown disease, so medical interventions merely make a patient more comfortable. They do not provide a cure. Should financial assistance be limited to certain treatments?



Mini-Activity

AIDS in the News Students contribute to a bulletin board about AIDS stories in the newspapers and magazines.



Mini-Activity

What Do You Want to Know? Students write down one to three questions they have about AIDS and turn them in for a class discussion.

What Do You Think?

AIDS is a worldwide epidemic, but no one knows for sure how bad the epidemic is because of how long it takes for the virus to become active in the body. Should everyone in the world be tested for HIV so that health officials can get a better idea of how widespread the disease is? Describe the implications of universal testing.

- A suggested response will be provided upon request. **Please send an email to teachers-requests@ck12.org.**

Apply Your → KNOWLEDGE

What groups are at high risk for AIDS? What about their behavior makes them high risk?

8.3 Activities and Answer Keys

Activity 7-1: Dealing with AIDS

PLAN

Summary In this activity students role-play people in various situations who are trying to deal with the AIDS epidemic.

Objectives

Students:

- ✓ identify what AIDS is and the problems our society faces in finding solutions.
- ✓ consider how AIDS affects the human spirit.

Student Materials

- Activity Report, one per group (4 groups)

Teacher Materials

- Photographs of AIDS victims in various stages (Optional)

Advance Preparation

Make one copy of the Activity Report per group.

Arrange the groups so that each group has a strong facilitator, some serious students, and some creative thinkers. This can be a frustrating activity because there are no easy solutions.

You are the best judge regarding the pictures of AIDS victims. Most adolescents have not seen the ravaging effects of this disease and may not be able to relate to either the disease or its victims. Pictures might help. They are often a greater deterrent to teenagers than talk of death, which seems impossible or at least improbable to them.

Estimated Time 40 minutes

Interdisciplinary Connections

Language Arts Have students find and read literature written by the victims of AIDS so this disease becomes real to them. This is not about statistics. It is about humans and human life.

- Have students read the book *And the Band Played On* by Randy Shilts. Even if they only read selected chapters, they will be better informed. Students can share the information by making visual or oral presentations to the class.

Social Studies Invite a person suffering from AIDS or HIV to speak to the classes and explain what it is like to have to fight both the disease and the shunning they must endure from some elements of society and in some cases from members of their own families.

- Have students watch the movie *And the Band Played On* about the politics and the people involved in this epidemic.
- Have students research the “Black Death” epidemics and compare the reactions of the governments and of the people then to their reactions now. They should especially research the treatment the victims received from their fellow humans.

Prerequisites and Background Information

An understanding of what AIDS is, who it affects, how it is spread, and how it is currently treated.

IMPLEMENT

Introduce Activity 7-1 by talking about how many people are involved in finding a cure for AIDS and in trying to solve the associated problems for the individuals affected and society in general. Read the introduction to the activity in their text.

Step 1 Divide the class into four groups. Assign each group a number from one to four to coincide with the Activity Report.

Steps 2-4 Circulate among the groups to give advice and offer additional questions they might consider as they discuss their position. Each group will report their conclusions to the class and give their rationale.

Conclude Activity 7-1 by asking students to identify the three most important things that they think should be done in the fight against AIDS.

ASSESS

Use the role-play and class discussions to assess if students can

- ✓ define what AIDS is.
- ✓ explain the enormity of the problem.
- ✓ explain the frustration of finding solutions.
- ✓ identify the current treatment practices.
- ✓ explain the effect on the human spirit of having AIDS.

Journal Writing

A good family friend has just learned she has the AIDS virus, but is not yet showing any symptoms. Your parents have invited her over for Thanksgiving. What are your thoughts and concerns? What questions do you have about her visit? About getting AIDS from her? Will it affect your relationship with her? How do you think she will want to have you deal with the fact that she has AIDS?

Review Questions/Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. What is the difference between AIDS and HIV?
 2. How can a person get AIDS? Give some examples.
 3. How does a person NOT get AIDS?

4. Respond to the following statements with either true or false:
 - (a) Heterosexuals are not at risk for AIDS.
 - (b) AIDS is not caused by being a drug addict, gay, or engaging in anal intercourse.
 - (c) Teenagers aren't at risk for AIDS.
5. How can you protect yourself from the AIDS virus?

Activity 7-1 Report: Dealing With AIDS (Student Reproducible)

Instructions

You are to role-play the characters assigned to your group. Respond to the situation from their viewpoints. Your conclusions will be shared with the class.

Group 1:

You are medical doctors, scientists, and health workers. Your task is to look for a cure for AIDS, but meanwhile you have to help the sick as best you can.

Questions

1. What do you need to find a cure?
2. What must you do to get what you need?
3. What treatment will be used to care for the sick?
4. What must you do to get the medical equipment, supplies, and medicine you need?

Group 2:

You are a group of educators, schoolteachers, authors, and producers of TV shows. Your task is to educate the public about what AIDS is and how to avoid it.

Questions

1. How will you organize so that all of you can work together?
2. What will be done in the schools? What will be done in the communities?.
3. How will you use the mass media?

Group 3:

You are a group of government officials. Some of you must keep track of how AIDS is spreading. Others must worry about the cost of treatment, and still others must consider the use of new drugs that researchers claim may cure AIDS.

Questions

1. If you have authority to test people for AIDS, who will you test?
2. What will you do with those people who test positive? (They can infect others.)
3. Who pays for AIDS patients who have no medical insurance?
4. When will you allow new medications to be tried on people?

Group 4:

You are a group of people who are HIV positive.

Questions

1. How do you deal with people who shun you?
2. How do you explain your problems to people who don't understand?
3. What can you do if you can't afford medical care?

CHAPTER 9

Sexual Morality - Teacher's Guide (Human Biology)

CHAPTER OUTLINE

9.1 PLANNING

9.2 USING SEXUAL MORALITY – STUDENT EDITION (HUMAN BIOLOGY)

9.3 ACTIVITIES AND ANSWER KEYS

9.1 Planning

Key Ideas

- Moral beliefs are either absolute (constant over time and situation) or relative (situation dependent).
- Most moral principles come from principles laid out in the foundations of religious beliefs. As a result, people from different religions may have different moral principles.
- Sexual behavior is closely linked to moral principles about how we should treat ourselves and others.

Overview

This section deals with moral beliefs regarding sexuality. The distinction is made between absolute and relative moral principles. Religious and secular values are discussed, as is the relationship between the law and morality. Students learn that they must apply their moral principles to any decision-making process. A six-step decision process is explained and students apply this process to a series of questions regarding behavior. The activity for the unit is a group discussion during which decisions are made for several scenarios—each one from a different moral point of view.

Objectives

Students:

- ✓ distinguish between absolute and relative moral beliefs.
- ✓ identify the six elements of healthy decision making.

Vocabulary

absolute moral beliefs, moral beliefs, relative moral principles

Student Materials

Activity 8-1: Deciding for Yourself

- Activity Report

Teacher Materials

Activity 8-1: Deciding for Yourself

- Activity Report Answer Key

Advance Preparation

See Activity 8-1 in the student edition.

Interdisciplinary Connections

Language Arts Discussion groups help students develop communication skills and can lead to essay or journal writing.

Social Studies Philosophy and religion are integral to all cultures. Their impact on society is discussed briefly and could be expanded. The link between religion and laws is also a related topic.

Background Information

Morality is addressed toward the end of this unit, but it should not be seen as a tail-end detail. Arguably, it is the most critical issue on which the whole edifice of responsible behavior rests.

9.2 Using Sexual Morality – Student Edition (Human Biology)

Begin by asking students if all questions have right or wrong answers.

Introduce the concepts of absolute and relative moral principles.

Have students read this section.

Conduct *Activity 8-1: Deciding for Yourself*.

End by asking the class if they think having strong moral beliefs makes life harder or easier.



Mini-Activity

Absolute or Relative? Students describe the five pros and cons for absolute and relative morality and discuss them with the class.

- A suggested response will be provided upon request. **Please send an email to teachers-requests@ck12.org.**

Apply
→ *Your* KNOWLEDGE

What kind of moral belief is most closely related to cultural/social beliefs, which are beliefs of society as a whole?

What Do You Think?

Are most of your beliefs absolute or relative? Can you think of some beliefs that fit under each category?



Mini-Activity

Debate! Students debate the sentence, “There should be one age at which young adults assume the following adult responsibilities (instead of the various state and federally determined ages): driver’s license, vote, military draft, drinking, and informed consent.”

What Do You Think?

Whom do you look to for moral guidance?



Mini-Activity

Sexuality Puzzle Students design a heart-shaped puzzle in which the pieces represent a source of influence on their sexual behavior, and the size of the pieces represent the amount of influence the piece has on their sexual behavior.



Mini-Activity

Decision-Making Practice Students identify or create a decision they must make and write out responses to the six-step decision process found in their text.

- A suggested response will be provided upon request. **Please send an email to teachers-requests@ck12.org.**

$\xrightarrow[\text{Your}]{\text{Apply}}$ KNOWLEDGE

For the following statements, decide if the person has made the decisions for legal reasons, health reasons, absolute moral reasons, relative moral reasons, or for a combination of reasons.

1. I'm not going to have sex with him because he won't wear a condom and I don't want to run the risk of getting an STD.
2. I will never have sex before I'm married.
3. I would love to have sex with her, but we're both under 16 years old.
4. I never thought I'd have sex before I was married, but I love her so much, and I know that we care so much about one another, so I feel that it's right.
5. I won't have sex because I can't take the risk of getting pregnant, and no contraceptive method is 100% effective.
6. I've always thought it would be OK to have sex if I loved the person, but in this relationship I just don't feel right about it.

$\xrightarrow[\text{Your}]{\text{Apply}}$ KNOWLEDGE

- Where could you get more information about morality and sexuality?
- Where would you be able to get more information about legal issues?
- Where would you be able to get more information about health and physical consequences of sexual behavior?

9.3 Activities and Answer Keys

Activity 8-1: Deciding for Yourself

PLAN

Summary In this activity students consider three points of view as an adolescent grapples with the decision to abstain from sex or to become sexually active.

Objectives

Students:

- ✓ analyze the pros and cons of each point of view.
- ✓ determine that there is more than one way to view a situation and that it becomes a personal choice.
- ✓ identify decision-making skills they can apply to their own lives.

Student Materials

- Activity Report

Teacher Materials

- Activity Report Answer Key

Advance Preparation

Make one copy of the Activity Report for each group you create.

Estimated Time 40 minutes

Interdisciplinary Connections

This activity has connections to **Guidance/Health**. It can be expanded to include

Language Arts Have students use mass media resources to select situations in which people are faced daily with decisions that challenge their morals. They can analyze and write a report on the moral code of the people in the news and try to determine what point of view they are coming from. How would the student handle the same situation based on the point of view of the student? (You might point out that analyzing a person's motivation is different from judging that person. Students do not have access to all the facts.)

Social Studies Have students research the moral views of different cultures on topics such as marriage, capital punishment, abortion, infidelity, manhood training, homosexuality, etc.

Prerequisites and Background Information

Students should have a working definition of moral behavior-what is right and wrong in the way one behaves.

IMPLEMENT

Introduce Activity 8-1 by reading the introduction in the text with the students. Make sure they know the concept that having a certain viewpoint influences the decisions that we make.

Steps 1-3 Divide the class into groups of about 4-5 students each. Give each group an Activity Report and review the terms that are defined at the top of the sheet. Each group will consider each of the three points of view and report their conclusions to the class. Write the pros and cons under each point of view on the chalkboard.

Conclude Activity 8-1 by asking students to silently state their own view to themselves and to identify three reasons they would give to support their stand.

ASSESS

Use the responses on the Activity Report and the class discussions to assess if students can

- ✓ analyze a situation.
- ✓ explain different points of view.
- ✓ identify decision-making skills they can apply to their lives.

Activity 8-1: Deciding for Yourself – Activity Report Answer Key

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**

These points could be included

I. Marriage-based view

Pros

Cons

II. Love-based view:

Pros

Cons

III. Pleasure-based view:

Pros

Cons

Journal Writing

Write a letter to an adult (parent, trusted adult, religious official) expressing your moral beliefs. If there are questions or concerns you still have not resolved for yourself, ask them for advice.

Review Questions/Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**

1. What is the difference between absolute and relative beliefs?
2. How are moral beliefs and religious beliefs linked?
3. What three questions do you need to consider when determining your own sexual practices?
4. What factors contribute to healthy sexual behavior?
5. What are the elements of good decision making?

Activity 8-1 Report: Deciding for Yourself (Student Reproducible)

An adolescent grapples with the decision about whether to continue practicing abstinence or to become sexually active. This person is open to different points of view, but wants to know the pros and cons of each. Your group will consider the pros and cons of each of the following points of view, and present your findings to this person so that the individual can make his or her own decision.

Definition of terms as used on this sheet

abstinence: will not engage in sexual intercourse

sexually active: will engage in sexual intercourse

marriage-based view: Premarital sexual intercourse is wrong.

love-based view: If one person loves the other person, sexual intercourse is permitted.

pleasure-based view: If sexual intercourse brings one enjoyment, then one should do it.

How would each group below feel about practicing abstinence or becoming sexually active?

I. Marriage-based view:

Pros

Cons

II. Love-based view:

Pros

Cons

III. Pleasure-based view:

Pros

Cons

CHAPTER **10** **Sexuality Making Decisions -
Teacher's Guide (Human Biology)**

CHAPTER OUTLINE

10.1 PLANNING

10.2 USING MAKING DECISIONS – STUDENT EDITION (HUMAN BIOLOGY)

10.3 ACTIVITIES AND ANSWER KEYS

10.1 Planning

Key Ideas

- People differ in their willingness to take risks-some abstain, some are cautious, and others are reckless. Yet in sexual behavior, even abstainers can be involved in intimate relationships through safer sex, without crossing the line as the cautious and reckless do.
- Adolescents are particularly vulnerable to the risks of sexual behavior, due to their inexperience, lack of good information, cognitive development, and level of maturity.
- The experience of sex, its meaning and importance, and life changes result in times when the risks involved make sense and are entirely appropriate and other times when they are not.

Overview

This section involves risk taking as it relates to sexual behavior. Students learn that for any given risk situation, they can take a no-risk, low-risk, or high-risk position. The degree of risk they are willing to take is dependent upon the importance of the issue to them and the severity of the consequences. Safe sex is redefined as safer sex, because it is a low-risk, not a no-risk behavior. The first activity asks students to identify high-risk, low-risk, and no-risk situations from scenarios that are described. Students are made aware that some of the ways that adolescents think and feel make it more difficult for them to identify high-risk behavior. This includes things such as a feeling of invulnerability and concrete rather than abstract thinking. The last portion of this section asks students to put sex in perspective and to realize that it is only one portion of healthy long-term relationships. In the last activity they identify the role of sex in the lives of four couples at very different stages of their lives and relationships.

Objectives

Students:

- ✓ identify high-risk behavior.
- ✓ identify steps to minimize coercion.
- ✓ explain why safer sex is a more accurate term than safe sex.
- ✓ examine the role of sexuality in the life of a couple at different stages of life.
- ✓ recognize that sex is only one part of a relationship.

Vocabulary

abstract thinking, concrete thinking, probability, risk-taking behavior

Student Materials

Activity 9-1: Risk Taking and Sexual Coercion

- Activity Report

Activity 9-2: Sexuality in the Lives of Four Couples

- Activity Report

Teacher Materials

Activity 9-1: Risk Taking and Sexual Coercion

- Activity Report Answer Key

Activity 9-2: Sexuality in the Lives of Four Couples

- Activity Report Answer Key

Advance Preparation

See Activities 9-1 and 9-2 in the student edition.

Activity 9-2: Sexuality in the Lives of Four Couples

- Prepare one Activity Report for each group of 4-5 students. Check off one space on each report to indicate the age you want that group to consider.

Interdisciplinary Connections

Language Arts A Mini Activity suggests a letter to the editor regarding risk taking. Discussion groups help students develop communication skills and can lead to essay or journal writing.

Social Studies AIDS is a serious societal problem. Activities discuss the issues raised by the epidemic. A Mini Activity focuses on AIDS in the news.

Background Information

There are two separate issues in this segment. Taking chances is a key concept that helps people figure out how much risk to take. We do not live in a world of perfect safety. Even crossing the street entails risk (let alone riding bikes, motorcycles, and cars). But we still leave our homes and circulate. Sex is no different. The issue is how much risk should you take and to what end.

10.1. PLANNING

Finally, putting sex in perspective is a good opportunity to discuss the value of sex in a person's life. You can shut it out all together or devote your life to it. Most of us want to be somewhere in between. The question is, where?

10.2 Using Making Decisions – Student Edition (Human Biology)

Begin by asking students about how they would rate themselves on a risk-taking scale of 1-10, (with 1 being cautious and 10 being reckless) when they are talking about physical activity, such as bike riding or hang gliding. Ask them to apply the same scale to themselves when the activity centers around making friends.

Assign the first part of the section on how risk-taking behavior affects sexual health.

Ask if they have heard the term *safe sex*. Explain that a more accurate term would be *safer sex*. Read the section on safer sex. Discuss the reasons that adolescents sometimes have a hard time realizing the possible consequences of risk.

Conduct *Activity 9-1: Risk Taking and Sexual Coercion*.



Mini-Activity

Risk Students look up the meaning of *risk* and create a chart that includes the kinds of risks that exist in their lives and how they would categorize them.

What Do You Think?

What kinds of jobs involve risk taking on a daily basis? Can you think of some examples?

What Do You Think?

When you think about it, everything you do carries some element of risk. Think of behaviors as if they are listed on a risk spectrum. At one end are behaviors with virtually no risk. At the other end are those behaviors that are extremely risky. What differentiates high-risk behavior from low-risk behavior? What one element allows you to sort behaviors according to risk?

10.3 Activities and Answer Keys

Activity 9-1: Risk Taking and Sexual Coercion

PLAN

Summary In this activity students apply the STD model of risk taking to sexual coercion. Students recognize no-risk, low-risk, and high-risk behaviors, knowledge that could prevent them from becoming victims of sexual coercion.

Objectives

Students:

- ✓ identify high-risk behavior.
- ✓ identify steps to minimize coercion.

Student Materials

- Activity Report

Teacher Materials

- Activity Report Answer Key

Estimated Time 40 minutes

Interdisciplinary Connections

This activity has connections to **Guidance**. It can be extended to include **Social Studies** Have students watch their normal television programs and watch for risk-taking behavior in which a person did or did not become a victim of sexual coercion. Students should report their findings back to the class using specific examples from the programs. The daily news and movies can also be used to find examples.

Language Arts Have students write short scripts in which the characters are placed in various degrees of risk taking. The scripts can then be read or acted out in front of the class. At some point in the performance the class can be asked to identify the degree of risk taking the characters are involved in. Then they can give their prediction of what is likely to happen. The performance can continue to its conclusion. It is always interesting to include some surprise endings.

IMPLEMENT

Introduce Activity 9-1 by going over the introduction in the student text.

Step 1 Divide the class into three smaller groups and give each group an Activity Report.

Steps 2-3 Students are to list those factors that would involve virtually no risk, low risk, or high risk of becoming a victim of sexual coercion. Groups will respond to the questions and then report their conclusions to the class.

Conclude Activity 9-1 by asking selected students to draw Venn diagrams on the board and fill them in according to the conclusions of their groups.

ASSESS

Use the responses on the Activity Report, class discussion, and the Venn diagrams (if used) to assess if students can

- ✓ identify no-risk behavior.
- ✓ identify low-risk behavior.
- ✓ identify high-risk behavior.

Activity 9-1: Risk Taking and Sexual Coercion – Activity Report Answer Key

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**

These points could be mentioned in their conclusions:

Respond to each of the questions asked and report the group’s conclusions to the class.

1. What are some examples of activities you could engage in with acquaintances, friends, or dates that would put you at “low risk” or “high risk” for sexual coercion? (Low-risk and high-risk behaviors should be included.)
2. Sexual coercion involves an aggressor and a victim. Although the victims are primarily females, this is not always true. How can you ensure that you, personally, will decrease your chances of becoming a victim of sexual coercion, either physically or psychologically?
3. Sometimes it is not clear who is the aggressor and who is the victim. What kind of behavior would put you at “low risk” or at “high risk” of being misunderstood by your partner?
4. How can you use communication with your partner to minimize the risks of sexual coercion? What kinds of attitudes help?

Journal Writing

Write a letter to the editor of your school newspaper about risk taking. What kinds of risks should youth take? What kinds shouldn’t they take?

Activity 9-2: Sexuality in the Lives of Four Couples

PLAN

Summary Students begin to put sexuality in its proper perspective. They consider the sexuality of a specific age group group met try to determine what part sexuality plays in the relationship of that couple.

Objective

Students:

- ✓ recognize that sexuality is an important part in the life of a couple but it is only one part of that relationship.

Student Materials

- Activity Report

Teacher Materials

- Activity Report Answer Key

Advance Preparation

Prepare one Activity Report for each group of 4-5 students. Check off one space on each report to indicate the age you want that group to consider.

Estimated Time 40 minutes

Interdisciplinary Connections

This activity has connections to **Advisory, Language Arts, and Social Science.**

Prerequisites and Background Information

Define the following functions as they relate to sexuality, so that students will have a working knowledge of them: (suggested definitions)

- biological (sex drive, reproduction)
- psychological (mental, in the mind)
- social (companionship)
- moral (right and wrong)

IMPLEMENT

Introduce Activity 9-2 by asking students if they think an interest in sex suddenly stops at any particular age. Read the introduction to the activity from their textbook.

Step 1 Divide the class into small groups of about 4-5 students each. Give each group the Activity Report and tell students to see which spaces were checked so they will know their assigned age group.

Step 2 Usually adolescents have no clue about how old an adult might be. If one has gray hair they just assume that person knew Abraham Lincoln in person! Therefore, there could be some humorous comments made about couples in their 50s and 70s having sexuality in their lives.

Extend this activity by doing the following.

- Encourage students to do volunteer work at adult day healthcare centers, retirement communities, etc., to see older adults enjoying their relationships. Students can keep a journal of their observations and report back to the class.
- Show the movie, *Cocoon*, that shows humorously and poignantly the relationships of older people.
- Invite couples who have healthy relationships to the class to talk to the students about what each does to make a relationship work.
- Interview single, older people to find out how they maintain their social lives.

Conclude Activity 9-2 by having the groups report their conclusions starting with the youngest couple. Students will learn about the changes in sexuality as each couple matures.

ASSESS

Use the responses on the Activity Report and the student presentations to assess if students can

- ✓ explain how sexuality changes as couples mature.
- ✓ determine that sexuality is but one part of a lifelong meaningful relationship.

Activity Report 9-2: Sexuality in the Lives of Four Couples – Activity Report Answer Key

Group # _____ Age group: __ 15, __ 25, __ 50, __ 75

Instructions

Based on the age category of your couple, respond to each of the questions as completely as you can. Your conclusions will be shared with the class.

1. What is their relationship likely to be (dating, friends, single, married, divorced, etc.)?
2. Should sex be part of their relationship at this age? Explain.
3. In what ways is their sexual experience likely to be the same and in what ways different from other times in their lives? Explain.
4. What biological functions does sex serve in the life of the couple? Explain.
5. What psychological function does sex fulfill in the life of the couple? Explain.
6. What social function does sex fulfill in the life of the couple? Explain.
7. What moral considerations enter into the sexual experiences of the couple? Explain.
8. What is the couple's relationship centered around at this age besides sex?

Journal Writing

How would you assess your risk taking behavior? Are there some things you do take risks for and others not? How would others assess your risk-taking profile?



Mini-Activity

Role Models Students think about who their role models are and what they tell them about assorted topics. They write a paragraph about one of the role models and what they have to say about sexual behavior, sexuality, risk, morality, and friends/peers.

Review Questions/Answers

- Sample answers to these questions will be provided upon request. **Please send an email to teachers-requests@ck12.org to request sample answers.**
1. What questions might you ask yourself when assessing the potential risk of a behavior?
 2. To what two general concepts does the term *safer sex* refer?
 3. Name three ways in which drugs and alcohol affect sexual health.
 4. What five factors make adolescents particularly vulnerable to high-risk behavior and its consequences?
 5. Identify and draw the possible stages in a person's sexual life. What is the purpose and meaning of sexual behavior in the various stages of life?
 - (a) Childhood
 - (b) Adolescence
 - (c) Young Adulthood
 - (d) Mid-life
 - (e) Older Years

Activity 9-1 Report: Risk Taking and Sexual Coercion (Student Reproducible)

Respond to each of the questions asked and report the group's conclusions to the class.

1. What are some examples of activities you could engage in with acquaintances, friends, or dates that would put you at “low risk” or “high risk” for sexual coercion?
2. Sexual coercion involves an aggressor and a victim. Although the victims are primarily females, this is not always true. How can you ensure that you, personally, will decrease your chances of becoming a victim of sexual coercion, either physically or psychologically?
3. Sometimes it is not clear who is the aggressor and who is the victim. What kind of behavior would put you at “low risk” or at “high risk” of being misunderstood by your partner?
4. How can you use communication with your partner to minimize the risks of sexual coercion? What kinds of attitudes help?

Activity 9-1 Report: Sexuality in the Lives of Four Couples (Student Reproducible)

Group # _____ Age group: ___ 15, ___ 25, ___ 50, ___ 75

Instructions

Based on the age category of your couple, respond to each of the questions as completely as you can. Your conclusions will be shared with the class.

1. What is their relationship likely to be (dating, friends, single, married, divorced, etc.)?
2. Should sex be part of their relationship at this age? Explain.
3. In what ways is their sexual experience likely to be the same and in what ways different from other times in their lives? Explain.
4. What biological functions does sex serve in the life of the couple? Explain.
5. What psychological function does sex fulfill in the life of the couple? Explain.
6. What social function does sex fulfill in the life of the couple? Explain.
7. What moral considerations enter into the sexual experiences of the couple? Explain.
8. What is the couple's relationship centered around at this age besides sex?

CHAPTER **11** **Additional Resources Sexuality**
- Teacher's Guide (Human Biology)

CHAPTER OUTLINE

11.1 USING GROUPWORK ACTIVITIES

11.2 PROJECTS

11.3 ADDITIONAL RESOURCES

11.4 SEXUALITY GLOSSARY

11.1 Using GroupWork Activities

These GroupWork activities are the same for the three units HumBio that fall under the heading Adolescent Topics. These three units are titled *Your Changing Body*, *Sexuality*, and *Reproduction*. If you choose to do all three units, we suggest you implement the GroupWork activities after you have completed the last of the three units. If you choose to do only one of the units, such as this one, we suggest you do the GroupWork activities after you have completed this unit. It is not necessary to do all of these units. However, if you choose to do all three units, it is not necessary to do them in any specific order.

Learning science is a process that is both individual and social. Like researchers, engineers, mathematicians or physicians who work in teams to answer questions and to solve problems, students in science classrooms often need to interact with their peers to develop deeper knowledge of scientific concepts and ideas. The GroupWork activities were developed to foster an environment in which groups of students work cooperatively to:

- plan experiments,
- collect and review data,
- ask questions and offer solutions,
- use data to explain and justify their arguments,
- discuss ideas and negotiate conflicting interpretations,
- summarize and present findings,
- and explore the societal implications of the scientific enterprise.

The GroupWork environment is one in which students are “doing science” as a team. Suggestions about when to introduce these group activities are included in the Teacher Activity Notes.

Format and Organization of GroupWork Activities

Each GroupWork activity includes teacher activity notes, an activity guide, an individual report, resource materials, and at times, data sheets. The activity guide contains instructions for the group’s task and questions to be discussed as students plan for and work on a group product. Resource materials are varied. They might include textual information, visual resources such as photos, drawings, graphs or diagrams, video, or audiotapes. Individual reports by students are an integral part of each activity to be completed in class or as part of a homework assignment. Planning information for the teacher is found on the Teacher Activity Notes page.

Sets of GroupWork activities are organized around a central concept or a basic scientific question—a “big idea.” Ideally, as students rotate to complete these activities, they encounter this central idea, question, or concept in different scientific contexts or in different social settings. These rotations provide students with multiple opportunities to grapple with the material, explore related questions and dilemmas, look at different representations, and think of different applications. Figure 1 shows how students rotate from activity to activity around the “big idea.”

The GroupWork activities were designed to be open-ended to foster the development of higher-order thinking skills. Such open-endedness allows students to decide as a group how to go about completing the task, as well as what the final group product might be. Open-ended group activities increase the need for interaction as students serve as resources for one another, draw upon each other’s expertise and knowledge, and take advantage of their different problem-solving strategies. When groups are heterogeneous and include students with many different intellectual abilities, the repertoire of strategies and previous experiences is rich and diverse. As students interact with their peers, they learn how to communicate effectively, justify their arguments when challenged, and examine scientific problems from different perspectives. Such interaction scaffolds students’ knowledge of scientific concepts and principles.

These GroupWork activities then are quite different from traditional lab activities that include more step-by-step

procedures and are crowded with details. In addition to reading, writing, and computing (the traditional academic abilities), students use many different intellectual abilities to complete their task. They make observations, pose questions, plan investigations; they use and create visual models, access and interpret scientific information from different sources and from different media, and convey scientific findings in diagrams, graphs, charts, or tables. The use of a wide array of resource materials provides students with additional ways to access and use information, as well as with additional opportunities to demonstrate their intellectual competence and be recognized for their contributions. We have included in the Teacher Activity Notes a partial list of some of the multiple abilities students might be observed using in these group activities.

When group activities are open-ended, rich, and intellectually demanding, a single student will not be able to complete the task in a timely fashion by himself or herself. Making students responsible as a group to interpret a challenging task and to design a common product or group presentation increases group interdependence. Teachers know, however, that it is also important to hold each student personally accountable for contributing to the group's success and for mastering the concepts or the big idea of the activity. To do so, students are required to complete individual written reports in which they respond in their own words to key discussion questions and summarize what they have learned in the group activity. These written responses can be useful for teachers in gauging and monitoring student understanding and progress.

Role of the Teacher Planning ahead and organizing the classroom for GroupWork is important for the successful implementation of group activities. We suggest that you refer to Elizabeth Cohen's book, *Designing GroupWork: Strategies for Heterogeneous Classrooms*, published by Teachers College Press in 1994. (See also Lotan, R.A., J.A. Bianchini, and N. C. Holthuis (1996). "Complex Instruction in the Science Classroom: The Human Biology Curriculum in Action," in R. J. Stahl, (Ed.) *Cooperative Learning in Science. A Handbook for Teachers*, Addison-Wesley Publishing Company)

Many teachers have realized that when students work in groups, direct instruction is no longer practical. The teacher can't be everywhere at once, telling students exactly what to do and how to do it. Thus, teachers delegate authority to students and students take responsibility for their own behavior and their own learning. Rather than constantly turning to the teacher for help, students talk with each other to find out what they should be doing and to solve the challenging problems assigned to them. Teaching students to work collaboratively and to be responsible to one another as a group is an important prerequisite for successful GroupWork. Students also support the smooth operation of groups when they have learned to play different roles in their groups effectively. For example, the facilitator sees to it that everyone in the group knows what has to be done and gets help when necessary. The recorder keeps notes of the group's discussions and checks to see if individual reports have been completed. The materials manager sees to it that the group has all the equipment necessary and that the tables are cleared at the end of the lesson. The reporter presents the findings of the group during wrap-up time. When the activity involves hazardous materials, a safety officer might be needed. Every student must have a role to play, and roles rotate so students learn how to perform each role competently.

Delegating authority doesn't mean that the teacher Withdraws from the class or completely stays out of the action. Instead of being the focal point of the classroom, the teacher carefully observes the students as they work in the groups, stimulates and extends their thinking, and provides specific feedback.

Equalizing Participation among Members of the Group Making sure that all members of the group have access to the materials and that one group member doesn't take over or dominate the group while another withdraws are among the principal challenges of GroupWork. Teachers can increase participation of students by explaining how the different intellectual abilities are relevant to the successful completion of the task. The teacher states that while no one group member has all the abilities, everyone in the group has some of the intellectual abilities necessary to complete the task successfully. Furthermore, after careful observation of the students' work in groups, the teacher can publicly acknowledge those students who have made relevant contributions and explain specifically how these contributions made the group move forward and become more successful. It is important that the teacher be able to notice the intellectual contributions of students who have low academic or peer status, and who are frequently left out of group interactions. These strategies are particularly relevant in untracked classrooms, where students have a wide range of previous academic achievement (mainly in reading) or where significant proportions of students are

English-language learners. Teachers, classmates, and the low-status students themselves need to understand that when many different intellectual abilities are necessary to complete a task successfully, everybody's contribution becomes critical to the success of the group. As more previously low-achieving students feel and are expected to be competent, their participation in the group increases, and subsequently their learning achievements increase as well.

Rachel A Lotan, Ph.D.

School of Education

Stanford University



Figure 1 Activity Rotation in GroupWork

GroupWork Contents

TABLE 11.1:

Activity	Duration	Materials	Activity Summary
1. Orientation Activity:	30 minutes	None required	Students analyze decisions made by teenagers in popular TV shows about sexually related issues.
2. Sexually Transmitted Diseases (STDs): Myths or Facts?	50 minutes	Art supplies, props, and costumes	Students learn about STDs by identifying and distinguishing the facts about STDs from commonly held beliefs about STDs.
3. To Wait or Not to Wait?	50 minutes	Art supplies, props, and costumes	Students learn about the pros and abstaining from sexual intercourse by analyzing quotes and statistics that show contradictions between what teenagers say and what they do.

TABLE 11.1: (continued)

Activity	Duration	Materials	Activity Summary
4. Body Image-What Is Attractive?	50 minutes	Art supplies, props, and costumes	Students learn about society's varying perceptions of body image by examining magazines and medical charts. They can then determine their personal definition of attractiveness.
5. Who's Responsible?	50 minutes	Individual surveys, props, and costumes	Students analyze their own and their peers' perceptions of gender roles often associated with sexual relationships between men and women by performing role-play that attempts to break down gender stereotypes.
6. When No Means No	50 minutes	Audio tape, props, and costumes	Students learn about the prevalence of and attitudes or stereotypes towards acquaintance rape by analyzing a poem and data. Then the students write and perform a role-play in which they recommend prevention strategies for their peers.
7. Culminating Activity	50 minutes	Poster paper, marking pens, crayons, or colored pencils	Students learn how to make decisions based on varying opinions and advice by assuming the role of an interest group and recommending strategies for students who are dealing with conflicting messages about sex.

GroupWork 1: Teacher Activity Notes - Orientation Activity

Big Idea: Dealing with Conflicting Messages

PLAN

Summary As a class, students analyze decisions made by teenagers about sexually related issues in popular TV shows. After discussing the various perspectives and decisions of the teens, students create their own definition of the term “conflicting messages.”

11.1. USING GROUPWORK ACTIVITIES

Group Size 4 to 5 students

Objectives

Students:

- define the term “conflicting messages.”
- analyze and demonstrate the decision-making process.
- explain their own personal values and opinions on sexually related issues.

Student Materials

- None required

Estimated Time 30-minute period

Multiple Abilities

- Retelling a situation, explaining clearly and fully, using words precisely (communication skills)
- Considering multiple perspectives, making connections between ideas/concepts, logically analyzing the problem, applying previous knowledge (reasoning skills)

Suggested Use

- This set of activities works well at the end of the unit.

IMPLEMENT

1. This activity is intended to set the stage for the rest of the GroupWork activities in this unit. The TV programs are used because it seems that students often find it easier to express their feeling and/or opinions when it appears that they are talking about someone else.
2. After the activity you may want to share with your students the common steps for making decisions. You can refer students to Section 8 in the HumBio unit *Reproduction* and the end of Section 8 in the unit *Sexuality*.

Assessment

Use the group discussion to assess if students can

- clarify the problem, generate options or alternatives, decide on a plan of action, and predict the consequences.
- identify the conflicting messages presented on sexually related issues.
- explain their own personal values and opinions on sexually related issues.

Extension Questions

- Some people believe that television and movies have a very strong influence over adolescents and their behavior, and therefore should promote only a safe and positive perspective regarding sex. Do you feel that you and your friends are heavily influenced by the media? Do you think the media has a responsibility to promote positive messages about sex to adolescents?

GroupWork 1 Activity Guide: Orientation Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Introduction

Someday you'll have to make decisions about whether or not to become sexually active. When you do, you need to carefully consider all of the information that is available, your options, and the consequences of your behavior in order to make an informed decision. You can make a plan of action ahead of time, so you won't have to make a last-minute decision about such an important issue.

Materials

- None required

Procedure

1. Brainstorm a list of TV shows you have seen recently that involve teenagers. Describe the situations that focused on the topics of sexual relationships, abstinence, birth control, sexually transmitted diseases, or unwanted pregnancy.
2. With your group, discuss the following questions.
 - What was the situation in the TV program?
 - What options were available to the characters in making a decision about sex?
 - What people or things influenced the characters as they tried to decide what to do?
 - What decisions did the characters on the show make about sex?
 - How did the characters arrive at their decision?
 - What were the consequences of the decisions that they made?
 - Does your group agree or disagree with the decisions made by the characters on the show? Why or why not?
3. As a group, identify and list the various messages related to sexual issues with which teenagers are bombarded on TV and in the movies.
 - Who is the source of each of these messages?
 - Why might the source of the messages want to send these messages to teenagers?
4. Based on what you've discussed, create a definition for the phrase "conflicting messages."

GroupWork 2: Teacher Activity Notes - Sexually Transmitted Diseases (STDs): Myths or Facts?

Big Idea: Dealing with Conflicting Messages

PLAN

Summary Students learn about STDs by identifying and distinguishing the facts about STDs from commonly held beliefs about STDs.

Group Size 4 to 5 students

Objectives

Students:

- distinguish between myths and facts about STDs.
- identify the conflicting messages presented on the topic of STDs.

11.1. USING GROUPWORK ACTIVITIES

- analyze information on STDs with a critical eye.
- explain their own personal values and opinions on the prevention of STDs.

Student Materials

- Resource
- Individual Report
- Art supplies, props, and costumes

Multiple Abilities

- Clearly articulating a position, explaining clearly and fully, using words precisely, being persuasive (communication skills)
- Making connections between ideas/concepts, applying previous knowledge, considering multiple perspectives, logically analyzing the problem (reasoning ability)
- Creating a role-play, taking the role of another person, expressing emotions, imagining an experience you have never experienced (creative/dramatic ability)

Estimated Time 50-minute period

Suggested Use

- This set of activities works well at the end of the unit.

IMPLEMENT

1. It is important for students to read information about STDs, such as Sections 6 and 7 of the unit titled *Sexuality*. These sections provide valuable background information for students. You may wish to assign the reading as homework, or ask students to read the section in groups during class. Provide these sections as resources during the activity.
2. You may wish to divide students into single-sex groups for this activity. The material is very sensitive and students may feel more comfortable with members of their own gender.

Assessment

Use the group role play, individual report, and group discussion to assess if students can

- distinguish between myths and facts about STDs.
- identify the conflicting messages presented on the topic of STDs.
- research the sources of material to determine the reliability of the information.
- analyze information on STDs with a critical eye.
- explain their own personal values and opinions on the prevention of STDs.

Extension Questions

- What kind of symptoms might lead a person to suspect that they have an STD?
- How can a person avoid contracting an STD?

GroupWork 2 Activity Guide: Sexually Transmitted Diseases (STDs): Myths or Facts? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Introduction

Often people don't feel comfortable talking about sex. This is especially true for the topic of sexually transmitted diseases (STDs). Therefore, the boundary between myths and facts about STDs becomes blurred. A sexually transmitted disease is an infection caused by microorganisms (bacteria or viruses) transmitted through the exchange of bodily fluids, typically through sexual contact. What are the facts about STDs and how can we distinguish the facts from the myths?

Materials

- Resource
- Individual Report
- Art supplies, costumes, props, and written materials about STDs

Procedure

1. How can you tell the difference between a myth and a fact?
2. Analyze the statements about STDs found on the Resource. Using as many sources of information as you can, decide which statements are facts and which are myths. Discuss the following question.

What are myths about STDs?

3. Your team was hired by a popular music video channel to create a TV commercial aimed at a young audience. As a group, create a script for a role-play that dramatizes the conflicting messages relating to the myths and facts about STDs. Be sure to include several examples from your resource materials, and advise the audience on how to deal with these conflicting messages.
4. Present your role-play to the class using costumes and/or creative props.

GroupWork 2 Resource: Sexually Transmitted Diseases (STDs): Myths or Facts? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Using as many sources of information as you can, decide which of the following statements are facts and which are myths (and not true).

1. "I take birth control pills, so I don't have to worry about STDs."
2. "She looks so healthy, I couldn't possibly get AIDS from her."
3. "The best way to protect myself against AIDS is not to have sex now at all."
4. "I would know it if I had an STD."
5. "Since Anna has AIDS, her unborn baby can also get AIDS."
6. "I never swim at the community swimming pool because someone there might have AIDS."
7. "Although my blisters have disappeared, I will never get rid of herpes."
8. "My boyfriend and I practice safe sex-we use the withdrawal method."
9. "If it's true love, I won't get STDs."
10. "I've only had sex once. I won't get AIDS."
11. "My first thought that I might have syphilis is that I have a rash all over my body."
12. "It doesn't matter if I get an STD-they're all easily treated by a doctor."
13. "I'm too young to get an STD."
14. "I know that a condom doesn't guarantee that I won't get AIDS, but it's the best birth control method to protect me besides not having sex at all."

GroupWork 2 Individual Report: Sexually Transmitted Diseases (STDs): Myths or Facts? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

1. What were the different messages and the sources of messages you included in your role-play?
2. What strategies do you recommend for dealing with the conflicting messages?
3. What would you say to someone who said, “I’ve only had sex with one person, so I know I won’t get AIDS.”?

GroupWork 3: Teacher Activity Notes - To Wait or Not to Wait?

Big Idea: Dealing with Conflicting Messages

PLAN

Summary Students learn about the pros of abstaining from sexual intercourse by analyzing quotes and statistics that show contradictions between what teenagers say and what they actually do.

Group Size 4 to 5 students

Objectives

Students:

- identify conflicting messages on the topic of abstinence.
- explain their own personal values and opinions on abstinence.

Student Materials

- Resources 1 and 2
- Individual Report
- Art supplies, props, and costumes

Multiple Abilities

- Clearly articulating a position, explaining clearly and fully, using words precisely, being persuasive (communication skills)
- Making connections between ideas/concepts, applying previous knowledge, considering multiple perspectives, logically analyzing the problem (reasoning ability)
- Creating a role-play, taking the role of another person, expressing emotions, imagining an experience you have never experienced (creative/dramatic ability)
- Analyzing data, constructing bar graphs, making inferences about the data (calculating ability)

Estimated Time 50-minute period

Suggested Use

- This set of activities works well at the end of the unit.

IMPLEMENT

1. It is helpful to have students read information about the choice of abstaining from sexual intercourse, such as Section 6 of the unit titled *Reproduction* or Sections 4, 7, and 8 of the unit titled *Sexuality*. You may wish to assign the reading as homework or ask students to read the section in groups during class.
2. You may wish to divide students into single-sex groups for this activity. The material is very sensitive and students may feel more comfortable with members of their own gender.

Assessment

Use the group role-play, individual report, and group discussion to assess if students can

- list reasons to abstain from sexual intercourse.
- analyze and present data in graphical format.
- identify the conflicting messages on the topic of abstinence.
- explain their own personal values and opinions on abstinence.

Extension Questions

- How can you avoid making a rushed decision about whether or not to have a sexual relationship?
- What are the most common reasons adolescents choose abstinence?

GroupWork 3 Activity Guide: To Wait or Not to Wait? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Introduction

There is an overwhelming amount of evidence that shows that abstinence is a healthy decision for a young person. Abstinence means choosing not to have sexual intercourse for the immediate future. Your values and/or personal choice are factors that help you to decide to wait. The decision to abstain from sexual intercourse prevents the risks of an unwanted pregnancy and the transmission of STDs, including AIDS. Why are there so many people who are NOT waiting? How do *you* deal with these conflicting messages?

Materials

- Resources 1 and 2
- Individual Report
- Art supplies, props, and costumes

Procedure

1. Using the resource materials, create bar graphs to illustrate the rates of pregnancies, venereal diseases, and AIDS.
2. What patterns do you see in the graphs for:
 - teenage pregnancies?
 - venereal diseases?
 - AIDS?

Discuss possible explanations for these patterns.

3. On Resource 2, middle school students gave reasons for being responsible in making decisions about sex. How would you explain the contradiction between what students *say* and the trends shown in the *data*?

11.1. USING GROUPWORK ACTIVITIES

4. Your brother or sister is seeking your advice about whether or not to have sex. As a group, create a script for a role-play that dramatizes the discussion between two siblings and the conflicting messages related to making this decision. Be sure to include all the viewpoints presented in your resource materials and demonstrate the strategies you would suggest to your sibling for dealing with these conflicting messages.

Present your role-play to the class using costumes and/or creative props.

GroupWork 3 Resource 1: To Wait or Not to Wait? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

TABLE 11.2: Table 1: Birth Rates from 1983 to 1991 (per 1,000 women)

	1983	1984	1985	1986	1987	1988	1989	1990	1991
10 to 14 years old	1.1	1.2	1.2	1.3	1.3	1.3	1.4	1.4	1.4
15 to 19 years old	51.4	50.6	51.0	50.2	50.6	53.0	57.3	59.9	62.1

TABLE 11.3: Table 2: Disease Reported from 1970 to 1992

	1970	1980	1985	1987	1988	1989	1990	1991	1992
AIDS	N/A	N/A	8,249	2,107	31,001	33,722	41,595	43,672	45,472

TABLE 11.4: Table 3: Reported Disease from 1970 to 1992 (per 1,000 people)

	1970	1980	1985	1987	1988	1989	1990	1991	1992
Gonorrhea	600	1004	911	781	720	733	690	620	501
Syphilis	91	69	68	87	103	111	134	129	113

Statistics are from *Statistical Abstract of the United States 1994*, U.S. Department of Commerce, Economic and Statistics Administration, Bureau of the Census, 114th Edition, pages 76 and 138.

GroupWork 3 Resource 2: To Wait or Not to Wait? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

I want to be responsible in making decisions about sex because . . .

- “Sex could change your life because if you get your partner pregnant, then she won’t be able to go to college, and you’ll be paying child support.” (male)
- “I want to live a long life.” (female)
- “When I get older I’m planning to go to college and get a lot of money, and I don’t want anything to interfere.” (female)
- “I want to be responsible for my decisions about sex, because if I do the wrong decisions I could get AIDS or something.” (male)
- “I need to decide when I’m ready to do sex.” (male)
- “I want to make sure I love the boy and don’t catch an STD.” (female)
- “I don’t want to get pregnant or catch any type of disease.” (female)

- “I don’t want to have to deal with a baby.” (male)

Quotes are from students at a middle school in California.

GroupWork 3 Individual Report: To Wait or Not to Wait? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

1. How would *you* explain the contradiction between what students say and the trends shown in the data?
2. How can you avoid making a rushed decision about whether or not to have a sexual relationship?
3. How would you complete the following phrase?

I want to be responsible in making decisions about sex because. . .

GroupWork 4: Teacher Activity Notes - Body Image-What Is Attractive?

Big Idea: Dealing with Conflicting Messages

PLAN

Summary Students learn about society’s varying perceptions of body image by examining magazines and height/weight charts. They can then determine their personal definition of attractiveness.

Group Size 4 to 5 students

Objectives

Students:

- define the term attractiveness.
- identify the conflicting messages relating to the issue of body image.
- explain their own personal values and opinions on the issue of attractiveness.

Student Materials

- Resource
- Individual Report
- Art supplies, props, and costumes, magazines containing pictures of male and female models

Multiple Abilities

- Clearly articulating a position, explaining clearly and fully, using words precisely, being persuasive (communication skills)
- Analyzing visuals, detecting subtle messages, making connections between ideas/concepts, applying previous knowledge, considering multiple perspectives, logically analyzing the problem (reasoning ability)
- Creating a role-play, taking the role of another person, expressing emotions, imagining an experience you have never experienced (creative/dramatic ability)

Estimated Time 50-minute period

Suggested Use

- This set of activities works well near the end of the unit.

11.1. USING GROUPWORK ACTIVITIES

IMPLEMENT

1. Have students bring in popular magazines with many pictures of male and female models approximately 2-5 days before the day of the activity.
2. Have students read Sections 6, 7, and 8 of the unit *Your Changing Body*. You may wish to assign the reading as homework or ask students to read the section in groups during class time.
3. You may wish to divide students into single-sex groups for this activity, as the material is very sensitive and students may feel more comfortable with members of their own gender.

Background Information

Sections 6, 7, and 8 of the unit *Your Changing Body*

Assessment

Use the group role-play, individual report, and group discussion to assess if students can

- define the term “attractiveness.”
- identify the conflicting messages relating to the issue of body image.
- explain their own personal values and opinions on the issue of attractiveness.

Extension Questions

- In your opinion, why have doctors developed these types of charts?
- Where do you think the magazine images fit into the chart?

This is a wonderful time to reinforce for students that there are healthy ways to make changes to your appearance through the use of a nutritious diet and exercise.

GroupWork 4 Activity Guide: Body Image-What Is Attractive? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Introduction

During adolescence your body is growing and changing. This usually changes your own perception of your body. This is also the time that you become acutely aware of how other people perceive you. We all want to be attractive, but what does it mean to be attractive? In this activity, you determine what it means to you to be attractive.

Materials

- Resource
- Individual Report
- Art supplies, props, and magazines that include pictures of male and female models

Procedure

1. What is “attractiveness”? With your group, brainstorm a list of qualities that defines an attractive male and an attractive female. How did the list for females compare with the list for males?
2. Discuss the following questions with your group.
 - How do the magazine images in the resource materials compare to your group’s definition of attractiveness?
 - How do the magazine images compare to an average person as defined by the medical charts?
 - Why have the magazines selected these types of body images? What messages are being sent in these images?

- Imagine that a good friend is seeking your advice about his or her body image. As a group, create a script for a role-play that dramatizes the conflicting messages related to body image. Be sure to include all the viewpoints presented in your resource materials and demonstrate the strategies you would suggest to your friend for dealing with these conflicting messages.
- Present your role-play to the class using costumes and/or creative props.

GroupWork 4 Resource: Body Image-What Is Attractive? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Height VS. Weight Chart displayed at doctor's offices, fitness clubs

TABLE 11.5: Women's Weight/Height Chart

Height Feet/Inches	Small Frame	Medium Frame	Large Frame
4'10"	102-111	109-121	118-131
4'11"	103-113	111-123	120-134
5'0"	104-115	113-126	122-137
5'1"	106-118	115-129	125-140
5'2"	108-121	118-132	128-143
5'3"	111-124	121-135	131-147
5'4"	114-127	124-138	134-151
5'5"	117-130	127-141	137-155
5'6"	120-133	130-144	140-159
5'7"	123-136	133-147	143-163
5'8"	126-139	136-150	146-167
5'9"	129-142	139-153	149-170
5'10"	132-145	142-156	152-173
5'11"	135-148	145-159	155-176
6'0"	138-151	148-162	158-179

TABLE 11.6: Men's Weight/Height Chart

Height Feet/Inches	Small Frame	Medium Frame	Large Frame
5'2"	128-134	131-141	138-150
5'3"	130-136	133-143	140-153
5'4"	132-138	135-145	142-156
5'5"	134-140	137-148	144-160
5'6"	136-142	139-151	146-164
5'7"	138-145	142-154	149-168
5'8"	140-148	145-157	152-172
5'9"	142-151	148-160	155-176
5'10"	144-154	151-163	158-180
5'11"	146-157	154-166	161-184
6'0"	149-160	157-170	164-188
6'1"	152-164	160-174	168-192
6'2"	155-168	164-178	172-197
6'3"	158-172	167-182	176-202
6'4"	162-176	171-187	181-207

GroupWork 4 Individual Report: Body Image-What Is Attractive? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

1. Which resource contained the most appealing message for your group? Why?
2. How did the images make you feel about your own body?
3. According to the medical chart, what is your weight range for your specific height and frame?
4. Why do you think some people (girls and guys) go to extreme measures such as eating disorders to attain an ideal body image?

GroupWork 5: Teacher Activity Notes - Who's Responsible?

Big Idea: Dealing with Conflicting Messages

PLAN

Summary Students analyze their own and their peers' perceptions of gender roles that are often associated with sexual relationships between men and women by performing a role-play that attempts to break down gender stereotypes.

Group Size 4 to 5 students

Objectives

Students:

- describe stereotypes about gender roles that may exist in their peer group and/or society.
- identify the conflicting messages on the topic of gender roles.
- explain the need for equality between males and females in all steps of a relationship, from dating, to issues of intimacy, sex, and birth control, to parenting.

Student Materials

- Data Sheet
- Individual Report
- Props, costumes

Multiple Abilities

- Clearly articulating a position, using words precisely, explaining clearly and fully (communication skills)
- Making connections between ideas/concepts, analyzing data, considering multiple perspectives (reasoning ability)
- Creating a role-play, expressing emotion, assuming the role of another person (creative/dramatic ability)

Estimated Time 50-minute period

Suggested Use

- This set of activities works well near the end of the unit.

IMPLEMENT

1. It would be helpful to have the following sections from the text available to students during this activity. You may also wish to assign Section 2: Dating and Romantic Feelings, Section 4: Adolescent Sexual Behavior, and Section 5: Sexual Abuse and Coercion in the unit *Sexuality*, as well as Section 3: Pregnancy and Childbirth in the unit *Reproduction* as reading for homework before completing this activity.
2. Keep students' surveys as each group completes this activity, so that students can analyze and compare the responses of girls and boys once there are enough surveys to see trends.

Assessment

Use the group role-play, individual report, and group discussion to assess if students can

- describe stereotypes about gender roles that may exist in their peer group and/or society.
- identify the conflicting messages on the topic of gender roles.
- explain the need for equality between males and females in all steps of a relationship, from dating, to issues of intimacy, sex, and birth control, to parenting.

Extension Questions

- What is one gender stereotype in your group that was counteracted by completing this activity?
- Students could give the survey to other students at school and their parents, comparing their results and analyzing variables in their subjects such as gender, age, or year in school.

GroupWork 5 Activity Guide: Who's Responsible? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Introduction

Across cultures and throughout history, there has been a wide variation in the way people think about the roles of men and women in romance, reproduction, and parenting. We develop ideas about what men and women are supposed to do, depending on the messages we get from society, our parents, our friends, and each other. In this activity you identify and break down some of the common messages/attitudes/stereotypes held by men and women about who is responsible for issues surrounding sex.

Materials

- Individual Report
- Props, costumes

Procedure

1. Each person in the group should fill out the Individual Survey on "Who's Responsible?" without discussing it.
2. After all group members have finished their surveys, compare your survey answers using the following guidelines.
 - In what ways were your answers similar to one another? In what ways were they different? Was there a difference between male and female responses?
 - Why did each of you answer the way you did? What experiences or people in your life influenced your answers to the survey?
 - What would you like members of the opposite sex to know about who's responsible for these issues? This is your chance to educate each other!

11.1. USING GROUPWORK ACTIVITIES

3. As a group, choose one of the issues from the “Individual Survey on Who’s Responsible?” Create a script for a role-play that dramatizes and breaks down the stereotypes or misperceptions that men and women might have about that issue. Be sure to include all the viewpoints presented in your resource materials. Make sure you consider realistic situations and provide/demonstrate strategies on how men and women can share responsibility for issues surrounding dating, sex, and parenting.

4. Present your role-play to the class using costumes and or creative props.

GroupWork 5 Individual Report: Who’s Responsible? (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Individual Survey on Who’s Responsible?

Put a check mark in the appropriate column for who you think is responsible for each action.

TABLE 11.7:

	Male	Female
DATING		
1. Making the first move (or asking someone out)		
2. Deciding where you will go and what you will do on the date		
3. Paying for the date		
4. Initiating physical contact		
5. Deciding how intimate you will become		
6. Proposing a more serious relationship or marriage		
REPRODUCTION		
7. Initiating conversation about whether or not to have sexual intercourse		
8. Bringing up the subject of birth control in your conversation		
9. Deciding whether or not you have sexual intercourse		
10. Finding out about purchasing birth control devices		
11. Making decisions about an unwanted pregnancy		
PARENTING		
12. Taking care of the child, or deciding what kind of child care you will use		
13. Financially supporting the child		
14. Helping a child with school-work		
15. Teaching life skills to a child		

GroupWork 6: Teacher Activity Notes - When No Means No

Big Idea: Dealing with Conflicting Messages

Plan

Summary Students learn about the prevalence of and attitudes/stereotypes towards acquaintance rape by analyzing a poem and data. They then write and perform a role-play recommending prevention strategies for their peers.

Group Size 4 to 5 students

Objectives

Students:

- define what is meant by “acquaintance rape” or “date rape.”
- describe gender stereotypes associated with acquaintance rape.
- explain how confidence and awareness can prevent acquaintance rape from happening to them.

Student Materials

- Resources 1 and 2
- Individual Report
- Props, costumes

Multiple Abilities

- Clearly articulating a position, using words precisely, explaining clearly and fully (communication skills)
- Making connections between ideas/concepts, analyzing data, considering multiple perspectives (reasoning ability)
- Creating a role-play, expressing emotion, assuming the role of another person (creative/dramatic ability)

Estimated Time 50-minute period

Suggested Use

- This set of activities works well near the end of the unit.

Implement

1. You may wish to divide students into single-sex groups for this activity, as the material is very sensitive and students may feel more comfortable with members of their own gender.
2. Have students read Section 5: Sexual Abuse or Coercion in the unit *Sexuality* as preparation for this activity.
3. According to the statistics, it is very likely that some of your students are rape victims. Be very sensitive to any jokes or stereotypes about rape in the classroom. You may wish to offer an alternative assignment to anyone who feels very uncomfortable completing this activity or for anyone who behaves inappropriately.
4. You may want to continue a discussion on this issue, making sure not to alienate the boys in the classroom. Young men are a common target for rape just as women are, and boys should not be made to feel accused or responsible for violence against women unless they encourage it.

Assessment

The group role-play, individual report, and group discussion can be used to assess whether students can

- describe gender stereotypes associated with acquaintance rape, such as blaming the victim, and their own misconceptions about what kind of person gets raped, and what kind of person rapes another.
- identify ways to communicate their feelings about sexual intercourse to peers.
- explain how confidence and awareness can prevent acquaintance rape from happening to them.

Extension Questions

- Imagine you are a member of the opposite sex. How would your view of acquaintance rape change?

GroupWork 6 Activity Guide: When No Means No (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Introduction

Young men and women receive conflicting messages about sex not only from the media and other sources, but also from each other. How can you tell if someone is interested in you? How can you tell someone that you are interested in him or her without feeling embarrassed? How do you let someone know what behaviors you DON'T like? In this activity you analyze quotes and statistics about acquaintance rape. This will allow you to identify and combat some commonly held beliefs and attitudes about how this tragedy occurs and how to prevent it.

Materials

- Resources 1 and 2
- Individual Report
- Props, costumes

Procedure

1. Read your Resources carefully, taking turns reading the quotes aloud, and discuss the following questions:

Analyze the information reported in Resource 1.

- What does the poem “Date Rape” tell you about how the girl felt?
- How does this poem illustrate the idea of informed consent?
- Could a boy have written this poem? Why or why not?

Analyze the information reported in Resource 2.

- What are the three most important messages that you found in these quotes?
- How did your group decide what was more or less important?
- From your understanding of the information, what rules of behavior would you follow when you are interested in someone? What rules of behavior would you follow when you are not interested in someone?

2. You are the columnist for a newspaper advice column for teens. The poem “Date Rape” was sent to you in a letter asking for advice. Write a response letter with advice to your readers on how both males and females could prevent a similar situation from happening.

3. Present your work to the class by summarizing the poem “Date Rape” in your own words and then reading your advice letter.

GroupWork 6 Resource 1: When No Means No (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Voices Speaking about Date Rape

Date Rape

It was the night of the prom

The evening of romance

I knew he would want sex

So all I did was prance

When the time did come

I was no longer sure

“No” is what he heard

Cuz “No” is what I said

But “Yes” is what he wanted

Yet “No” is what I flaunted

Cuz “No” is what I meant

And “No” is what I fought

But “Yes” is what he got

-8th grade student

Other Voices:

“Why should I have to be afraid to go places? It’s not right! Why should I be the one to give up doing what I want, just because there are a few jerks around?”-*Annie’s Promise, p. 118*

“I hate it that when I walk around at night, women start to walk faster and look scared when they see me. I’m a good person! I want to walk up to them and tell them, Hey, I’m not a monster, I’m just a guy. Not all men are rapists,”-*adult male*

“I know it when someone wants to have sex with me even if they don’t say it. You can just tell. They dress a certain way, they act a certain way-It’s obvious that they want it.”-*adult male*

GroupWork 6 Resource 2: When No Means No (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Facts About Sexual Assault

“Adolescent victims (less than 20 years old) were more likely to be assaulted by an acquaintance or relative and to delay medical evaluation than were women 20 years of age and older.”

[Obstetrics and Gynecology, 1994]

“A study of 114 women college students showed that 28% acknowledged that they were victims of rape or attempted rape, and the majority reported multiple victimizations. Of 108 men college students, 17% admitted to committing acts that meet the legal definition of sexual assault, and about 30% admitted that they continue to make sexual advances even after a woman says no.”

[Social Work, 1992]

“Of a mostly heterosexual sample of 204 college men, 34% reported that they had experienced incidents of coercive sexual contact since age 16: 24% from women, 4% from men, and 6% from both sexes. In 88% of the incidents, sexual contact was pressured by tactics of persuasion, intoxication, threat, promise of love, withdrawal, and bribery.

11.1. USING GROUPWORK ACTIVITIES

In 12% of the cases, contact was forced through physical restraint, physical intimidation, threat of harm, or harm.”

[Archives of Sexual Behavior, 1994]

“In the evaluation of a sexual assault prevention program, it was found that the program was effective in decreasing the incidence of sexual assault for women without a sexual assault history. The program also led to a decrease in dating behaviors found to be associated with acquaintance rape and an increase in knowledge about sexual assault.”

[Journal of Consulting and Clinical Psychology, 1993]

“In a study about acquaintance rape and high school students, 20% of students reported they had experienced forced sex. Of those students, only *half* had told about the experience.”

[Journal of Adolescent Health, 1993]

“Advocates of self-defense training assert that this kind of training will help to prevent future violence by developing traits such as assertiveness and confidence in individuals. There is evidence that women who convey such characteristics are less likely to be victimized.”

[Journal of American College Health, 1992]

“Sexual assault continues to represent the most rapidly growing violent crime in America. Vital legal reforms are underway, but statistics prove a persistent rise in rape incidence with poor conviction rates. This knowledge, along with the vast multitude of emotional crises that come with rape and the self-perceived inferior legal status of women, results in a high percentage of unreported cases.”

[Obstetrical and Gynecological Survey, 1993]

“Estimates are that one in four women will be sexually assaulted at some time during her life.”

[Primary Care, 1993]

GroupWork 6 Individual Report: When No Means No (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

1. Why do you think people sometimes have differing views about how acquaintance rape occurs?
2. Why do *you* think date rapes occur?
3. Imagine you are a member of the opposite sex. How would your view of acquaintance rape change?
4. Based on what you learned from this activity, what rules of behavior would you personally follow when you are interested in someone? When you are not interested in someone?

GroupWork 7: Teacher Activity Notes - Culminating Activity

Big Idea: Dealing with Conflicting Messages

PLAN

Summary Students learn about and analyze different viewpoints regarding what students should learn about sex. They assume the role of an interest group and develop strategies for students to deal with the conflicting messages about sex.

Group Size 4 to 5 students

Objectives

Students:

- describe the controversial issues that arise when developing a sex education course.
- identify each interest group’s viewpoint on the topic of sex education.
- demonstrate the decision-making process by synthesizing various viewpoints.

Student Materials

- Resources 1, 2, 3, 4, 5, and 6
- Individual Report
- Paper, marking pens, crayons, or pencils

Multiple Abilities

- Clearly articulating a position, using words precisely, explaining clearly and fully (communication skills)
- Making connections between ideas/concepts, analyzing data, considering multiple perspectives (reasoning ability)

Estimated Time 50-minute period

Suggested Use

- This set of activities works well near the end of the unit.

IMPLEMENT

1. Use this activity as an opportunity to make sure students understand the topics under discussion—abstinence, birth control, the reproductive system, fetal development, AIDS, and other sexually transmitted diseases. The units *Reproduction* and *Sexuality* contain information on all these topics which students could read as background. They could also research in detail the topic their Task Force group chooses.
2. This activity is structured as a jigsaw activity that follows these phases.
 - Phase 1: Students begin in “expert groups” where they learn about one perspective on the issue of sex education in depth. Assign each group an interest group to represent: A) Planned Parenthood, B) School nurses/Health care providers, C) Students, D) Teachers/Administrators, E) Representatives from local religious groups, F) Parents. Emphasize that they will need to explain their perspective to others in the next phase, and so they should make sure they are well versed on their group’s expert point of view.
 - Phase 2: Have students form new groups composed of one representative from each of the expert groups. You may want to tell students to form groups including one person with each letter A-F.

Assessment

Use the group role-play, individual report, and group discussion to assess if students can

- describe the content of various controversial issues that can be included in a sex education course.
- identify each special interest group’s viewpoint on the topic of sex education.
- explain the decision-making process that is required to make important life decisions: gathering, evaluating, and synthesizing information from various sources to come to a conclusion.
- develop strategies to use when faced with making decisions about sexually related issues.

Extensions

- What is the policy about sex education in your school district?
- How can you find out about who decided what content would be included in your sex education curriculum? How was this decided?

11.1. USING GROUPWORK ACTIVITIES

GroupWork 7 Activity Guide: Culminating Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Introduction

Teenagers, parents, teachers, health care providers, and religious leaders might all have different views about sex. These different views send very different messages to young people about what they should see, hear, and learn about sex. In this activity you analyze the perspectives represented by different groups and make suggestions about what *you* think students should learn.

Materials

- Blank paper, marking pens, crayons, pencils

Procedure

The topic of “What Should Our Students Learn in Sex Education?” will be discussed at the upcoming board meeting in your school district. The following groups are organizing to present their opinions on the topic.

- A) Planned Parenthood volunteers
- B) School nurses/Health care providers
- C) Students
- D) Teachers/Administrators
- E) Representatives from local religious groups
- F) Parents

Phase 1

You represent one of these groups. Review your resources and discuss the following.

- Why does it seem your group is interested in what students learn in sex education?
- What does your group feel is important about each of the following issues? (If the information does not address an issue directly, what can you infer from what is available?)
- Teaching young people about abstinence
- Teaching young people about other birth control methods (e.g., condoms)
- Teaching young people about pregnancy, fetal development, and abortion
- Teaching young people about AIDS and people who are HIV positive

Phase 2

Rearrange groups to form Task Force committees. Make sure each interest group is represented. Pick one issue from those listed above and create a pamphlet to distribute to students in your district. The goals of the pamphlet are to:

- identify the varying viewpoints represented in your group regarding the issue you’ve chosen, and
- offer strategies for students to use when faced with making decisions about that issue.

GroupWork 7 Resource 1: Culminating Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Planned Parenthood Clinics

Planned Parenthood Is Here for You

We’re Here for Your Health

Taking care of yourself shouldn't be a financial burden. We offer all of our services at a cost you can afford.

Birth Control

We can explain all available birth control methods clearly so that you can understand and choose the one that's right for you. Our flexible appointment schedule offers morning, daytime, and evening appointments. Many services are available on a drop-in basis, and some are offered on Saturdays as well. We provide exams, services, and supplies for most methods including:

- Birth control pills
- Diaphragms
- IUDs
- Foam, inserts, jellies
- Cervical caps
- Condoms
- Norplant
- Depo Provera
- Natural family planning
- Sterilization for women

Testing and Treatment for Infections and STDs

We provide medical exams to check for infections and sexually transmitted diseases (STDs) such as herpes, gonorrhea, chlamydia, and genital warts. If you have an STD, we can treat it for you and we teach you how to protect yourself from future infections.

HIV (AIDS) Testing

We do anonymous HIV testing. You get one-on-one consultation at the time of your test and when you return for your results.

Exams, Preventive Care, and Treatment

- Pap smears
- Breast exams
- Mammography referral
- Blood pressure screening
- Testicular/Prostate exams
- Cervical cancer screening
- Treatment of precancerous conditions
- Colon cancer screening
- Tests for tuberculosis, diabetes, anemia, and cholesterol level

Pregnancy Testing

We will test you as soon as you've missed a period. Make an appointment or drop in during pregnancy testing hours, and we can give you same-day results.

We're Here to Support Your Choices

Pregnancy Options Counseling

When you need help making a decision about your pregnancy, we will discuss your options with you so that you understand each of them, and you can decide what's best for you.

Abortion

If you decide not to continue your pregnancy, we provide safe abortion services during the first 14 weeks of your pregnancy. Your decision will be kept confidential. We will give you complete care after your abortion as well.

11.1. USING GROUPWORK ACTIVITIES

Adoption Referral

If you are considering adoption, we can put you in touch with organizations that can give you complete information.

Prenatal Care

We can provide medical services and referrals to help you have a healthy baby. We also have a wide range of counseling services to help you when you're expecting a baby or when you're a new parent. Our full-service clinics provide complete care for pregnant women, including medical exams, ultrasound, health education, and counseling.

We're Here for Teens

Expanded Teen Counseling Program (ETCP)

As a teen visiting any of our clinics you can get extra counseling and support to help you cope with problems at home, at school, or in relationships, and to help you take positive steps for your health and future.

GroupWork 7 Resource 2: Culminating Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

School Nurses and Health Care Providers

The following is a copy of the Table of Contents from the booklet, "A Doctor Discusses What Teenagers Want to Know," provided by doctors and pediatricians for teens asking for information about sex and related issues.

This book does not take the place of your doctor. Different people react differently to the same treatment, test, or procedure. You should always consult your doctor before undertaking any course of treatment.

Neither the author nor the publisher take responsibility for any possible consequences of any course of action suggested in this book. Always call your doctor if you have a question.

Harpe, Shideler, in consultation with Wesley W. Hall, MD. 1992. *A Doctor Discusses What Teenagers Want to Know*.

Budlong Press Co.: Chicago, Illinois

Human Biology Project/Stanford University

March 2, 1995

GroupWork 7 Resource 3: Culminating Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Students

The following are responses to a survey about sex education in a seventh grade science class, right after their study of sex education.

"I learned about sex from my sister. But I learned a lot from sex ed this year compared to last year, and I understand more now."

-7th grade boy

"I learned about sex mostly from my friends in school."

-7th grade girl

"I think students felt pretty comfortable asking questions in sex ed."

-7th grade boy

"If I had questions about sex, there is one teacher I would talk to. She's really cool."

-7th grade boy

“I don’t like the way sex ed is taught. You don’t explain it right. You don’t tell us what it’s really like. If we ask a question, you don’t answer the whole thing, only bits of it.”

-7th grade girl

“I don’t really feel like there is any adult here at school that I could talk to about sex.”

-7th grade girl

“Kids should get sex education in school at about 1st or 2nd grade.”

-7th grade girl

“I think teachers should talk about sex ed with students in third grade. Kids need to hear about the facts early.”

-7th grade boy

“I think condoms should be available here at school.”

-7th grade boy

“I think kids should be able to get condoms from the school nurse.”

-7th grade girl

GroupWork 7 Resource 4: Culminating Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Teachers and Administrators

The following is a letter sent out by the principal, school nurse, and science teachers of a middle school one week before they implemented their school’s Family Life unit in the science classes.

Dear Parents of 7th and 8th Grade Students,

We are pleased to inform you that your son/daughter will participate in the Family Life Education Program in his/her science class this year. This unit has been developed through a process involving parents, teachers, nurses, administrators, and board members. The goal of this unit is to provide students with the information, decision-making skills, and resources that will encourage thoughtful and responsible behavior, as well as to reinforce the values of home and family.

Five key areas are emphasized:

1. Drug, Alcohol, and Tobacco Education
2. Decision Making
3. Self-esteem
4. AIDS and Personal Safety
5. Growth/Development and the Reproductive System

The teacher will respond to questions raised by the students. We encourage you to participate at home by talking about these important issues with your son/daughter.

We are providing an opportunity for parents to preview films and materials used in this program. Please check one line of the form below and sign it. This form must be returned to your child’s science teacher.

_____ Principal _____ School Nurse

To: Science Teacher

11.1. USING GROUPWORK ACTIVITIES

Student's Name _____ Room and Grade _____

_____ I would like my child to participate.

_____ I do NOT want my child to participate.

Parent's Signature _____

GroupWork 7 Resource 5: Culminating Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Representatives from Religious Groups

The following is a graphic from an article in a newspaper called, "Religion's Viewpoint on Sexuality."

B = Blessed

A = Morally acceptable in most cases

N = Neutral or no clear position

U = Morally unacceptable

C = Condemned

TABLE 11.8:

	Buddhism	Catholic	Methodist	Mormon	Muslim	Jewish (Reform)
Teenage Sex	U	C	C	C	U	U
Premarital Sex	A	C	U	C	C	A
Divorce	A	C	A	U	N	A
Masturbation	B	U	N	U	A	N
Abortion	N	C	N	U	N	U
Contraceptives	B	C	B	B	B	A
Homosexual Orientation	B	N	A	U	C	A
Homosexual Acts	A	C	C	C	C	C

"American Search for New Sexual Ethic." San Francisco Chronicle, November 29, 1994. Pg. 1.

GroupWork 7 Resource 6: Culminating Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

Parents

"I will remove my child from class during the sex education unit. I want to personally teach my son about reproduction and the values and morals our family holds dear."

-Parent of 7th grader

"I want my child to learn the facts about how her body works in her science class. The more she understand about puberty and reproduction, the more comfortable he will be when making decisions that affect her health."

-Parent of 5th grader

“I don’t want anyone else pushing their values about sex on my child. If she has any questions, I want her to come to me to talk about them.”

-Parent of 6th grader

“I haven’t had time to talk to my son about these issues, it just never seems like the right time. So I rely on the schools to teach him what he needs to know.”

-Parent of 7th grader

“I’m glad my child has the chance to learn about reproduction because I learned from my friends . . . and a lot of the information I got was unclear and unreliable.”

-Parent of 6th grader

“There is no need to discuss these issues at this time in my child’s life. This is premature. All you’re doing is encouraging sexual experimentation.”

-Parent of 7th grader

“I want my child to be able to discuss these issues with her peers in a fact-based environment because so often kids are curious about sex and give each other the wrong information.”

-Parent of 7th grader

“I don’t see any need for this sex education course. All a girl has to say is no.”

-Parent of 8th grader

GroupWork 7 Individual Report: Culminating Activity (Student Reproducible)

Big Idea: Dealing with Conflicting Messages

1. What were the conflicting viewpoints surrounding the issue your Task Force chose to focus on in Phase 2 of the activity?
2. How did your group synthesize the different viewpoints to create your pamphlet?
3. What did you learn in your group’s decision-making process that you can use when confronting these issues personally?

11.2 Projects

The following Projects are an assortment of long-term activities that can be completed individually, in groups or as a class. We have provided starting points for research and development; you and the students can work together to create a more detailed plan of action. Consider the following two recommendations. First, because of the amount of work involved in a Project, students should choose one of great interest to them. Second, to encourage excellence and promote student-student learning, students should present their finished projects to the rest of the class, to the school and to the community, if appropriate.

Project 1: Research Questions and Action Projects

Project 1 differs from the others: it is a list of possible research topics organized according to some key ideas and addressed to students.

In assigning a Research Question or Action Project, we ask that you allow students to choose their topic-either one provided or one of their own. You might also:

1. Specify length of piece.
2. Make clear the purpose and the audience.
3. Suggest sources and ideas for information.
4. Provide in-class time for compiling information and writing.
5. Require students to exchange papers and provide written feedback.
6. Provide a breakdown of due-dates for the following stages: choice of topic, outline, rough draft and final draft.
7. Permit students to supplement a written report with a skit, a piece of artwork, a piece of music, a dance, a video, or a multimedia presentation.

ASSESS

Provide the students with evaluation criteria that include:

- accuracy of the content based on guiding questions.
- clarity of writing.
- effective organization of main ideas.
- use of detailed examples or citing evidence to support their conclusions.

Project 1: Teacher Activity Notes - Research Questions

- **Love: A motivator for Great Art.** Search out some examples of love in paintings, drawing and sculpture. Pick an artist, learn about his or her life, and talk about the works of art as they relate to the artist's real-life experiences.

- **Sexual Themes As An Advertising Tool.** Go through popular magazines and bring in examples of how advertisers use erotic cues to get your attention and elicit a response. Do advertisers more commonly use men or women to get their message across? How do you feel about this use of sexual themes?
- **Tips For Smart Sexual Behavior.** Write a brochure for other junior high/middle schools using information you have learned in this unit.
- **Select A Book.** Your teacher has a reading list for this unit; select one of the books and prepare a report or project that describes the book, whether you recommend the book, and how the book relates to the concepts presented in this unit.
- **What is Child Abuse?** Many abused individuals don't realize what happened to them until years later. The psychological manifestations of abuse are insidious and often latent. Write a brochure for your classmates about child abuse to increase their awareness and provide them with some ideas and resources that might help any individuals in need.
- **Coping with Rape: A Guide for Preventing and Responding to Rape.** Write a brochure about rape-what it is, safety tips on how to prevent it, what to do if you are raped, and local telephone numbers for rape crisis hotlines.
- **Sexual Health: A Poster:** Design a poster for your school that highlights the causes and symptoms of common STDs. Include in your poster a section that promotes prevention of STDs.
- **AIDS In The News:** Keep track of any stories about AIDS in the papers and magazines that you see. What are the headlines? What do you learn from these stories? What image do you get of AIDS, and the people affected, from these stories?
- **AIDS Research.** What kind of research is being done on AIDS? What are the different ways science and medicine might be able to combat AIDS?
- **Help Someone with AIDS.** Design a class project that supports a local AIDS hospice. Projects might be gathering clothes, food, games or other needed items, or making something, such as a mural to decorate the hospice walls.
- **AIDS Treatments.** What kind of treatments are currently available to AIDS patients? What do they do for an AIDS patient?
- **Risk In The News:** Collect current news stories that deal with some aspect of risk. With a small group or the whole class, make a chart of the kinds of risks you read about in the paper or hear about on the news-what are the consequences of risk taking that you hear about? How does hearing about other people's risk taking affect your view of risk?

Project 2: Teacher Activity Notes - Multicultural Perspective: Issues of Sexuality

Summary The changes of puberty and the process of reproduction are universal, but the attitudes toward sexual behavior varies dramatically from culture to culture. In this Project students choose a culture and research the ways in which attitudes and behaviors toward this subject of sexuality differ from ours. If you had your students do the

multicultural project in the unit on *Your Changing Body* or *Reproduction*, you may want them to continue with research on the same country. If this is a new project for you and your class, suggested cultures to study include: Israel, Iran, India, China, and/or Japan, an African nation, or Mexico. Or students could choose a culture from their heritage.

Estimated Time: 3-5 weeks depending on length of time you have available to spend on the unit

Student Materials

Access to the library and, if possible, access to the Internet

Students Develop

- a portfolio of research on multicultural differences related to issues of sexuality.
- a display board showcasing what they have found.
- a presentation to the class summarizing their observations.

IMPLEMENT

Step 1 Ask students to choose a country to research. They may work alone, in pairs, or in small groups at your discretion.

Step 2 Have each group keep a portfolio of the information they gather to save and share at the end. Designate bulletin board space for students to display their work as the unit progresses.

Step 3 As background, have students locate their country on a map, and research some basic facts, such as population, size of country, type of economy (what kind of work do most people do), and any interesting historical or current facts.

Step 4 Assign the specific research questions listed below as you come to the sections in this unit that cover the topic.

Step 5 At the end of the unit ask students to share what they have discovered with other members of the class by doing any or all of the following: create a display on the bulletin board, make an oral presentation, create a comparison chart, submit a written report.

- **Dating** Investigate dating customs in other countries. Is dating customary? If so, at what age? Can a boy and girl go out alone together or must they be chaperoned? What are common activities?
- **Love** Research the theme of love in your culture. Look at music, art, poetry, How is love expressed and felt? How do people in the culture you research show their love?
- **Marriage** At what age do people generally marry? Do couples pick their own partners? What is the attitude toward divorce?
- **Homosexuality** How common is homosexuality around the world? In the countries you selected to study? How are homosexuals viewed and treated in these countries? Compare with how they are viewed and treated in this country.
- **Sexual Behavior** Research attitudes about sex in your culture. Is physical intimacy of any kind common at a certain age? Is sexual intercourse among teens discouraged? A problem? Are people affectionate in public?
- **STDs** Investigate the rates and treatments for various STDs. What type of medical care is available? What is the incidence of AIDS, and what are the attitudes within the culture toward its victims?

11.3 Additional Resources

Books

Fiction

Blume, Judy, *Just As Long As We're Together*, Dell Publishing, New York, 1987.

Three friends explore the issues of puberty and adolescence together, including tests of their friendship.

Blume, Judy, *Tiger Eyes*, Bradbury Press, Scarsdale, New York, 1981.

A young teenager moves to a new town and a new school, and there must figure out how she fits in and who she is.

Bode, Janet, *New Kids on The Block*, Franklin Watts, New York, New York, 1989.

Adolescents who have recently immigrated to this country talk about their lives here compared to their native countries. They present a wonderful multicultural view of adolescence.

Childress, Alice, *Rainbow Jordan*, Coward, McCann #38; Geoghegan, Inc., New York, 1981.

A black girl learns about what her values really are as she faces difficult decisions in school, at home, and with her friends.

Cormier, Robert, *The Chocolate War*.

A powerful book about a young boy who dares to defy the school bully, and a school-wide power struggle ensues.

Cosby, Bill, *Fatherhood*.

A humorous account of parenthood by Bill Cosby, written primarily for adults.

Crew, Linda, *Children of the River*, Delacorte Press, New York, 1989.

A young Vietnamese teen struggles with the conflicting pressures of her traditional home, a non-Vietnamese boyfriend, and her developing self concept.

Doherty, Berlie, *Dear Nobody*, Orchard Books, New York, 1991.

A poignant account of a pregnant young girl and the relationship that resulted in her getting pregnant. The story is told from the standpoints of the girl writing to her unborn child, and from the boy writing to the girl.

Fine, Anne, *Flour Babies*, Little, Brown and Co., Boston, 1992.

A class of boys chooses to do a parenthood simulation activity, during which a young boy learns how strong the ties and feelings of parenthood can be.

Frank, Anne, *The Diary Of A Young Girl*, Bantam Books, New York, 1967.

A poignant diary of a young Jewish girl, most of it written while hiding from the Nazis in Germany during the 1940s. Her thoughts range from family, puberty, boys, and life within the confines of their hiding place, to the world outside and being Jewish.

L'Engle, Madeleine, *Camilla*, Thomas Y. Crowell Company, New York, 1965.

A young teen explores her impressions of her parents, her emerging sense of self, through her experiences with friends who offer a different perspective.

L'Engle, Madeleine, *Wrinkle In Time*.

A teenage girl, her brother, and a school friend go in search of her father. Part of finding him means she must come to terms with her feelings of being different from her peers, and understanding what is most important to her in her

life and in her relationships with family and friends. A wonderful science fiction adventure.

Levitin, Sonia, *Annie's Promise*, Atheneum, New York, 1993.

A Jewish girl goes to camp where she learns about self-reliance and resourcefulness and begins to understand her family.

Townsend, Sue, *The Secret Diary of Adrian Mole, Aged 13 $\frac{3}{4}$* , Avon Books, New York, 1982.

A wonderful, funny, lighthearted diary of a boy coming of age. He worries about all the things adolescents worry about-acne, his yearnings for the things he can't have, the contradictions of adulthood and childhood, his feelings for girls, and more.

Wolff, Virginia Euwer, *Make Lemonade*, Scholastic, Inc., New York, 1993.

A girl takes a baby-sitting job for a single mom with two children. Together they learn about the difficulties of single parenthood and what it takes to survive.

Wolff, Virginia Euwer, *The Mozart Season*, Scholastic, Inc., New York, 1991.

A gifted violinist prepares for a statewide Mozart competition, and in the process learns about her family, and how she must bring out the art of performance and music.

Non-fiction

Bell, Ruth, *Changing Bodies, Changing Lives*, Vintage Books, NY, 1981.

An excellent resource book for teens (geared to high school students, but also appropriate for junior high/middle school students), full of quotes from peers around the country. Well-written and well-organized, this book talks frankly about the changes and challenges of adolescence and sexuality.

Fenwick, Elizabeth and Smith, Tony, *Adolescence*.

Fenwick, Elizabeth, and Walker, Richard, *How Sex Works*, Dorling Kindersly, New York, 1994. An excellent overview of puberty, sexuality and issues in adolescence. Great use of illustrations and quotes.

Harris, Robie, *It's Perfectly Normal*, Candlewick Press, Cambridge, MA, 1994.

Written to the junior high school level, this book reviews the changes of puberty, sexuality and sexually transmitted diseases. The hand-drawn illustrations provide a warm tone and informal presentation.

Katchadourian, Herant, *The Biology Of Adolescence*, 1977.

An excellent overview of the biology of adolescence-good background material for units on puberty. It is currently out of print, however, so must be found in a library.

Kittredge, Mary, and Messner, Julian, *Teens With AIDS Speak Out*, New York, 1991.

Parker, Steve, *The Body Atlas*, Dorling Kindersley, New York, 1993. Beautiful full-color illustrations of the body's inner-workings, organized by sections of the body and body functions. Not only does this book review how things work, but also offers fun anecdotes about body parts, some history, and some fun facts to know.

Stein, Sara, *The Body Book*, Workman Publishing, New York, 1992. An energetic review of how the body works. It is written for the lay person-a light hearted, but very detailed look at how the body functions. Middle school students would appreciate the tone, but would need some guidance on the detailed content.

World Almanacs Excellent sources of information about population demographics around the world, and interesting facts about world countries and cultures. Published annually.

Multimedia Resources

It's hard to recommend the most up to date resources, when they change so quickly. Below we list a few favorites, but suggest that you subscribe to a catalogue that will keep you up-to-date on resources available to you. Some good catalogues include:

Educorp

7434 Trade Street
San Diego, CA 92121-2410

Enhance

1-800-777-ENHANCE

This catalogue also publishes some good articles on using computer technology and educational software.

Sunburst

101 Castleton Street
PO Box 100
Pleasantville, NY 10570-0100

1-800-321-7511

Educational Resources

1-800-624-2926

Internet Resources

SchoolHouse Mac: A resource tool for K-12 teachers that use Macs in the classroom. It offers some good ideas about teaching tools and programs available to teachers for free on the Internet, and offers teachers a way to communicate with each other. SchoolHouse Mac, 5326 Coats Grove Rd., Hastings, MI, 49058. On the Internet, charlie@938aol.com

You might also explore the possibility of subscribing to an on-line service, many of which offer good resource listings and public domain (freeware or shareware) material on various topics.

Video

Miracle of Life, NOVA,

I have AIDS: A Teenager's Story. 3-2-1 CONTACT

Extras, Children's Television Workshop

A Child Is Born, Leonard Nielsson.

Videodisc

Anatomy and Physiology, Videodiscovery and HarperCollins, 1-800-548-3472. Appropriate for high school and college students. An in-depth exploration of body functions and anatomy. More detailed than you need, but would help students visualize what they are learning about.

Software/CD ROM Programs

World Geograph, MECC

MacGlobe or PCGlobe, Broderbund

Countries of the World (CDROM from the State Department)

A.D.A.M. Essentials, A.D.A.M. Software, \$119.95 School edition. (1-800-777-3642) Interactive exploration of the human body.

3-D Body Adventure, Knowledge Adventure, (1-818-542-4200.)

Interactive, guided tours of the body and its functions. Great graphics, easy to use.

The Human Body, National Geographic (1-800-624-2926) Uses pictures and sound effects to explore the human body.

11.3. ADDITIONAL RESOURCES

Body Scope, MECC, School version, 1-800-777-3642. Self-directed exploration of the body systems, and good feedback on questions.

Miscellaneous

Center For Early Adolescence. University of North Carolina at Chapel Hill. Provide excellent resource materials, information services, training, and publications for parents and people working with young adolescents.

Center for Early Adolescence

School of Medicine

University of North Carolina at Chapel Hill

D-2 Carr Mill Town Center

Carrboro, North Carolina 27510

919/966-1148 FAX 919-966-7657

Don't be S.A.D.: A Teenage Guide to Handling Stress, Anxiety and Depression. Susan Newman. Messner, 1992, 122pp., \$12.98

This book reviews strategies for coping with stressful situations and difficult outcomes. Using real-life scenarios, this book offers preventive strategies as well as suggestions on how to take apart a situation or problem to make it more manageable.

Postponing Sexual Involvement. Grady Memorial Hospital. Teen leaders from senior high schools work with 8th graders to identify and talk about pressures that lead to sexual involvement. Peer counseling has been very effective in a variety of programs around the country.

Marion Howard

Grady Memorial Hospital

Box 26158

80 Butler Street, SE

Atlanta, GA 30035

ETR Associates

P.O. Box 1830

Santa Cruz, CA 95061-1830

Publishes numerous excellent brochures and catalogues about issues in adolescence and puberty. Titles include: Puberty Facts, Growing Older: Facts and Feelings, Abstinence.

Community Organizations

Planned Parenthood

Churches

Overeaters Anonymous

Alcoholics Anonymous

Teen Hot Line

Yellow Pages of the phone book

Local, State, and Federal representatives

District school offices

Parents

Teachers

Library

11.4 Sexuality Glossary

absolute moral beliefs beliefs that do not change and will remain constant no matter what the situation.

abstain to refrain from an activity by one's own choice.

abstract difficult to understand.

adolescence the period of life from puberty to maturity.

AIDS (acquired immune deficiency syndrome) an STD caused by a virus called HIV (human immunodeficiency virus). AIDS is the newest and most serious of all STDs.

antibodies chemicals in the body produced by the body's immune system to fight foreign objects such as bacteria and viruses.

bodily fluids fluids that are produced by various organs.

carrier a person infected with a disease who is not sick, or does not show symptoms, but can pass the disease on to someone else.

child sexual abuse when an adult or adolescent sexually interacts with a child in any way. To protect children, such acts are severely punished.

chlamydia the most common sexually transmitted disease in the United States, that often occurs at the same time as gonorrhea.

coercion psychological pressure or the threat and use of physical force, in which case it becomes rape, to obtain sex.

commitment a part of love that is more a thought process than an emotion, involving a decision to love someone, and to make a firm promise to remain loyal to that person.

companionate love a type of love that is high in intimacy and commitment, but lower in passion than some other types of love.

compliance doing whatever your spouse, lover, or friend asks of you regardless of your feelings.

compromise a situation in which neither person gets everything he or she wants, but both get enough of what they want to accept the outcome.

concrete something real.

consummate love a form of love that combines all three elements-intimacy, passion, and commitment.

cooperation people working together towards the same goal.

cultural factors factors dealing with shared attitudes and values of a social group.

date rape rape that occurs between two people who know each other or are friends.

diagnose to name an illness, disease, or infection.

ejaculation a discharge of semen from the penis.

epidemic an outbreak of a disease.

erection the hardening and enlarging of a penis caused by increased blood flow into the penis.

erotic cues seeing, hearing, touching, or smelling something that arouses us sexually. Such sources of stimulation act as sexual triggers that “turn us on.”

estrus a period of sexual attractiveness and responsiveness in the female animal that coincides with ovulation, or the release of an egg from the ovary, which is caused by the increased levels of female sex hormones.

genital herpes blisters that can develop into sores usually appearing on the genital organs, caused by skin-to-skin contact.

genital warts a viral STD that appear as growths in the skin on the genitalia.

gonorrhea a sexually transmitted disease caused by bacteria, passed through intimate contact like intercourse.

heterosexual orientation being romantically or sexually attracted to members of the opposite sex.

homosexual orientation being romantically or sexually attracted to members of the same sex.

identity our sense of who we are.

immune system the body system that fights diseases.

incest sexual interaction between members of the same family, such as a brother, sister, stepfather, aunt, uncle, grandparent, parent, or some other relation.

informed consent an agreement based upon a true understanding of the situation.

intravenously injecting a substance into veins.

masturbation self-stimulation of the genitals.

11.4. SEXUALITY GLOSSARY

- microorganisms** relatively simple living organisms that are too small to be seen by the naked eye, typically bacteria or viruses.
- moral beliefs** personal beliefs that tell us what is right or wrong in how we behave and strongly influence the decisions we make.
- nocturnal orgasm** sexual excitement during dreams that leads to orgasm. (Nocturnal means nighttime.)
- orgasm** the climax of sexual excitement.
- passion** being sexually attracted to someone.
- peer culture** behaviors and preferences of a group, such as ideas, ways of dressing and talking, as well as favorite music, food, and sports.
- peer pressure** a powerful force placed on individuals by their peers. This force often works in very positive ways, but can also create a lot of anxiety. It can make you want to be someone you are not.
- peers** friends and classmates in your own age group.
- PID** (pelvic inflammatory disease) a disease among women that can cause sterility.
- placenta** an organ in the uterus that allows the transfer of nutrients to and wastes from the developing fetus.
- predominant** most common.
- prevention** the act of keeping something from happening.
- prostitution** the exchange of money or gifts for sex.
- psychological factors** factors having to do with thoughts and feelings.
- rape** the most extreme form of coercion that involves the threat or the actual use of violence to force another person into a sexual interaction.
- relative moral principles** beliefs that don't judge behavior as such, but look at it in the light of circumstances.
- secondary sexual characteristics** characteristics associated with puberty such as breast development among girls and facial hair and the changing of the voice among boys.
- seduction** an act in which one person arouses sexual interest in another by various means. It may involve expressions of admiration and affection, or sweet-talking the partner into sex. Creating a romantic or erotic atmosphere (by music, soft lights, sexy clothing, and so on) may also be a part of the attempt to stimulate sexual arousal.
- semen** whitish fluid of the male reproductive tract consisting of sperm.

sexual abuse sexual exploitation of an individual. The most serious and damaging form of abuse is the sexual exploitation of children by adults, especially close relatives.

sexual dreams a form of fantasy that occurs during sleep.

sexual drive a drive motivates or directs an individual towards a specific goal. Thus, the sexual drive pushes or pulls us to become sexually interested and seek sexual fulfillment.

sexual fantasy quick sexual thoughts that cross your mind or long drawn-out erotic daydreams.

sexual harassment expressions of sexual interest that are unwanted or inappropriate, or that make one feel uncomfortable, offended, or threatened.

sexual identity a sense of who you are sexually.

sexual intercourse the moving of the penis in and out of the vagina.

sexual intimacy one part of love that involves being close to a person and sharing private thoughts and feelings.

sexually transmitted diseases (STDs) illnesses that are spread from one person to another through intimate sexual contact.

skin lesions open sores on the skin.

socialization becoming part of society by observing others' behaviors and values, learning about acceptable behaviors, ways of dressing, relationships, and determining where you fit into society.

solitary alone or by oneself.

spermicides a chemical used as a method of contraception, killing the sperm by breaking up the cell wall.

statutory rape taking sexual advantage of a person who is not able to give consent, such as a person who is legally not yet an adult, a person who is mentally handicapped, or a person who is drunk and not in a position to make a choice.

sterility inability to reproduce.

transfusions blood given to someone for medical reasons.

vaginal lubrication the process in which the inside of the vagina becomes wet as a result of becoming sexually aroused.

viruses microorganisms that cannot be seen under an ordinary microscope.

