

A Healthy Look at Sexuality

Lesson One

Introduction and
Goals & Dreams

(Adapted from 9/10 F.L.A.S.H., Lesson 1, www.kingcounty.gov/health/FLASH; and Making Proud Choices, Module 1, Activities F and G.)

LESSON 1: INTRODUCTION AND GOALS & DREAMS

Time needed

One class period

Student learning objectives

1. Recognize that they have some knowledge of sexuality and need much more.
2. Contribute to a serious, considerate class climate.
3. Explain the value of group agreements and list at least 3 to which the class has agreed.
4. Name goals they would like to accomplish in 1 and 5 years.
5. List obstacles to reaching goals.
6. List things that will assist them in reaching goals.

Agenda

1. Introduction and Overview
2. Group Agreements
3. Goals and Dreams
4. Obstacles and Help in Accomplishing Goals and Dreams
5. Introduction to Anonymous Question Bag or Box
6. Closure
7. Homework

Materials needed

1. Newsprint (4)
2. Appropriate Markers
3. Worksheet: *Goals and Dreams 1 Year Cloud* (1 per student)
4. Worksheet: *Goals and Dreams 5 Year Cloud* (1 per student)
5. Colored Markers or Crayons
6. Family Homework: *Introduction to the Unit* (1 per student)
7. Index cards of the Same Size, Shape, and Color
8. Anonymous Question Bag or Box

Preparation

1. Write an agenda of the lessons on newsprint to refer back to throughout future lessons.
2. Print 1 copy per student of the following (located under Worksheets and Printouts at the end of the lesson):
 - **Worksheet: *Goals and Dreams 1 Year Cloud*,**
 - **Worksheet: *Goals and Dreams 5 Year Cloud*,** and
 - **Family Homework: *Introduction to the Unit*.**
3. Create an anonymous question bag or box to be used throughout future lessons.

(Adapted from 9/10 F.L.A.S.H., Lesson 1, www.kingcounty.gov/health/FLASH; and Making Proud Choices, Module 1, Activities F and G.)

Instructions

1. Introduction and Overview

- a. Introduce self to participants using the criteria discussed on pages x-x in “How to Use the Curriculum.”
- b. Explain that in this first lesson, we will be setting the stage for the ten remaining lessons. We will take some time to get to know each other, create group agreements and establish what our personal goals and dreams are.
- c. Ask participants to disclose name, age, hometown or pass around a bag of wrapped candy and ask each person to take 1-3 candies. For each candy they take, they need to share one thing about themselves.
- d. Write a brief agenda for the sessions on newsprint and share with participants. Tape the agenda onto the wall and refer back to it throughout the lessons. The agenda should look like this:

Lesson 1: Introduction and Goals & Dreams

Lesson 2: Learning to Love

Lesson 3: Communication for Better Relationships

Lesson 4: Abstinence

Lesson 5: Reproductive System

Lesson 6: Pregnancy and Hormonal Contraceptive Methods

Lesson 7: Barrier and other Contraceptive Methods

Lesson 8: Sexually Transmitted Infections

Lesson 9: HIV/AIDS and Barriers to Using Protection

Lesson 10: Communication and Practice

2. Group Agreements

- a. Explain (or brainstorm) the goals for the students of this class: to learn important information in order to make healthy decisions throughout their lifetime, to have fun, and to become more able to communicate about sexuality. Since sexuality is an especially sensitive topic for many people, we need to establish some agreements for how we will conduct ourselves during this unit so that this class will be a safe place to learn about it.
- b. Introduce the concept of group agreements by reading the following case study aloud. The case study is an example of what can go wrong in a classroom when group agreements are not established. Ask the group to think of ideas while you're reading the case study on how to keep what happens in the case study from happening in this class. Explain that you will be using inappropriate language in this case study to make a point.

(Adapted from 9/10 F.L.A.S.H., Lesson 1, www.kingcounty.gov/health/FLASH; and Making Proud Choices, Module 1, Activities F and G.)

CASE STUDY

A couple of years ago there was a sexuality class that really flopped. On the very first day they were talking about flirting and “come-on’s.” A student I’ll call “Rob” announced that he already knew how to handle a come-on.

He said, “Girls don’t come on to guys unless they’re sluts, so they deserve what they get. And if a guy ever tried anything, I’d punch the faggot out.”

After class, two people came up to the teacher and asked to be excused for the rest of the unit. They each sat down in private and had long talks with the teacher.

It turned out that one student (I’ll call her “Jenny”) had been raped by her boss the week before. She felt as if “Rob” was blaming her...saying it’s your own fault if you get raped. Of course, it isn’t; but it’s easy to feel that way when it’s you. She couldn’t stand to be in class with “Rob.”

The second student (I’ll call him “Michael”) was furious at “Rob’s” name-calling. “Michael’s” father is gay and he wasn’t going to stick around while people called his father names. “Faggot,” of course, is a put-down, just like racial and religious slurs.

In fairness, you have to understand that “Rob” had no idea that “Jenny” had recently been raped or that “Michael’s” father was gay. It never occurred to him that anyone would be hurt or offended by his remarks. He needed a little education. He needed to learn that there are ways to express your opinion without demeaning other people...and he needed to realize that you never know the life experiences of most of the people around you.

Of course, “Jenny” and “Michael” have every right to excuse themselves, if they must...but the incident should never have happened in the first place.

- c. Explain that the teacher in that class felt responsible for the crisis..., and that you shared the incident with the class in hopes that you could talk together about it and prevent this kind of thing from happening “in our class”. Ask whether anybody can think of guidelines or group agreements that might make people feel safe about speaking up during such a sensitive unit.**

(Adapted from 9/10 F.L.A.S.H., Lesson 1, www.kingcounty.gov/health/FLASH; and Making Proud Choices, Module 1, Activities F and G.)

Some possibilities might be:

Avoid put-downs.

It is OK to agree or disagree.

Begin statements of opinion with, “I believe...”

It’s OK to keep your opinions and experiences private.

Listen to other people’s opinions.

Get the facts; any question is OK.

Protect people’s confidentiality.

(Don’t share private information publicly, or, if you do, skip the names.
You are entitled to protect your own privacy, too.)

Talk to the teacher in private, if you need to.

- d. Post group agreements on the wall to refer back to throughout the lessons.

3. Goals and Dreams

- a. Explain that you are going to ask them to identify their goals and dreams for the future. Explain that the reason why we are asking them to identify their goals and dreams is because research says that if a person knows what their goals and dreams are, they are more likely to make responsible decisions that will benefit and protect their goals and dreams.
- b. Distribute **Worksheet: Goals and Dreams 1 Year Cloud** and **Worksheet: Goals and Dreams 5 Year Cloud** and colored markers or crayons to everyone.
- c. Ask participants to either draw or write on their cloud what their goals and dreams are in the next year and in five years. Ask them to think about their goals and dreams in all areas of their life: friendships, relationships, education, employment, where they want to live, things they want to have, and family. Give some examples of goals depending on the audience: In 1 year I want to get my grades up; In 5 years I want to go to college. (To spark their creativity, show an example of a completed Goals and Dreams Cloud.)

(Adapted from 9/10 F.L.A.S.H., Lesson 1, www.kingcounty.gov/health/FLASH; and Making Proud Choices, Module 1, Activities F and G.)

NOTE TO TEACHER: For a completed example of a Goals and Dreams Cloud, see the Worksheets and Printouts section at the end of this lesson.

- d. Ask the group to share their goals and dreams if they feel comfortable. Explain that everyone is able to share as much or little as they are comfortable. Write the goals down on the left side of a newsprint or white board with the title "GOALS."

4. Obstacles and Help in Accomplish Goals and Dreams

- a. Explain that while they're trying to accomplish their goals, there may be some obstacles that come up that may challenge them in accomplishing their goals.
- b. Ask the group to brainstorm some obstacles that may come up while trying to accomplish their goals and write what they come up with on the right side of the newsprint or white board with the title "OBSTACLES." Some examples of obstacles may include:

Illness

Lack of money

Drug or alcohol use

Pregnancy

Death in the family

Unhealthy relationship/s

- c. Explain to the group that there are some things that may help them get through or past those obstacles and to continue trying to accomplish their goals.
- d. Ask the group to brainstorm some things that may help them accomplish their goals

Money

Graduate from high school

Support and encouragement from people you love

Healthy relationship/s

Staying healthy

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- e. Ask the group to identify which obstacles and assets are related to sexuality. Point out that many of them are connected to sexuality. By learning more about healthy sexuality, they will be better prepared to avoid/manage these obstacles and achieve their dreams.

5. Introduction to Anonymous Question Bag or Box

- a. Pass out a few index cards of the same size, shape, and color to each participant. Explain to the group that you will pass out blank index cards at the beginning of each lesson to be used for the anonymous question bag or box.
- b. Explain that “anonymous” means your name is withheld. In other words, in order to keep the questions you write on the cards private, do not write your name.
- c. Write on newsprint the following prompts to help the group in forming questions (post on wall to use as a reference throughout the lessons):

**Is it true that...?
How do you know if...?
What causes...?
What do they mean by...?
Should you worry if...?
What should you do if...?**

- d. Give an example of what a question might look like if they were to use the above prompts (i.e., Is it true that you could go blind from masturbating too much? How do you know if you have an STI/STD? What causes a condom to break? What do you mean by STI? Should you worry if one testicle hangs lower than the other testicle? What should you do if you missed a period?)

NOTE TO TEACHER: More information on how to respond to anonymous questions is available in “Values and Anonymous Questions.”

- e. Ask the group to put their anonymous question cards in the anonymous question box. In addition, explain that there are three reasons why a question may not be answered:

Your question is being saved for the most appropriate lesson.

It was determined that your question was not

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appropriate for class discussion.

Your question was reworded in order to use correct or appropriate words.

NOTE TO TEACHER: Explain that if their question was not answered, to talk to you at the end of class so that their question can be answered privately.

6. Closure

- a. Overview of lesson: Today we established what your goals and dreams are in one year. We discussed possible obstacles and help that could affect or aid in reaching your goals and dreams. Explain that you hope they will keep their goals and dreams in their minds while they are learning about healthy sexuality in the upcoming lessons. In the next lesson, we will learn about love and the difference between healthy and unhealthy relationships.
- b. Pass anonymous question bag or box around.
- c. Answer anonymous questions.

7. Homework

- a. Introduce the family homework by telling students that talking with parents and/or other trusted adults about sexuality is an important part of being sexually healthy. Ask students to complete the **Family Homework: Introduction to the Unit** with a parent/guardian (or stepparent, adult friend of the family, trusted adult, etc.) In addition, they will have their parent/guardian sign the **Family Homework: Introduction to the Unit Confirmation Slip** to attest that they completed the assignment.
- b. Stress that if a student does not feel comfortable doing this activity with their parents/guardians, they can do it with another trusted adult. Both the adult and the student have the option of deciding that some of the questions are too personal and skipping over them or coming up with some alternate questions they feel more comfortable with.
- c. Explain that before the next lesson, everyone will have the chance to share what they did for their homework and the results that they got. However, make sure that they understand that this part is optional, they do not have to share and if they are doing their homework with a parent/guardian or family member, they must have their permission to share also.

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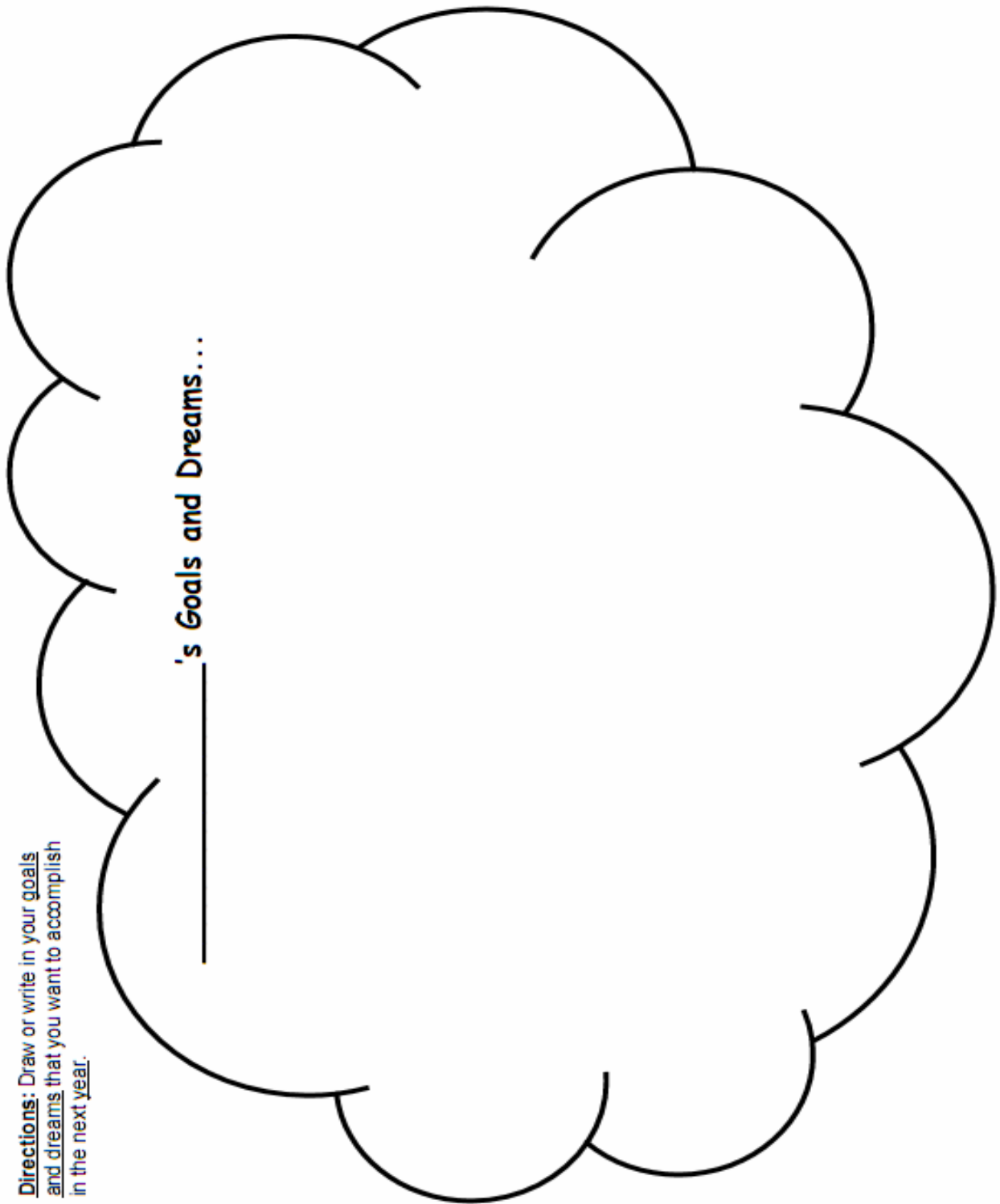
Worksheets and Printouts

(Adapted from 9/10 F.L.A.S.H., Lesson 1, www.kingcounty.gov/health/FLASH; and Making Proud Choices, Module 1, Activities F and G.)

Worksheet: Goals and Dreams 1 Year Cloud

(Adapted from 9/10 F.L.A.S.H., Lesson 1, www.kingcounty.gov/health/FLASH; and Making Proud Choices, Module 1, Activities F and G.)

Directions: Draw or write in your goals and dreams that you want to accomplish in the next year.



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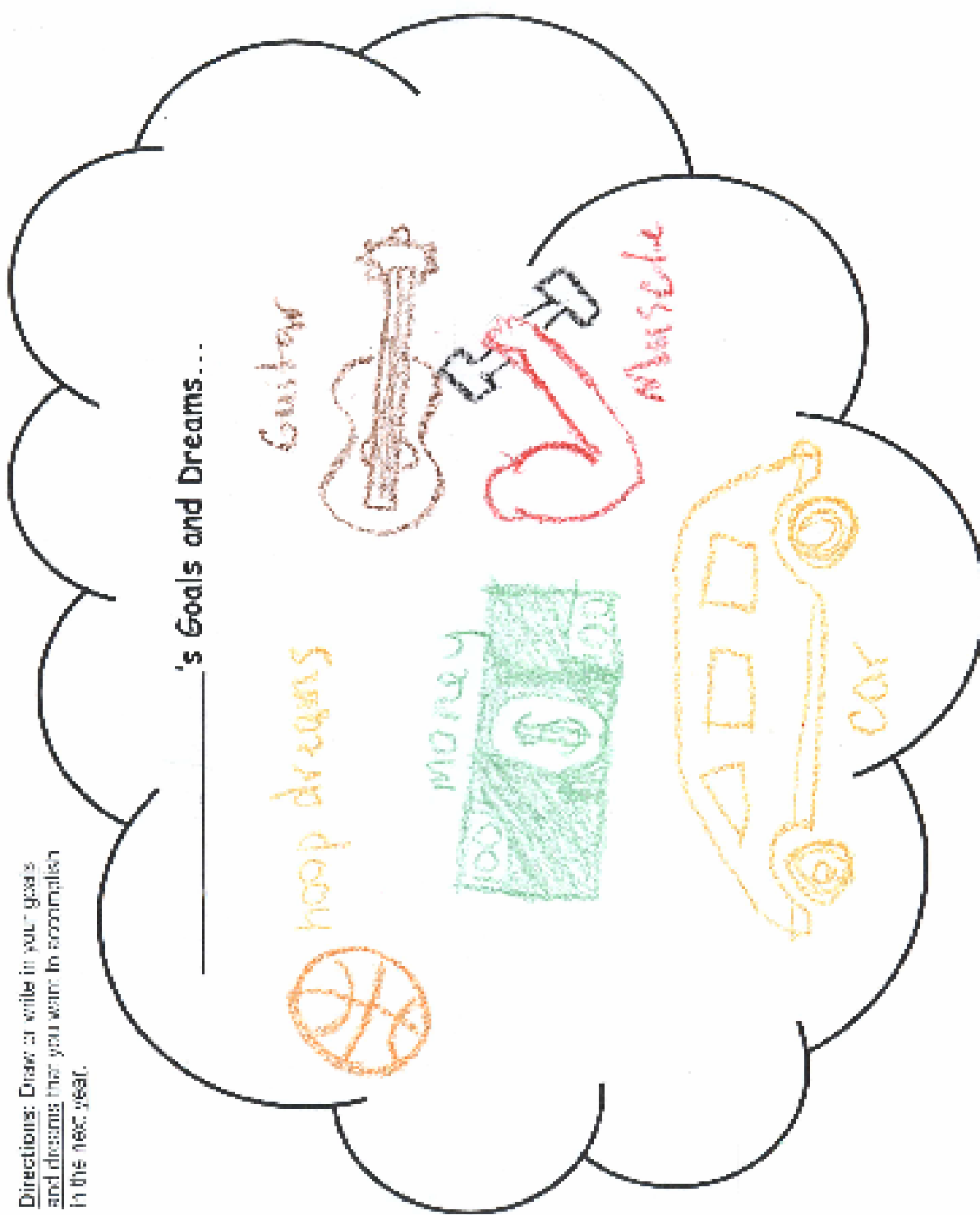
Worksheet: Goals and Dreams 5 Year Cloud

_____ 's Goals and Dreams...

Directions: Draw or write in your goals and dreams that you want to accomplish in the next 5 years.

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Example: Goals and Dreams Cloud



Directions: Draw or write in your goals and dreams that you want to accomplish in the next year.

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Family Homework: Introduction to the Unit

Purpose: This is a chance to share with one another some of your own (and your family's, your religion's) beliefs about sexuality and sexuality education. We hope it will also give you a chance to get to know one another a little better.

Directions: Find a quiet place where the two of you, parent/guardian (or stepparent, adult friend of the family, etc.) and student can talk privately. Set aside about an hour. During this time, you will give all your attention to one another...not answering the phone, watching TV, and so on.

Now, ask one another the following questions, with the understanding that:

- *You are each welcome to say, "That one is too private. Let's skip it."*
- *What you discuss will not be shared with anyone else, even within the family, unless you give one another permission to share it.*
- *It's OK to feel silly or awkward and it's important to try the Exercise anyway.*

We recommend that you take turns asking questions. When it is your turn to listen, really try to understand the other person's response.

ASK THE ADULT: What kind of sexuality education do you remember getting, at home or at school? What do you recall about it?

ASK THE STUDENT: What do you like so far about this sexuality class? What don't you like?

ASK THE ADULT: What 3 things do you wish you had known about sexuality when you were my age?

ASK THE STUDENT: What do you think about "going out" or "dating"...agreeing to be "boyfriend and girlfriend"? What are the advantages and disadvantages of it?

ASK THE ADULT: Have you ever fallen in love? When? What was it like? How did you know it was love?

(Adapted from 9/10 F.L.A.S.H., Lesson 1, www.kingcounty.gov/health/FLASH; and Making Proud Choices, Module 1, Activities F and G.)

Family Homework: Introduction to the Unit continued...

ASK THE STUDENT: Do you think you'll ever be in a committed, life-long relationship? If so, what kind of person would you want it to be with? If not, why not?

ASK THE ADULT: When do you think a person is ready for sex?

ASK THE STUDENT: When do you think a person is ready to become a parent?

ASK THE ADULT: Describe one thing you really like about me.

ASK THE STUDENT: Describe one thing you really like about me.

**FEEL FREE TO ASK ONE ANOTHER OTHER QUESTIONS.
JUST REMEMBER THE OTHER PERSON HAS A RIGHT TO CHOOSE NOT TO
ANSWER.**

This exercise was adapted, with permission, from *The Talk- To-Me Books*. Reis and McGuire, 1983, 1988, Planned Parenthood of Seattle-King County. If you found the exercise useful, and would like to do more of the same kind of thing, call (206) 328-7715 for ordering information.

**FOR FULL CREDIT, THIS EXERCISE IS DUE: _____
IF YOU WANT CREDIT, SIMPLY TURN IN THE SLIP, BELOW.**

----- cut here -----

Family Homework: Introduction to the Unit

CONFIRMATION SLIP

We have completed "Family Homework: Introduction to the Unit".

Date: _____

X _____
Student's signature

X _____
Signature of family member or friend

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