# Sexuality Education Block Plan
## Level: Intermediate

### Day One- Rules/Introduction

**Objective:** After this lesson, students will be able to create and list the ground rules they have established in the classroom activity.

**Outline:**
- I. Introduction
  - A. Teacher Expectations
  - B. Teacher Availability
- II. Student Led Ground Rules
  - A. Take student suggestions: Examples: Respect, Questions, Terminology, Question Box
  - B. Teacher Suggestions (if missed by students)
  - C. Establishment of Rules

### Day Two- Male and Female Anatomy

**Objective:** After this lesson, students will be able to identify the structures of the reproductive system of the male and female body.

**Outline:**
- I. Male Anatomy
- II. Female Anatomy

### Day Three- Male and Female Development

**Objective:** After this lesson, students will be able to list secondary sex characteristics of the male and female body through the discussion and classroom activities/games.

**Outline:**
- I. Introduction
  - A. All boys and girls experience change
    1. Growth spurt
  - B. Occurs at different ages: puberty
    1. Boys 13-15
    2. Girls 11-13
- II. Females
  - A. Body Changes
    1. Develop breasts
    2. Pubic and underarm hair: deodorant
    3. Widen pelvis
    4. Increase in fat tissue
    5. Onset of sexual desire
  - B. Menstruation
    1. Why it happens
    2. Hygiene concerns
    3. Happens at different times
- III. Males
  - A. Body Changes
    1. Broader shoulders
    2. Facial, pubic, underarm hair: shave and deodorant
    3. Deepening of voice
    4. Onset of sexual desire

### Day Four- Disease Prevention- HIV/AIDS

**Objective:** To explain how HIV/AIDS is transmitted and/or spread, list signs and symptoms, and describe the possible treatments of the virus to the students.

**Outline:**
- I. People who are infected with some viruses that cause disease may not have signs or symptoms of the disease.
- II. AIDS is caused by a virus that weakens the ability of infected individuals to fight off the disease.
- III. Everyone could be diagnosed with AIDS and they live all over the United States.
- IV. The AIDS virus can be spread through very many different ways.
- V. The AIDS virus cannot be caught by touching, hugging, or kissing someone who is infected, or from a mosquito.
- VI. There are no long-range treatments, no cures, and no vaccinations for HIV/AIDS.
### Day Five- Decision Making

**Objective:** By the end of the lesson, the students will be able to list all of the steps in the decision making process.

**Outline:**
- I. Talk with the class about morals and ethics.
  - A. Let everyone in the class participate in a conversation which the teacher builds up with controversial questions.
- II. Teach the students the six-step decision making process.
  - A. Perceive the problem
  - B. Define the problem
  - C. Get ideas about the problem
  - D. Evaluate the ideas
  - E. Act
  - F. React
- III. Place students in 4 groups.
  - A. Give each group a situation to play out.
  - B. Students act them out in front of the class.

### Day Six- Sexual Abuse/Harassment

**Objective:** To define and appreciate one’s uniqueness and accept differences in others. List and accept responsibility for your own behavior. Describe good touch/bad touch and when to say “no.” Students should be able to demonstrate when it is considered sexual harassment/abuse and the effects it has on others.

**Outline:**
- I. Definition of Sexual Abuse/Harassment
- II. Examples of sexual harassment/abuse
  - A. Comments and gestures
  - B. Pictures
  - C. Rumors
  - D. Touching/grabbing
- III. Effects
  - A. Feelings of fear, anger, or powerless
  - B. Lack of self confidence
  - C. Lower grades
  - D. Loss of friends
- IV. Stopping sexual harassment/abuse
  - A. Tell them- write letter or verbally
  - B. Tell others you trust
  - C. Tell school officials/ police officer
  - D. List incidents; keep pictures, notes, etc.
  - E. Documentation

### Day Seven- Relationships

**Objective:** To describe the variety of relationships one can have and the roles that go along with each, as evidence by activity.

**Outline:**
- I. Definition of relationship
- II. The Family Unit
  - A. Roles of members
  - B. Responsibilities of members
- III. Peer
  - A. Importance of friendship
    1. Affection
    2. Respect
  - B. Selection
- IV. Activity
- V. Conclusion

### Day Eight- Self Esteem

**Objective:** Students will define and explain the importance of a healthy self-concept and be able to demonstrate how to respect others and oneself.

**Outline:**
- I. Introduction
  - A. Definition
- II. Importance- Next few years in life may be touch
  - A. As your body changes, keep a positive view on your body
  - B. Self-confidence
- III. Respect
  - A. Yourself and Others
    1. Mind
    2. Body
    3. Soul
- IV. Conclusion
  - A. Review key points
    1. Importance of self-esteem/self-confidence
    2. Respect for yourself and others