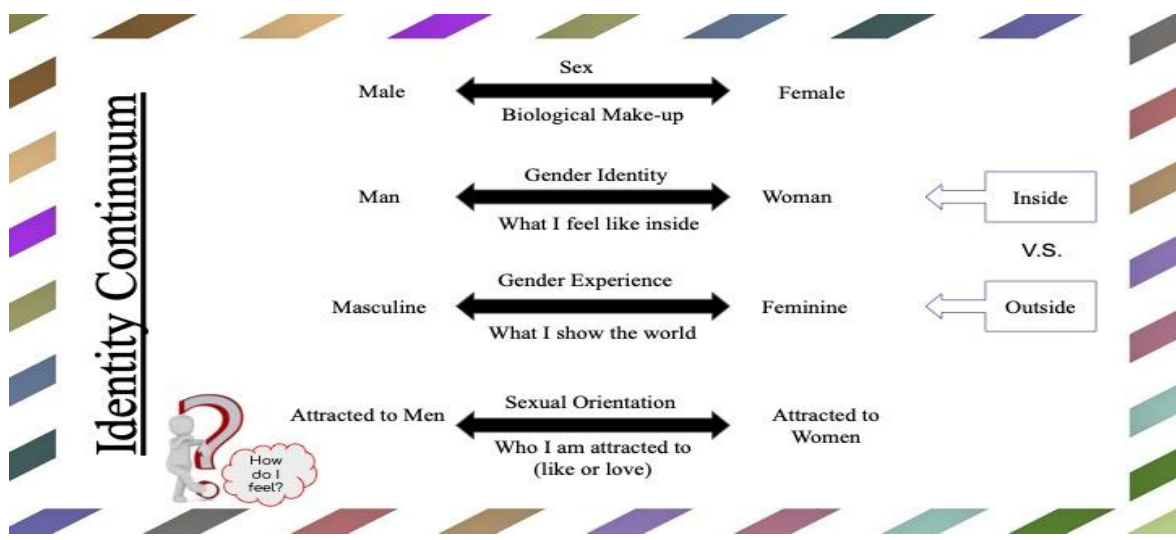


Progression/Sequence of Learning Tasks:

Day 1: Gender

Learning Goal: Students will define sex assigned at birth, gender identity and gender expression/stereotypes.

Family Life Topics are very personal and should be discussed with family or a trusted adult.

Activities	Time
<ol style="list-style-type: none"> 1. Explain sex is biological status assigned at birth, when a baby is born. Gender associates with cultural roles or behaviors based biological sex at birth. 2. Gender stereotypes. Make a column on the board and list things to describe a boy. then make a column for girls and do the same thing. 3. After two columns are finished then compare the lists. <ul style="list-style-type: none"> <input type="checkbox"/> Are there similarities in both? <input type="checkbox"/> Are there differences in both? <input type="checkbox"/> Could some be either? Such as can boys like to cook? Can girls enjoy working in the yard? 4. Define <ul style="list-style-type: none"> <input type="checkbox"/> Gender identity - individual's sense of themselves. Identity of how one feels on the inside. <input type="checkbox"/> Gender roles - societal expectations about how a gender should act and dress. <input type="checkbox"/> Gender experience - how one presents their gender to others. 	<p>5 min.</p> <p>10 min</p> <p>10 min.</p> <p>15min.</p>
 <p>The diagram is titled 'Identity Continuum' and is framed by a border of colorful diagonal stripes. It contains four horizontal double-headed arrows representing different aspects of identity:</p> <ul style="list-style-type: none"> Sex: A double-headed arrow between 'Male' and 'Female' with the text 'Sex' above and 'Biological Make-up' below. Gender Identity: A double-headed arrow between 'Man' and 'Woman' with 'Gender Identity' above and 'What I feel like inside' below. To the right, a box labeled 'Inside' has an arrow pointing left towards this section. Gender Experience: A double-headed arrow between 'Masculine' and 'Feminine' with 'Gender Experience' above and 'What I show the world' below. To the right, a box labeled 'Outside' has an arrow pointing left towards this section. Between the 'Inside' and 'Outside' boxes is the text 'V.S.'. Sexual Orientation: A double-headed arrow between 'Attracted to Men' and 'Attracted to Women' with 'Sexual Orientation' above and 'Who I am attracted to (like or love)' below. <p>On the left side of the diagram, there is a vertical text 'Identity Continuum' and a small cartoon character with a question mark above its head and a speech bubble saying 'How do I feel?'.</p>	<p>5 min.</p>
<ol style="list-style-type: none"> 5. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults. 	

Day 2: Changes During Puberty

Learning Goal: Students will be able to identify one physical, social and emotional change that will occur during puberty.

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Activities	Time
<p>1. Opener - discuss that student's bodies are growing and going through changes in the next few years. Explain that not just physical changes will occur but also social, cognitive and emotional changes will occur. Give an example of each.</p> <ul style="list-style-type: none"><input type="checkbox"/> Physical - Body hair<input type="checkbox"/> Social - Start to interact differently with others and interest change.<input type="checkbox"/> Cognitive - Start saying I don't know why I did that.<input type="checkbox"/> Emotional - We start to care about what others think.	10 min.
<p>2. Boys and girls watch separate videos for changes. Boys: https://www.youtube.com/watch?v=2XF0awGRTWs Girls: https://www.youtube.com/watch?v=gv21b3ZpSLg</p>	20 min.
<p>3. Discuss what changes are going to happen based on the videos.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have students discuss and list Physical changes.<input type="checkbox"/> Have students discuss and list Social changes.<input type="checkbox"/> Have students discuss and list Cognitive changes.<input type="checkbox"/> Have students discuss and list Emotional changes.	20 min.
<p>4. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults.</p>	1 min.

Day 3: Understanding Boundaries, Consent, and Assault

Learning Goal: Students will be able to define what personal boundaries are and understand what consent means regarding boundaries.

Family Life Topics are very personal and should be discussed with family or a trusted adult.

Activities	Time
1. Opener: Ask students if they know what a boundary is? Then ask if they know what a physical boundary is? a. Describe a physical boundary is like a fence. Why do we have physical boundaries?	10 min.
2. Personal Boundaries a. Ask students if they have ever heard of personal boundaries? <input type="checkbox"/> What does a personal boundary look like? <input type="checkbox"/> Give an example of someone standing too close in your personal space, and ask how does that make you feel? <input type="checkbox"/> Have students give some examples.	10 min.
b. Consent <input type="checkbox"/> Talk about consent being when someone freely says yes to something. <input type="checkbox"/> Talk about without consent no one should approach or touch another person's things, personal space or body.	10 min.
c. Harassment/Assault <input type="checkbox"/> Unwanted hitting or touching (can be sexual harassment or assault). <input type="checkbox"/> Explain sexual harassment/assault of any kind is against the law. <input type="checkbox"/> If you have been sexually harassed/assaulted you need to tell because it is against the law. (Tell a parent or trusted adult). <input type="checkbox"/> Show video on boundaries and sexual harassment: <input type="checkbox"/> Let's Talk - Healthy Relationships & Boundaries	10 min.
3. Ask clarifying questions about the terms and what was shown in the video. a. Provide the National Sexual Assault Hotline. b. NATIONAL SEXUAL ASSAULT PHONE HOTLINE 800.656.HOPE (4673) https://ohl.rainn.org/online/	5 min.
4. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults.	5 min.

Days 4: Communication with Sensitive Topics

Learning Goal: Describe the three types of communication and demonstrate how to effectively use assertive communication.

Family Life Topics are very personal and should be discussed with family or a trusted adult.

Activities	Time
1. Opener: Ask students, have they ever had a misunderstanding with a friend or family member? Have students give you an example of when this occurred. a. Now ask could the misunderstanding have been from miscommunication? b. Explain today we will be learning about communication.	5 min.
2. Define Passive communication when you don't really say what you want, but suggest something different. a. Provide an example of passive communication, like maybe we could eat somewhere else, if that is not the place you want to eat.	5 min.
3. Define Aggressive communication when you don't really care how it is received, one just says what they want. a. Provide an example of aggressive communication, like no we are going to eat here.	5 min.
4. Define Assertive communication when you don't agree but that is ok, you just don't want what someone else wants and you are going to do something different. a. Provide an example of assertive communication, like I don't really want to eat there but I would be up for somewhere else.	10 min.
5. Abstinence or abstain from something. a. Discuss what is meant by abstaining from something. b. Abstain is defined as to choose not to do or have something. You may abstain from eating candy to be healthy. c. Abstinence is abstaining from sexual activity.	10 min.
6. Complete Communication Worksheet: Communication Worksheet a. Review worksheet	10 min.
7. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults.	

Day 5: Understanding Healthy Relationships

Learning Goal: Students will be able to describe characteristics of healthy relationships.

Family Life Topics are very personal and should be discussed with family or a trusted adult.

Activities	Time
1. Opener: Talk about relationships and how many relationships a person could have. <input type="checkbox"/> Family Relationship- Parent to child, sibling to sibling, grandparent to child, cousin to cousin etc. <input type="checkbox"/> Friendship - friends at school, friends at camp, friends with activities etc. <input type="checkbox"/> Romantic - connections that you are drawn to by attraction.	10 min.
2. Healthy vs. Unhealthy Relationships <input type="checkbox"/> Healthy relationships affect you in a positive way and improve your health and feel supported. <input type="checkbox"/> Unhealthy relationships affect you in a negative way and don't receive support that is needed and often can harm one's mental, physical and emotional health.	10 min.
3. Healthy vs. Unhealthy Scenarios <input type="checkbox"/> Read and answer questions for Relationships: Case Study One <input type="checkbox"/> Read and answer questions for Relationships: Case Study Two <input type="checkbox"/> Ask students to compare the two case studies. <input type="checkbox"/> What type of relationships are they? <input type="checkbox"/> Are they healthy or unhealthy relationships? Why?	20 min.
4. Remind students that you always want to strive to have healthy relationships in your life. A healthy relationship adds to your overall health and well being. You should steer clear of unhealthy friendships as they could impact other parts of your life in a negative way.	10 min.
5. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults.	