

# Liking and Loving – Now and When I’m Older

*Advocates for Youth; A Lesson Plan from Rights, Respect, Responsibility*

*Lesson 6*

## OVERVIEW & PURPOSE

A K-12 Curriculum fostering responsibility by respecting young people’s rights to honest sexuality education.

**EDUCATION STANDARDS: NSES ALIGNMENT:** By the end of 8th grade, students will be able to:

1. **HR.8.CC.4 – Describe a range of ways people express affection within various types of relationships.**
2. **PR.8.CC.1 – Define sexual intercourse and its relationship to human reproduction.**
3. **PR.8.CC.2 – Define sexual abstinence as it relates to pregnancy prevention.**

## OBJECTIVES

1. List at least three non-sexual activities people can do to show others they like or love them. [Knowledge]
2. Describe the three types of sexual intercourse, including whether/how they are related to human reproduction. [Knowledge]
3. Define “abstinence” and its connection to pregnancy prevention. [Knowledge]

## MATERIALS NEEDED

1. Chalk or markers for the chalk or whiteboard – at least three of either
2. Exit Tickets (One sheet copied per every 4 students; approximately 8 sheets.)
3. Index cards – one per student
4. Exit slips: “On Your Way Out” –one 1/4 per student
5. Homework: “A Conversation about Sex” – one set per student
6. Homework: “How’d We Do”

## VERIFICATION

*Steps to check for student understanding*

1. The interactive activity on the board gives every student a chance to share something they perceive shows caring/loving, while processing that activity ensures they receive additional ideas.
2. The homework assignment will enable teachers to determine whether the second and third learning objectives were met.
3. Through use of exit ticket tasks.

## ACTIVITY

*Describe activity that will reinforce the lesson*

**STEP 1: Start the class by distributing an index card to each student and writing the term “affection” on the board.** Define the term: *“Affection means our feelings of liking and love for others.”* Ask, *“Who are people we might feel affection for?”* After a few examples have been given, ask the students to think about the ways they show affection for these people - *“how do we let people know we like or love them? What have they done to let us know they care about us? Think of family members, friends – or if they’ve started liking someone as more than a friend, that person. Write down 3 different ways you have shown affection for those people on your index card. Please do not show your cards to any other students.”* Write an example on the board from your own life that does not disclose anything too personal. For example, *“Growing up, we showed each other affection by taking the time to have meals together as a family.”* **Then write on the board “Share meals.”** (8 minutes)

**STEP 2: Split the class up into two groups and have them line up in two different lines that are perpendicular to the board in order of their birthdays.** (Note: Dividing them in this way just makes for random teams. If you are worried about time, simply divide the class in half). Make sure they bring their index cards with them, and remind them not to share them with others. **Tell that when you say “go,” the first person from both lines is to come up to the board and write down one of the things on their list. The catch is that if someone in their own group has already written what they were going to write, they have to go to the second thing on their list; if that’s there as well, they have to**

**use the third one on their list.**

Note to the Teacher: If a student in your class is physically challenged, adjust the timing to ensure that that student and the student on the other team begin at the same time. If the physical challenge completely impedes their participation, other options include having them tell another student their idea and that student will go twice.

Instruct the students that **if all of the examples on their card have been used, they should sit down.** Then the remaining students will keep going until everything on all the cards have been represented without duplication. (15 minutes)

Note to the Teacher: You will need to scan the individual lists on the board to ensure there is no repetition; the students will likely help you with that.

**STEP 3: Ask a volunteer from each team to read through their team’s list. Circle or place a checkmark next to anything that appears on both lists.** Process the activity with the students by asking the following questions: *“Why do we do these things for people?” “How do these things show that we like/love other people?”* Summarize by saying, *“In the end, liking and loving – as well as being liked/loved – feels good. Doing these things with or for people we care about feels good.”* (14 minutes)

**STEP 4:** Explain to the students that when they get older, they may have a boyfriend or girlfriend. Tell them that when they are in those kinds of relationships there may be different ways they will want to express their affection or love – which may be doing something sexual together. Explain that some of these behaviors may be more appropriate for younger people (e.g., kissing, holding hands, etc.), while others are more appropriate when they are older. Say, *“One behavior that people your age should wait to do together until they are older is ‘sexual intercourse.’ How many people have heard this term before? What have you heard it means?”* Have a few students respond, validating what is correct. *“Let’s think only about vaginal sex for a moment. What is something that can happen as a result of vaginal sex?”* **If they do not mention it, say that it can cause a pregnancy.** Say, *“When semen, which is the fluid that comes out of a penis that contains hundreds of millions of sperm, gets inside a vagina, there is a chance for pregnancy. In addition, vaginal or oral or anal sex can put one or both partners at risk for a sexually transmitted disease, or ‘STD.’ You’ll learn more about both pregnancy and STDs later. Just keep in mind that getting pregnant/causing a pregnancy and dealing with an STD are really big things. That’s why it is best to wait to do any of these behaviors.”*

Explain that when a person waits to do something until they are older, or until some other time, it is called “abstinence.” Say, *“Abstinence doesn’t mean you will never do that thing. When it comes to sexual behaviors, it’s the only 100% sure way for you to avoid getting pregnant, getting someone pregnant, or getting or giving someone an STD.”* **Refer back to the lists on the board.** Say, *“And remember, there are lots of ways you can show other people you like or love them that don’t involve doing something sexual with those people.”* (8 minutes)

## Homework

“A Conversation about Sex” worksheets. The parents’ version is to be completed by a parent/ caregiver, while the students’ version is to be completed by the student. Then the two are to compare and have a conversation about their responses, after which they will, together, complete the “How’d We Do?” worksheet.

### Homework For Students: A Conversation about Sex

Student Name: \_\_\_\_\_

**Instructions: Please complete this sheet on your own without asking for your parent/caregiver’s help. Make sure they have their version of the sheet, too, and that they complete theirs without asking you for help. When you are both done, compare your answers – then complete the attached, “How’d We Do?”**

1. We talked today about some of the things that can happen as a result, of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they’re ready to

have sex?

2. We also talked today about abstinence – waiting until you’re older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn’t?

3. We also talked today about lots of different ways two people can show affection for each other that don’t involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their boyfriend/girlfriend in middle school?

## Homework For Parents: A Conversation about Sex

Parent/Caregiver Name: \_\_\_\_\_

**Instructions: Please complete this sheet on your own without asking your child what they intend to write. Make sure they have their version of the sheet, too, and that they complete theirs without asking you for help. When you are both done, compare your answers – then complete the attached, “How’d We Do?”**

1. We talked today about some of the things that can happen as a result, of having some kind of sexual intercourse with another person. Keeping that in mind, how does a person know when they’re ready to have sex?

2. We also talked today about abstinence – waiting until you’re older or ready to have some kind of sexual intercourse. What do you think should happen if one person in a relationship wants to have sex, but the other person doesn’t?

3. We also talked today about lots of different ways two people can show affection for each other that don’t involve any kind of sexual intercourse. What are some things you think are okay for someone to do with their boyfriend/girlfriend in middle school?

## Homework: How Did We Do?

**Instructions:** Please answer the following questions based on the conversation you just had. Please be sure to bring this sheet with you the next time we have class. *This is the page I will be collecting for Homework.*

**What did it feel like to have that conversation? Why?**

Student: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Did you mostly agree on your answers, disagree, or was it a mix of the two?**

Mostly agree

Mostly disagreed

It was a mix

**What did you do if you disagreed?** \_\_\_\_\_

\_\_\_\_\_

**What's one thing you learned from your parent/caregiver or your child as a result of having this conversation?**

Student – I learned that... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent/Caregiver – I learned that... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: Student

\_\_\_\_\_

Signed: Parent/Caregiver \_\_\_\_\_