



Class 18 Guide: Sexual Feelings And Acts

Pre-teach

This week's class covers sexual feelings, sexual orientation, safer sexual partners, sexual acts, and sexual limits. Students will spend a significant portion of class thinking about their own sexual orientations as well as what they look for in a sexual partner. To prepare for this class, it is helpful for students to revisit their Dream Dating Partner worksheets from Class 15. Give students some time to look at what they put on their worksheets, and to decide if they would like to change anything or add anything new. If your class is not working through the *My Rights My Life* curriculum sequentially, you can give students an opportunity to complete this worksheet for the first time. You can say something like, *"This week in class, we will talk about ways that people are sexual. Before we do that, I want us to think again about the qualities you are looking for in a dating partner. One really important part of a healthy dating relationship is that your partner respects your sexual limits. This means they listen when you say what you are okay doing sexually, and what you are not okay doing sexually. We'll talk all about this in class. You'll also have a chance this week to think about your sexual orientation. Remember sexual orientation is a word for who you have romantic and sexual feelings for, and what their gender is. For now, let's take some time to think about what your dream dating partner is like."*

If time allows, students can share their Dream Dating Partner worksheets with the class.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

Vocabulary terms and definitions

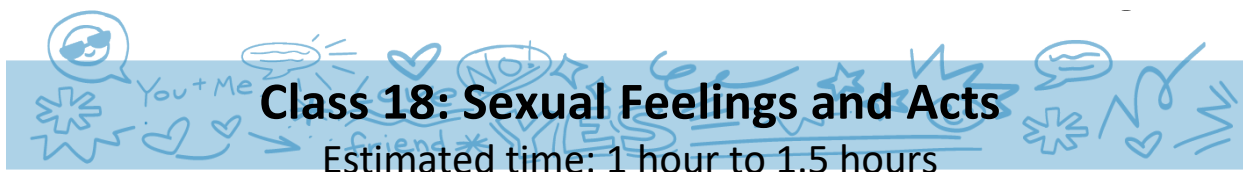
- Sexual orientation: who you have romantic and sexual feelings for and what their gender is
- Sexual feelings: when you feel attracted to someone, and want to kiss or touch them
- Oral sex: using the mouth, lips, or tongue to touch the genitals or anus of another person
- Anal sex: when a penis goes into the anus or the opening in your bottom (also known in slang as hole in the bottom, butthole or asshole)
- Vaginal sex: when a penis goes into the vagina

- Foreplay: things that people do to get their bodies ready for sex, such as kissing and touching each other's bodies

Post-teach

In this class, students had an opportunity to think about their sexual limits. It's as important to be able to tell one's sexual limits to a partner as it is to be able to name those limits. You can give your students opportunities to practice using the *NO! and I Statement Tools* to tell a partner their sexual limits. Below are several scenarios that your students can use to practice sexual self-advocacy. You have two options for this post-teach activity. You can read the scenarios as a class, and together come up with answers using the *NO! and I Statement Tools*. Alternatively, you can create a worksheet for students and allow them to independently work through the scenarios. For I Statements, encourage students to use all three types: I feel, I want, and I need.

- Scenario 1: Your partner leans in to kiss you, but you don't want to kiss them.
- Scenario 2: You want your partner to touch your body, but only with clothes on.
- Scenario 3: You are ready to have oral sex.



Class 18: Sexual Feelings and Acts

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Identify a few qualities that make someone a safer sexual partner.
- Review and discuss sexual feelings and sexual orientation.
- Define some basic sex acts and think about their own sexual limits.

Materials

- Whiteboard and dry erase markers or flipchart paper and makers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tools (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 18 PowerPoint
- Printed copies of Class 18 PowerPoint for all students (one slide per page)
- Class Safer Sexuality Checklist
- Class 1. Safe and Private Place Manipulative
- Student Safer Sexuality Checklists with 1. Safe and Private Place Graphic glued on
- Class 2. Safer Sexual Partner Manipulative (see template at end of lesson)
- Velcro
- Class 3. Sexual Limits Manipulative (see template at end of lesson)
- Printed copies of 2. Safer Sexual Partner Graphic for all students (see template at end of lesson)
- Printed copies of 3. Sexual Limits Graphic for all students (see template at end of lesson)
- Glue sticks for all students

Class Preparation (5-10 minutes)

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

Display and discuss slides 1-6.

Sexual Feelings (15-20 minutes)

Display and discuss slides 7-13. Give students time to process the information, and check in periodically for questions. Slide 13 includes instructions for the Safer Sexuality Checklist activity. Students will be adding the 2. Safer Sexual Partner Graphic to the class and student Safer Sexuality Checklists. For this activity, students will need glue sticks, as well as their copies of the Student Safer Sexuality Checklist and Student 2. Safer Sexual Partner Graphic. See templates at the end of the lesson plan.

Sexual Orientation (10-15 minutes)

Display and discuss slides 14-24. Give students time to process the information, and check in periodically for questions.

Brain Break (5 minutes)

Display slide 25. Use one of the suggested brain break activities from the slide notes, or come up with your own.

Sexual Acts (10-15 minutes)

Display and discuss slides 26-36. Give students time to process the information, and check in periodically for questions.

Sexual Limits (5-10 minutes)

Display and discuss slides 37-39. Slide 39 includes instructions for the Safer Sexuality Checklist activity. Students will be adding the 3. Sexual Limits Graphic to the class and student Safer Sexuality Checklists. For this activity, students will need glue sticks, as well as their copies of the Student Safer Sexuality Checklist and Student 3. Sexual Limits Graphic. See templates at the end of the lesson plan.

Questions (5 minutes)

Display slide 40. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

Exit Ticket (5 minutes)

Use slides 41-43 to check for student comprehension of major class topics.

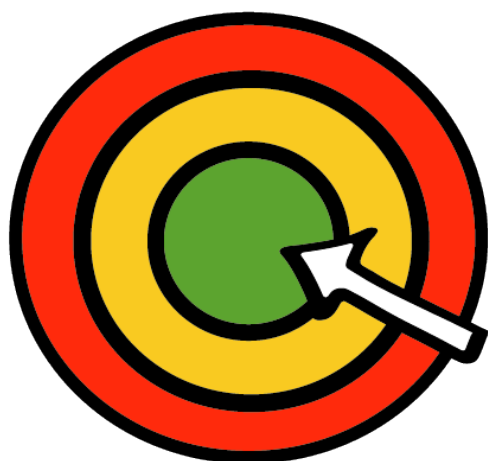
Closing (5 minutes)

Display and discuss slides 44-46.



Class 2. Safer Sexual Partner Manipulative

This is the second item for the Class Safer Sexuality Checklist. Print and laminate the graphic below. Add a piece of Velcro to the back of the laminated graphic that fits the piece of Velcro next to the corresponding checkbox on your Class Safer Sexuality Checklist.



Safer Sexual Partner

Class 3. Sexual Limits Manipulative

This is the third item for the Class Safer Sexuality Checklist. Print and laminate the graphic below. Add a piece of Velcro to the back of the laminated graphic that fits the piece of Velcro next to the corresponding checkbox on your Class Safer Sexuality Checklist.



Sexual Limits

Student 2. Safer Sexual Partner Graphic

Print and cut out one Safer Sexual Partner Place Graphic for each student in your class. Students will glue these onto their Student Safer Sexuality Checklists.



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner



Safer Sexual Partner

Student 3. Sexual Limits

Print and cut out one Sexual Limits Graphic for each student in your class. Students will glue these onto their Student Safer Sexuality Checklists.



Sexual Limits



Sexual Limits



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