



Class 22 Guide: The Truth about Your Body and Sex

Pre-teach

This week's class covers in more depth some of the common misconceptions people have about their bodies and sex. A lot of harmful and incorrect information on sexuality is shared and widely believed. To help students prepare for this class, talk to them about what stereotypes are. Stereotypes are things that people say or believe that are not all true. In Class 11: Gender Stereotypes, students had an opportunity to discuss common stereotypes based on gender. Revisit some of these stereotypes with students. You can ask questions like, *"Can only girls like pink?"* or *"Can only boys play sports?"* Students should quickly realize that these are stereotypes, and not the truth.

As students are uncovering the truth about these gender stereotypes, you can tell them that there are also a lot of stereotypes about sex. You can say something like, *"Just like we hear a lot of things about gender that are not true, we often hear a lot of things about sex and bodies that are not true. We are going to talk about these stereotypes, as well as about the truth, in our class this week."*

In preparation for class, you can help students identify who they can ask if they hear something about bodies and sex and are not sure if it is true. Ask students to draw or write the names of one or two adults from their green circle of trust they can talk to if they are not sure if something is the truth or a stereotype. Students will continue to build upon this skill in class this week.

Finally, in the days leading up to this class, you can 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

- Pornography (Porn): photos or videos of people having sex
- Hurt: when something does not feel good to your body
- Pregnancy: when a sperm and an egg grow together in the uterus into a baby
- Ask: talking to someone to get an answer
- Self-Advocate: people who speak up for themselves

Post-teach

No matter how much time your class spends learning about bodies and sex, the reality is that your students will continue to have questions throughout their lives about romantic relationships and safer sexuality. That's why a lot of class time is spent helping students identify safe adults they can talk to when they have questions. It's also

You + Me = Love ~~Not~~ friend * **YES**

Class 22: The Truth about Your Body and Sex

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Debunk common misunderstandings about virginity, pornography, bodies, and sex.
- Discuss safer ways to learn new information about bodies and sex.
- Practice sexual self-advocacy using the I Statement Tool.

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 22 PowerPoint
- Printed copies of Class 22 PowerPoint for all students (one slide per page)
- Class Safer Sexuality Checklist
- Class 1. Safe and Private Place; 2. Safer Sexual Partner; 3. Sexual Limits; 4. Consent; 5. Birth Control Plan; and 6. STI Testing and Protection Manipulatives
- Student Safer Sexuality Checklists with 1. Safe and Private Place; 2. Safer Sexual Partner; 3. Sexual Limits; 4. Consent; 5. Birth Control Plan; and 6. STI Testing and Protection Graphics glued on
- Class 7. Foreplay and Lubricant (Lube) Manipulative (see template at end of lesson)
- Velcro
- Printed copies of 7. Foreplay and Lubricants (Lube) Graphic for all students (see template at end of lesson)

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.

Virginity and Pornography (5-10 minutes)

Display and discuss slides 7-10. Give students time to process the information, and check in periodically for questions.

What We Hear about Sex and Bodies (15-20 minutes)

Display and discuss slides 11-23. Give students time to process the information, and check in periodically for questions. Slide 14 includes instructions for the Safer Sexuality Checklist activity. Students will be adding 7. Foreplay and Lubricants 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 7. Foreplay and Lubricants Graphic. See templates at the end of the lesson plan.

Brain Break (5 minutes)

Display slide 24. Use one of the suggested brain break activities from the slide notes, or come up with your own.

How to Learn More (10-15 minutes)

Display slides 25-32. Give students time to process the information, and check in periodically for questions.

Sexual Self-Advocacy (10-15 minutes)

Display and discuss slides 33-37. Give students time to process the information, and check in periodically for questions.

Questions (5 minutes)

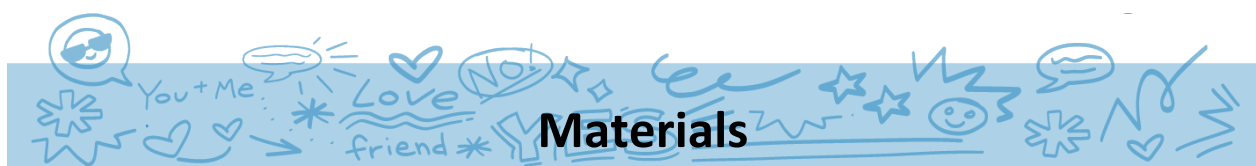
Display slide 38. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

Exit Ticket (5 minutes)

Use slides 39-41 to check for student comprehension of major class topics.

Closing (5 minutes)

Display and discuss slides 42-44.



Class 7. Foreplay and Lubricants (Lube) Manipulative

This is the seventh 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.



Foreplay and Lubricants (Lube)

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



**Foreplay
and Lube**



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