

My Rights My Life for High School Students

Class 1 Guide: Introductions and Creating a Safe Space

Pre-teach

In this first class, students will have an opportunity to get to know one another more, create class rules, and learn that *My Rights My Life* classes are all about healthy relationships. Have students explore what a healthy relationship feels like by asking them how they want to feel in their relationships with family and friends. Make a list together as a class of all of the emotions students want to feel in their relationships. You can also have students make a healthy relationship collage by cutting out magazine or printed pictures of happy families, and friends. Give students an opportunity to share their collages with the class.

In the days leading up to this class, you can begin to introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). Given this is the first class, you will also need to introduce words that appear on all communication boards because they are essential to classroom interactions. For example, Yes, No, I feel, I have a question, and take a break. 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. Finally, after you introduce the concept of pronouns, a student's pronouns can be written on their Important Words Sheet so they have the option of pointing to their pronouns when asked to introduce themselves during the first class.

Vocabulary terms and definitions

Essential Words for All Communication Boards

- Yes/No
- I need help: point to this if you need someone to make something easier for you to do
- I have a question: point to this if you want to ask someone something
- Trust means you *feel* safe with another person, *believe* they will be honest and kind, *want* you to be okay, and you *can* count on them.
- Adult: a person who is 18 years old or older
- Take a break: you can point to this if you do not want to be in class for a short time
- I feel: how to tell other people what emotion you are having
- Happy: feeling good; people sometimes smile when they are happy
- Sad: feeling down or not happy; people sometimes frown or cry when they are sad
- Mad: feeling angry or upset about something; people sometimes yell when they are mad

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Class 1: Introductions and Creating a Safe Space

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Learn that *My Rights My Life* classes explore skills that build leadership, self-advocacy, and healthy relationships.
- Identify one thing they will learn during *My Rights My Life* classes.
- Understand that teachers must get help by calling Child Protective Services (CPS) or Adult Protective Services (APS) if students report they are being hurt.

TEKS Alignment

Health Education, Subchapter C, Rule §115.38, Health 1

(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

(A) Analyze how friendships provide a foundation for healthy dating/romantic relationships

Materials

- Dry erase board and dry erase markers or flipchart paper and markers
- Pens/pencils for all students
- Blank index cards
- Computer
- Projector
- Projector screen
- Class 1 PowerPoint
- Printed copies of Class 1 PowerPoint for all students (one slide per page)
- Permanent marker
- Beach ball with the numbers 1-6 written on it in permanent marker
 - Other suggestions for the game:
 - Use a randomizer phone app
 - Pick a number out of a hat/bowl
 - Roll a die
 - Spin an online spinning wheel

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.

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Display and discuss slides 1-3.

Share Name and Pronouns (5-10 minutes)

Display and discuss slide 4.

Talk about *My Rights My Life* Class (10-15 minutes)

Display and discuss slides 5-8. Give students time to process the information, and check in periodically for questions.

Make Class Rules (10-15 minutes)

Display and discuss slides 9-10. Use the flipchart paper and marker to create the class rules. Find a place in the classroom to display the rules for the remainder of the school year. If a student breaks a rule during your class, you can respectfully remind them that they agreed to follow the class rules. This is an important part of creating a safe space for students to learn about relationships. On slide 11, introduce mandatory reporting.

Brain Break (5 minutes)

Display slide 12. Use one of the suggested brain break activities from the slide notes, or come up with your own.

Getting to Know You Game (15-20 minutes)

Display slides 13-14. Slide 14 includes instructions for playing the Getting to Know You Game. For this game, you will need a beach ball with the numbers one through six written on it in permanent marker. (See materials list above for alternative game suggestions.)

Questions (5 minutes)

Display slide 15. 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 16-18 to check for student comprehension of major class topics.

Power Huddle (5 minutes)

Display slide 19 and explain the Power Huddle to the class.

Closing (5 minutes)

Display and discuss slides 20-21.