Unit Title: **Healthy Relationships**

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Grade Cluster: 6-8

Time Frame (Number of Lessons): Five

Summary of Unit:

Middle school students will be challenged to reflect on how their attitudes, beliefs, behaviors, comments, and values shape their relationships with peers, friends, family, and the school community. This unit is designed as a primary prevention approach to interpersonal violence, teen dating violence, and domestic violence.

Delaware Content Standards

☒ 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Core concepts to be addressed: Personal Health and Wellness

☒ 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.

☐ 3. Students will demonstrate the ability to access information, products and services to enhance health.

☒ 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

☒ 5. Students will demonstrate the ability to use decision-making skills to enhance health.

☒ 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

☒ 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

☒ 8. Students will demonstrate the ability to advocate for personal, family and community health.

Big Idea

- Health is Personal Power

Unit Enduring Understanding(s)

- Outside influences could influence my behavior.
- The actions of our community influence my health and the health of others.
- My actions influence the health of others and my community.

Essential Questions

- What are healthy relationships?
- How can I convey respect for myself and others?

Lesson Essential Question(s):

- How can I move beyond stereotypes to value the uniqueness of myself and others?
- Why is it important to think critically when viewing media messages?
- How does understanding oneself help us set and maintain our personal boundaries?
- How does respect affect relationships and influence the health of my community?

- How can I make a difference by being a courageous bystander?

Knowledge and Skills

Students will know…

- Stereotypes can include negative, but also positive, characteristics

- Stereotypes can be accurate or inaccurate

- Impact of media messages on reinforcing stereotypes

- How media messages are constructed

- There are different types of boundaries

- Boundaries can change

- What is self-respect and respect for others

- The relationship between disrespect and power and control

- A courageous bystander can make a difference

- Ways to act as a courageous bystander

Students will be able to:

- Practice overcoming stereotypes

- Set goals for creating a school and community culture that dismantles stereotypes

- Deconstruct different media messages

- Identify personal boundaries

- Make the connection between respect and healthy relationships and healthy schools and communities

- Choose respectful over disrespectful behaviors

- Advocate for personal attitudes, beliefs, and behaviors that promote respect and equality

Unit Evidence of Learning: "What will you Do?" Poster Project

Students will create a poster for fellow students advocating the importance of healthy relationships. Students will include problem-solution statements influenced by the Healthy Relationships lessons to include on a poster. Poster should include one or more of the following topics: gender, stereotyping, media message deconstruction, boundaries, promoting respect, or courageous bystander.

 Examples of possible statements are:

- I used to laugh when I saw other students being picked on. Now I will speak up for the student.

- I used to make jokes about boys who wore pink. Now I will know that it is ok for everyone to wear pink.

- I used to just turn away if statements were made about someone's weight. Now I will ask the speaker to stop saying mean things.

Students will include at least three problem-solution statements on their poster, advocating to other students how their attitudes and behaviors have positively changed as a result of this unit. Statements should be accompanied by pictures, graphics, etc. and must have "Safe and Respectful Relationships" written somewhere on the poster.

On a separate sheet of paper, students will then choose one of their statements and write a paragraph describing what that statement means to them and why it is important. The paragraph is to include the student's name, grade, class, and date; and must be attached to the back of the student's poster.

Date due: _____

The student rubric is attached. Please be sure your poster follows the information written on the rubric!

Rubric for Healthy Relationships Unit Poster: Topics may include gender stereotyping, media message deconstruction, boundaries, promoting respect, OR being a courageous bystander.

	Great!	Good	Needs Work
Originality	**Student is very creative and uses original statements**	**Student uses some creativity and may use 1 or 2 example statements**	**Student copies statements and uses no creativity on their poster**
Problem/solution identification	**Student writes strong, clear, & relevant problem-solution statements**	**Student's statements may not be easy to understand or relevant**	**Student's statements are not understood, or relevant**
Rationale for ideas	**Clear demonstration of understanding of concepts**	**Limited demonstration of understanding of concepts**	**Little or no demonstration of understanding of concepts**
Statements/ grammar/spelling	**At least three appropriate statements with excellent grammar and spelling-no more than three errors**	**At least two appropriate statements with minimal grammar and spelling errors-no more than six errors**	**One or no appropriate statement with some errors in grammar and spelling-more than six errors**

**Outstanding posters will be displayed on the Safe and Respectful website and entered into a statewide poster competition. At the end of the school year, three grand prize winners will be chosen and awarded a prize. For more details, visit: www.safeandrespectful.org.

Student Self-Assessment, Reflection and Other Evidence:

1. **Lesson one - Exit Ticket: Three must-haves for school behavior manual**

2. **Lesson two - Exit ticket: I'm smarter than a marketer!**

3. **Lesson three - Exit ticket: Five minutes to write about Boundaries**

4. **Lesson four - Exit ticket: Advice to a kindergartner**

5. **Lesson five – Unit Evidence of Learning: Poster Project**

POST SURVEY

This unit also includes and end-of-unit post survey. Survey is to be completed *after* completion of Lesson 5 (can be done before or after poster project). Students are not to include their names anywhere on the survey, to keep results anonymous. After all surveys are completed, teachers are asked to mail the results to:

> **CHILD, Inc**
> **Attn: DELTA Project Coordinator**
> **507 Philadelphia Pike**
> **Wilmington, DE 19809**

You may choose to return the surveys after every class, or hold them until the end of the year.

Please contact the DELTA coordinator at: **302-762-8989** with any questions or if you need assistance with postage.

Your help the continuous improvement of our program is greatly appreciated!!

HEALTHY RELATIONSHIPS ~ Middle School Survey

Thank you for taking the time to complete this short survey. Your answers will tell us what you learned from this unit and how you feel about the information and issues you discussed. Please be sure to answer all of the questions in all sections. Please do not put your name on the survey so your answers can be <u>anonymous</u>. When you finish, please return the survey to your teacher.

What do you think about….

	OKAY!	okay	not okay	NOT OKAY!
Picking on someone if you aren't physically hurting them	O	O	O	O
Someone posting/sharing embarrassing or private photos/videos of you online as long as they're just joking around	O	O	O	O
A friend telling you who you can hang out with	O	O	O	O
Saying things like "that's so gay" or "you throw like a girl"	O	O	O	O
Listening to music, watching tv or movies that put down other people because of their gender, race, religion or personal choices	O	O	O	O
Girls playing football	O	O	O	O
Boys being cheerleaders	O	O	O	O
Changing your mind after you've already communicated your boundaries	O	O	O	O

Please circle whether these statements are *true* or *false*.

Social constructs are ideas or concepts that are created by our culture.	**True**	**False**
Personal boundaries are the laws that are created to protect us from harm.	**True**	**False**
TV or advertisements contain hidden messages about how men and women are expected to act.	**True**	**False**
Stereotypes are accurate or true labels that are used to describe a group of people.	**True**	**False**
Being a Courageous Bystander means telling on friends or other students when they do something wrong.	**True**	**False**

Please answer the following questions thinking about how you felt BEFORE this unit and how you feel AFTER this unit.

	A LOT	A Little	NOT AT ALL
<u>Before this unit</u>, how comfortable were you with setting and communicating your personal boundaries?	O	O	O
<u>After this unit</u>, how comfortable are you with setting and communicating your personal boundaries?	O	O	O
<u>Before this unit</u> how confident were you in standing up to a classmate picking on someone else even when that student is not your friend?	O	O	O

After this unit how confident are you in standing up to a classmate picking on someone else even when that student is not your friend?	○	○	○
Before this unit, how much did you feel you could help prevent violence in your school or community?	○	○	○
After this unit, how much do you feel you can help prevent violence in your school or community?	○	○	○

Now, we'd like to get your opinion on what you think about this unit.

	YES!	yes	no	NO!
These topics/issues are very important to me.	○	○	○	○
I learned ways to improve my relationships with my friends and classmates.	○	○	○	○
This unit helped me understand how the way we treat others can affect our school/community.	○	○	○	○
All students should learn about the issues in this unit.	○	○	○	○
Parents/Adults should talk about these issues with youth.	○	○	○	○
Because of this unit, I want to do more in my school or community to change the way people act and/or treat each other.	○	○	○	○

Now, we'd like your opinion on what you think about your school.

	Very Respectful	Respectful	Dis-respectful	Very Disrespectful
Overall, how do you think the students treat each other at your school?	○	○	○	○
Overall, how do you think the adults treat the students at your school?	○	○	○	○
Is your school a place where students feel it's okay to be unique, different, or to be themselves? *(circle your answer)*	ALWAYS	SOMETIMES		NEVER

Finally, please answer a few questions about yourself.

Have you ever been taught about healthy relationships in school (*not including this unit*)?	YES	NO	NOT SURE
Have your parents or other trusted adults ever talked with you about healthy relationships or the topics in this unit?	YES	NO	NOT SURE

How old are you TODAY? _____ years

What is your current grade? ❑ 6th   ❑ 7th   ❑ 8th   ❑ Other _____

Key Lessons Needed to Achieve Unit Goals

- Lesson plans follow the end of the unit after the K-U-D, the Student Learning Map and the Word Wall.
- It is suggested that the teacher announce the end of unit poster project at the start of the unit. Students should be given a copy of the assignment and rubric. Students should be reminded of the poster due date at the end of each lesson and if time allows, be encouraged to work on their statements. Time should be allotted for student questions.

Lesson Titles
1. Stereotypes and Gender
2. Media Messages
3. Boundary Setting
4. Respect and Healthy Relationships
5. Being a Courageous Bystander

Overall Background and Unit Resources

(more specific resources included with lessons)

American Cancer Society. (2007). *National Health Education Standards, 2nd edition.* Author: Athens, GA.

www.cdc.gov/healthyyouth/HECAT/ the Health Education Curriculum Analysis Tool

Dating Violence & Healthy Relationship Resources:

www.safeandrspectful.org

> Additional lessons, local PSAs, and an online student health assessment. Information about upcoming related conferences and trainings for DE educators under "News & Events." Also good resource for students and parents.

www.dcadv.org

> Statewide domestic violence coalition of DE. Includes basic information on domestic violence, available trainings, and local resources.

www.childinc.org

> Local nonprofit offering crisis hotlines, counseling, parenting classes, and a host of other resources.

www.loveisrespect.org

> Includes teen dating tips, resources, and 24/7 online chats.

www.cdc.gov/violenceprevention/datingmatters.html

> Free interactive training for professionals working with teens to help understand the dynamics of teen dating violence, risk factors, and warning signs.

Word Wall for Healthy Relationships Middle School Unit

Biological sex - being male or female based on reproductive parts

Boundaries - the emotional and physical space between people; established limits that you expect others to respect in their relationship with you

Courageous bystander - a person who observes an unsafe situation or unacceptable behavior situation and finds a safe and effective way to intervene. Someone who embraces safety and respect in their own relationships, and actively encourages others to do the same.

Deconstruct – to take something apart in order to find a deeper meaning or message

Disrespect - the act of putting someone down. Placing value on the differences between people and because of this, treating someone as though they are less of a person than you are

Equality - the idea of treating all people, regardless of age, race, gender, sexual orientation, ability, religion, class, etc. with the same value and respect

Equal power - In a relationship: both have a say in what occurs, both are treated equally and respectfully

Gender - can be masculine, feminine, or unique expression of oneself

Gender expectations - societal messages around how a person should act. These expectations can change culture to culture and over time.

Gender identity- a person's inner sense of own gender; does not necessarily match their biological sex

"I" messages (I think, I feel, I need) - a way to tell someone else about your needs

Interpersonal - between two people

Interpersonal abuse - when one person attempts to get or maintain control in a relationship

Media Literacy - the ability to read, understand, and break down media images and messages

Relationship - a bond or connection between two people

Respect - to treat others how you wish to be treated. To show consideration for another person's feelings and interests, demonstrating that you value other points of view. To accept people as they are without trying to change them. Not to be confused with fear

Social Construct - an idea or concept that people have "built" (or constructed), organizing their thoughts and actions around that construction

Stereotype - stereotypes are labels or categories that describe a group of people based on some characteristic

Violence - can be verbal, emotional, physical, sexual, or psychological

_____

"Social Construction" Disclaimer:

The theme of "social construction" will pervade throughout the entirety of this unit. "Social construction," being defined as: an idea or concept that people have "built" (or constructed), organizing their thoughts and actions around that construction; is the underlying logic beneath each of these lessons.

Our goal is to raise students' awareness of the use of stereotypes, media messages, violence, and social norms- and help them to realize their harmful potential. By helping our students to "deconstruct," in a sense, all of society's social norms, we are thereby affecting their conscious use, participation, and promotion of these daily and oppressive tools.

The more we educate our students on the *root* of our social norms, the better a chance we stand to breaking down those demanding and unrealistic ideals.

Teaching Tips:

- The introduction of some of these concepts may trigger some discomfort among students who experience abusive relationships or see them at home or in the community.
- It is important that students have the opportunity to process this information. Be careful that private information is not shared in the classroom setting.
- In cases where students want to disclose information, arrange for a private conversation or refer to the counselor or school nurse. Tell students what information can and cannot be kept private and what must be reported to the proper authorities.
- Be sure to follow-up on a referral to the counselor or school nurse.

Accommodations/Differentiation:

- Use collaborative pairs and small groups during lessons.
- Use formative evaluation throughout to determine need for re-teaching, further explanation of key concepts or to add more sophisticated concepts.
- Students with special needs must be accommodated according to their IEPs or 504 Plans.

☐   **International Education** – the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.

☐   **Universal Design for Learning** – the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.

☒   **21st Century Learning –** the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge; (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge; (3) Share knowledge and participate ethically and productively as members of our democratic society; (4) Pursue personal and aesthetic growth. (AASL, 2007)

*Students will think critically about gender stereotyping and media messages. They will explore the setting of boundaries in healthy relationships with an underpinning of respect. As an extended thinking activity, they will practice advocacy skills in a safe environment where teacher input can encourage deeper thoughts and expression of ideas. Students will use writing skills throughout the unit to demonstrate their conclusions based on information from the classroom discussions and lessons. Finally, students will set a goal for positive responses to negative statements made by others.

It is suggested that creative and accurate posters are displayed in hallways and at parent-teacher meetings as a way to promote a healthy school culture.

Teachers are invited and encouraged to submit student work to be published on the Safe and Respectful website. Creative, accurate posters and other projects advocating safe and healthy relationships are welcome to the website. To enter student work for consideration, teachers may access www.safeandrespectful.org for instructions about submission of student work. Entries chosen for display on the website will need both parent and student signed permission forms (forms on the website). Schools and teachers will be recognized for outstanding submissions used on the Safe and Respectful website.

In addition to www.safeandrespectful.org, teachers may contact the DELTA Coordinator at safeandrespectful@gmail.com for assistance and support. The DELTA Coordinator may assist in many ways including answering questions, co-facilitating a lesson, observing a lesson, and offering feedback, as well as sharing additional resources. The DELTA Coordinator can also assist in spreading the Healthy Relationships message throughout the school to support a healthy school climate.

Teachers may consider "Liking" the Facebook page, "Safe and Respectful Relationships for All" for more information about current events, ways to be involved in the promotion of healthy relationships, and additional teaching aids.

TITLE IX Information for Teachers:

Content in this unit is relevant to provisions under Title IX. Title IX of the Educational Amendments of 1972 is the landmark legislation that bans sex discrimination in schools, whether it is in academics or athletics. Title IX states: "No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid."
  According to the U.S. Department of Education's Office for Civil Rights, "Title IX prohibits harassment of both male and female students regardless of the sex of the harasser—*i.e.*, even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic for their sex, or for failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target."
http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html

Districts must designate persons responsible for coordinating compliance with Title IX, Section 504, and Title II, including the investigation of any complaints of sexual, gender-based, or disability harassment. *See* 28 C.F.R. § 35.107(a); 34 C.F.R. § 104.7(a); 34 C.F.R. § 106.8(a). Teachers should be aware of the designated Title IX Administrator in their district who is responsible for handling complaints of harassment and overseeing implementation, training and compliance with Title IX.

Student Learning Map for Health Unit: Healthy Relationships, Grades 6-8

Key Learning(s):
Health is personal power. We can harness this power when we make healthy, informed choices.
Unit Essential Question(s):
• What are healthy relationships?
• How can I convey respect for myself and for others?

Concept: Stereotypes and Gender	Concept: Media messages	Concept: Boundary Setting	Concept: Respect and Healthy Relationships	Concept: Courageous Bystander
Lesson Essential Question: How can I move beyond stereotypes to value the uniqueness of myself and others?	**Lesson Essential Question:** Why is it important to think critically when viewing media messages?	**Lesson Essential Question:** How does understanding oneself help us set and maintain our personal boundaries?	**Lesson Essential Question:** How does respect affect relationships and influence the health of my community?	**Lesson Essential Question:** How can I make a difference by being a courageous bystander?
Vocabulary: Stereotype/ stereotyping Gender Biological sex Gender expectations Gender identity Relationship	**Vocabulary:** Media literacy Construct/ Deconstruct Violence	**Vocabulary:** Boundaries Personal power	**Vocabulary:** Respect Disrespect Equality Equal power Interpersonal Interpersonal abuse	**Vocabulary:** Consequences Personal power Courageous bystander "I" messages

K-U-Ds (Know-Understand-D0) for Health Unit: Healthy Relationships, Grades 6-8

Key Learning and Unit Essential Question(s)

Key Learning(s):
Health is personal power. We can harness this power when we make healthy informed choices.

Unit Essential Question(s):
- What are healthy relationships?
- How can I convey respect for myself and others?

Standards/GLEs/PLEs Addressed in the Unit

1. Students will understand essential health concepts in order to transfer knowledge into healthy actions for life. Specify core concepts to be addressed: Personal Health and Wellness.

　　1.1 Analyze the relationship between healthy behaviors and personal health.

　　1.7 Describe the benefits of and barriers to practicing a healthy behavior.

2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behaviors.

　　2.3 Describe how peers influence healthy and unhealthy behaviors.

　　2.4 Analyze how messages from media influence health behaviors.

　　2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

　　2.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

3. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

　　3.1 Apply effective verbal and non-verbal communication skills to enhance health.

4. Students will demonstrate the ability to use decision-making skills to enhance health.

　　4.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

5. Students will demonstrate the ability to use goal-setting skills to enhance health.

　　5.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

　　6.1 Explain the importance of assuming responsibility for personal health behaviors.

　　6.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

7. Students will demonstrate the ability to advocate for personal, family, and community health.

       7.2 Demonstrate how to influence and support others to make positive health choices.

KNOW	UNDERSTAND	DO
- Stereotypes can have negative and positive characteristics. - Stereotypes can be accurate or inaccurate. - Media messages have an impact on reinforcing stereotypes. - There are different types of boundaries. - Boundaries can change. - What is self-respect and respect for others. - A courageous bystander can make a difference. - Ways to act as a courageous bystander.	- Outside influences could influence my behavior. - The actions of our community influence my health and the health of others. - Respect for self and others is a personal responsibility.	- Practice overcoming stereotypes. - Set goals for creating a school and community culture that dismantles stereotypes. - Deconstruct different media messages. - Identify personal boundaries. - Make the connection between respect and healthy relationships and healthy schools and communities. - Choose respectful over disrespectful behaviors. - Advocate for personal attitudes, beliefs, and behaviors that promote respect and equality.

Health Education Lesson Plan

Title: Stereotypes and Gender   Lesson 1

Key Learning: The healthiest option is to help oneself and others overcome limiting stereotypes.

☒ Knowledge of essential health information impacts the adoption of healthy behaviors

☒ What I believe and what others believe influence my health

☐ There are criteria to determine the validity of health information, products, and services

☐ Peer mediation and negotiation are effective ways to resolve conflicts

☐ Predicting and analyzing outcomes impact decisions about health

☐ My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)

☒ The actions of our community affect my health and the health of others.

Lesson Essential Question(s)

- How can I move beyond stereotypes to value the uniqueness of myself and others?

Delaware Health Education Standards

Health Concepts   Skills

☐ Tobacco, Alcohol & Drugs   ☒ INF
☐ Injury Prevention & Safety   ☐ AI
☐ Nutrition & Physical Activity   ☐ IC
☐ Family Life & Sexuality   ☐ DM
☒ Personal Health & Wellness   ☐ GS
☐ Mental Health   ☐ SM
☐ Community & Environmental Health   ☐ AV

Lesson Summary

Stereotyping is pervasive in society and is particularly prevalent in how we socialize girls/women and boys/men. Students will be challenged to imagine a world without gender stereotypes, recognize how stereotypes might affect them and develop skills to describe themselves without using labels or stereotypes.

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Students will know…	Students will be able to…
• Stereotypes can include negative, but also positive, characteristics. • Stereotypes can be accurate or inaccurate.	• Practice overcoming stereotypes • Set goals for creating a school and family culture that dismantles stereotypes

Time:

One class period

Materials and Preparation

- Board/Whiteboard
- Word wall definitions posted visibly in classroom
- Copies of edited and paraphrased version of "X: A Fabulous Child's Story" by Louis Gould to distribute to class: http://coe.k-state.edu/about/download/profdev/X%20story.pdf
- Copies of "Story of X" Worksheet

Resources and Web Links

http://www.safeandrespectful.org/teachers/gender_home.html - includes definitions and links on gender stereotyping for teacher education

www.TeachingTolerance.org- Teaching Tolerance is a project of the Southern Poverty Law Center. The website contains classroom resources and professional support.

Activating strategy:

1. Write "stereotypes " on the board.
   - Read aloud the following definition: "Stereotypes are labels or categories, to describe a group of people based on some characteristic."
   - In collaborative pairs, ask students to discuss this definition of stereotypes.

2. **Labels Exercise** - Instruct students to work individually and brainstorm a list of labels that either they apply to themselves or that others have applied to them (ex. student, loner, athlete, gamer, drama queen).
   - Ask them to try to come up with at least 10 labels.
   - Then, ask students to think about whether these labels are positive or negative. Have students to put a plus sign (+) for positive, a minus sign (-) for negative, or a question mark "?" for unsure next to each label.

3. Point out additional vocabulary words on posted word wall around the topic of gender (biological sex, gender, gender expectations, and gender identity).
   - Introduce to students the definition of "social construct"
      i. Ask students to reflect on this definition, what it means to them, and ask if they can think of any examples of something that is socially constructed.

4. **Story Discussion**- Read the paraphrased version of the story "X: A Fabulous Child's Story" by Louis Gould
      TEACHER'S NOTE: Optional activities can include reading the story as a class; having the teacher as narrator, or assigning "cast roles" to students.
   - In collaborative pairs, have students write answers to the "Story of X" Worksheet.
   - Ask student volunteers to share their answers.

5. **Teacher-led discussion**- Ask students how stereotypes are formed and reinforced.
   - Provide students with current examples and lead reflection on how this perpetuates stereotypes about women, men, etc.
      TEACHER'S NOTE: Prompt students to discuss the limitations that even positive or "neutral" stereotypes can impose (i.e. rigid expectations can leave people feeling "boxed" in, such as boys who feel like they might have to act like they enjoy watching   football even if they don't.)
   - Additional discussion content on the <u>social construction</u> of stereotypes is offered in the "Teacher's Notes"

6. **Label-Free Exercise**-In collaborative pairs, have students individually list five attributes or characteristics describing themselves and then share with their partner. They are not to use any of the labels that they had previously listed as part of the "Labels" exercise.
   - As a class, ask students to imagine a world without limiting stereotypes and reflect individually and quietly on the feelings they had in preparing their descriptions.
   - Challenge students to get to know people before applying any labels or stereotypes.

7. **Exit Ticket** (see below)

8. **Poster Project**
   - Remind students of final poster project requirements and due date
   - Time permitting, allow students time to work on their problem-solution statements

Assessment for Lesson

Exit Ticket: Have students answer the following question: If our school was working on an 'Official Instruction Manual' that included instructions on how to treat or interact with people beyond a "label," what 3 things would you include in this manual? You may write your instructions for teachers, students, or parents.

Teacher's Notes

Key considerations about stereotypes:

➤ Categorizing things or people is human inclination, as people tend to sort themselves into groups and, therefore, might share similarities with other people in the group. These similarities may be reflected in a stereotype of the group. However, every stereotype is inaccurate when it is viewed as applying to every group member.
   o (Ex.) Amazon.com-"People who buy this book/movie might also like this…" Occasionally, you might see some similarities but it doesn't mean you'd want to buy everything they ever recommended just based on what they think they know about you from prior purchases.
➤ Other stereotypes to consider and discuss include those around race, ethnicity, class, intellect, sexual orientation, ability, religion, and age.
➤ People can get information about stereotypes first hand or second hand. First-hand information is the best source, but caution students to be aware of where they're getting information from.

Additional group or pair discussion questions:

➢ What other types of labels do we put on people besides gender stereotypes?
➢ How can stereotypes affect people's lives?
➢ Can you think of any events in history that were influenced by stereotypes and biases? Do you think certain groups are more subject to stereotyping than others? If so, why?
➢ Why might stereotypes make it easier to put down or ignore someone you really don't know?
➢ How can we challenge ourselves to think differently?

Social Construction Discussion

Ask students if they can determine the root of all stereotypes. Can they identify different ways in which society upholds these stereotypes (i.e. jokes, TV shows, ads, etc.)? Remind students of the definition of "social construction" and ask them how they can start breaking down the social construction of stereotypes.

Teachers can send healthy gender messages to their students

Here are some suggestions to help get started:

• Make your classroom gender neutral. Have pictures of both girls and boys doing non-stereotypical activities.
• Have open discussion on gender stereotypes and work them into whatever subject you teach.
• Encourage boys and girls equally to succeed. Show them that gender will not dictate who they become.
• Encourage both girls and boys to explore what makes them happy whether that is sports, music, science or video games.
• Refrain from promoting unhealthy gender messages in and out of the classroom.
• Examine your personal gender choices. Do you put all the girls in a group? Are boys given different projects than girls? Do you call on more girls than boys?
• Use language that is not gender restricted. Talk about professions in a non-gendered way. For example, use the term police officers instead of policemen and flight attendant instead of stewardess.

X: A Fabulous Child's Story
By Louis Gould
(edited and paraphrased by Linda Thurston)
[Taken from: http://coe.k-state.edu/about/download/profdev/X%20story.pdf]

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl.

Long before Baby X was born, all the smartest scientist in the world worked out the details of the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby---no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky little biceps!" They didn't know how to play with the baby or what to say to it.

Ms. And Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how *strong* and *active* it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how *sweet* and *dainty* it was, they'd be treating it more like a girl than an X. The Official Instruction Manual said "plenty of bouncing and plenty of cuddling, *both*. X ought to be strong and sweet and active.

On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk couldn't help. Everything in the store was in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Tea Sets." Mr. Jones remembered that the Official Instruction Manual said "Buy plenty of everything!"

So they bought plenty of fluffy pink pajamas in the Girls' Department and Spiderman underwear in the Boys' Department. And they bought all kinds of toys. Tractors and trucks and a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors."

The *Manual* said, "Never make Baby X feel *embarrassed* or *ashamed* about what it wants to play with. And if X gets dirty climbing rocks, never say 'Nice little Xes don't get dirty climbing rocks.'" "Likewise, it said, "if X

falls down and cries, never say 'Brave little Xes don't cry.' Because of course, nice little Xes *do* get dirty, and brave little Xes *do* cry."

Then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had seen sure to teach X what to serve at a doll's tea party.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and its nice new bookbag.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all—Other Children.

They couldn't tell what X was by its clothes or haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl or played house very well for a boy.

Some of the children tried to find out by asking X tricky questions. Like it's favorite book, which was Lassie. When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven.

The Other Children noticed something else, too. X seemed to have fun being good at boys' skills *and* girls' skills. "Maybe X is having twice as much fun as we are!", they said.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school anymore. She insisted on wearing read-and-white checked overalls—just

like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Susie's parents were horrified by her behavior. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

But the other children wanted to have twice the fun like X. So they were mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, the parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They demanded immediate action. The Joneses, they said, should be *forced* to tell whether X was a boy or a girl. And then X should be *forced* to behave like whichever it was.

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their class. X was a very good student. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day.

Nevertheless, insisted the Parents' Association, X was the Biggest Problem Child they had ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that an Xamination by the school psychologist was requested. Then the school would decide what to do about X.

All through the examination, you could hear the psychologist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

At last, the door opened.

Wiping his eyes and clearing his throat, the psychologist began: "In my opinion," he said, "in my opinion, young X here is just about the least mixed-up child I've ever Xamined!"

The Parents' Committee was angry and bewildered. Didn't X have an *identity* problem? Wasn't X mixed up at *all*? Wasn't X *any* kind of misfit? How could it *not* be, when it didn't even *know* to act like either a boy or a girl?

The psychologist whispered to X's parents. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of then had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

"Can't you tell?" said X with a big, grin. "It's a Y!"

"Story of X" Worksheet

With a partner, write answers to the following questions on the Story of X. Be prepared to share your answers with the class.

1. What stood out for you as "different" in this story?

   _____

   _____

   _____.

2. What was hard to understand about the story? What was easy?

   _____

   _____

   _____.

3. Why do you think people treated "X" the way they did?

   _____

   _____

   _____.

4. What does this story tell you about how we stereotype others? What are some common stereotypes about gender?

   _____

   _____

   _____.

5. What might the world look like if gender stereotypes didn't exist at all? How would that affect your life?

   _____

   _____

   _____.

Health Education Lesson Plan

Title: Media Messages   Lesson Two

Key Learning: Media messages are marketing tools.

6-8 Unit Cluster Enduring Understandings

- [ ] Knowledge of essential health information impacts the adoption of healthy behaviors
- [x] What I believe and what others believe influence my health
- [x] There are criteria to determine the validity of health information, products, and services
- [ ] Peer mediation and negotiation are effective ways to resolve conflicts
- [ ] Predicting and analyzing outcomes impact decisions about health
- [ ] My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- [x] The actions of our community affect my health and the health of others.

Lesson Essential Question(s)

- Why is it important to think critically when viewing media messages?

Delaware Health Education Standards

Health Concepts		Skills	
[ ]	Tobacco, Alcohol & Drugs	[x]	INF
[ ]	Injury Prevention & Safety	[ ]	AI
[ ]	Nutrition & Physical Activity	[ ]	IC
[ ]	Family Life & Sexuality	[ ]	DM
[x]	Personal Health & Wellness	[ ]	GS
[ ]	Mental Health	[ ]	SM
[ ]	Community & Environmental Health	[ ]	AV

Lesson Summary

Recognizing how media messages are constructed is essential to developing positive and healthy relationships. Students will learn how media uses stereotypes in marketing and how to critically think about the messages they are receiving when viewing media.

Students will know…	Students will be able to…
• Impact of media messages on reinforcing stereotypes • How media messages are constructed	• Deconstruct different media messages

Time:

One class period

Materials and Preparation

- Board/Whiteboard
- "Basic Tools of Persuasion" Definitions
- "Tools of Persuasion" worksheet
- Media Ads: Cropped and Un-cropped (See Teacher's Notes)

Resources and Web Links

www.genderads.com: features over 3,000 different ads showing how gender stereotypes are used in advertising

http://medialiteracyproject.org: Media Literacy Project is a nationally recognized leader in media literacy resources and education.

http://www.medialit.org/: offers one of the most comprehensive catalogs of videos, books, and other curricular materials related to media literacy.

http://community.pflag.org: offer tools for teachers and parents for creating safe schools and responding to harassment and bullying. PFlag stands for "Parents, Friends and Families of Lesbians and Gays," and they offer a host of supportive resources in addition to the safe schools resources.

http://www.about-face.org: About Face's mission is to equip girls and women with tools to understand and resist harmful media messages that affect self-esteem and body image

http://www.poweredbygirl.org: A media activism site maintained by the Girls Advisory Board of Hardy Girls Healthy Women and Women's Gender and Sexuality Studies students at Colby College in Maine. There are ads on this site that are relevant to this lesson plan, as well as a blog and resources for more information

www.girlzone.com/femediablog: A blog that addresses a variety of media, image, and current events. May be a good tool for additional discussion topics and further information.

Activating strategy:

1. **Media Ads Guessing Game**- display cropped media ads on the board. Try and have each type of media persuasion represented (See Page 31).
   - Have students break into two teams. Tell students the images are from marketing ads. Have the teams make guesses about what the marketer was trying to sell. The team with the most correct guesses wins.
     - o **Discussion**- Ask students which ads surprised them the most, or if any of the ads offended them. Ask students why they think these types of images are commonly used in advertisements? Do they work? Do you feel as though these types of ads affect your attitudes and beliefs?

2. Have students write down what their favorite toys were as kids. Ask some students to share, and write responses on board.
   - **Discussion**- Ask students what made them want that toy. Was it because everyone had them? Was it because it looked cool in the commercials? Which toys were usually for girls? Boys? What happened if you played with a toy meant for the opposite gender?
     - o *TEACHER'S NOTE: Tell students the main goal of the media is to sell products. Media messages have a purpose and are embedded with specific points of view. Mention that the messages don't have a lot to do with what product they are selling, but what the marketer wants you to think, feel, and act.*

3. Hand out "Basic Tools of Persuasion" definitions and "Tools of Persuasion" worksheet.
   - Review the "Basic Tools of Persuasion" definitions as a class, using the cropped media ads from the game as examples
   - In pairs, have students complete the "Tools of Persuasion" worksheet
     - o **Discussion**- Ask students to reflect on how media messages are <u>constructed</u> and why. Which tools seem to be effective? Ineffective? Are different tools used for different age groups? If so, what are some examples? How do these tools of persuasion help you? How do they help the company? How can these tools of persuasion be harmful?
     - o Remind students they are now more independent and thoughtful consumers.

4. **Exit Ticket** (see below)

5. **Poster Project**
   a. Remind students of final poster project requirements and due date

      b. Time permitting, allow students time to work on their problem-solution statements

Exit Ticket: "I'm smarter than a marketer!" Give students ads that are relevant to them, but show inequality, discrimination, or unhealthy relationships, and have them recreate the ads using healthy language, equality, and respect. This could either be a healthy message or pointing out how ridiculous the ad is.

Teacher Notes

✓ Email safeandrespectful@gmail.com to get a free copy of already cropped media ads as well as sample deconstruction. Ads may also be found in magazines. There are some links to websites that have ads that would be good for this activity under the Resources section of this lesson.
✓ Alternative to activating strategy: Show students the ad in small groups or collaborative pairs, and have them come together as a class to come up with the answer. After they choose what they are selling, show them the answer and have a brief discussion about their reactions to the ad. Note to teachers: This is meant to be a quick activity to energize your students and get them engaged in the topic. The most important part is the analysis piece.

Social Construction Discussion

      Ask students to identify WHY media uses the specific tools mentioned on their definition sheet. Is it solely the media that is responsible for the images that are placed out there? Or do our own interests and demands as consumers' fuel what is "desirable" and "acceptable?"

**Media Literacy is the ability to interpret and create meaning from verbal and visual cues on the radio, television, internet, magazines and newspapers. It requires the ability to read, understand and deconstruct media images and messages. Learning to question images and messages is a critical first step to becoming an active, thoughtful consumer of the media, and, consequently, an independent thinker capable of resisting and challenging unhealthy cultural norms.

The 5 key concepts of media literacy are:

1. All media messages are "constructed."
2. Each form of media has different characteristics, strengths, and a unique "language" of construction.
3. Different people experience and interpret the same media message in different ways.
4. Media messages are produced for particular purposes, including education, profit and to gain power.
5. Media messages have embedded values and points of view.

Studies show that media education is most effective when it includes:

- Both media analysis and production
- Teacher-created combinations of activities, rather than off-the-shelf curricula
- Coordinated efforts across all subject areas

Therefore, it is suggested that teachers work with other teachers in teams in the school to incorporate information on media literacy into additional subject areas. For example:

- Art students can examine the use of design elements or trickery in advertising;
- Language Arts students can write letters to manufacturers or specific companies explaining why messages in their advertising are disrespectful;
- Math students can analyze ratios of healthy vs. unhealthy messages in specific magazines;
- Nutrition students can examine messages around health and body image in media; and
- Social Studies students can report on trends in advertising.

Retrieved from http://www.safeandrespectful.org/teachers/media_home.html

Basic Tools of Persuasion

The following are some strategies the media uses to persuade us to want what is being advertised:

Association: tries to link a product, service, or idea with something already liked or desired by the target audience. The media message doesn't make explicit claims that you'll get these things; the association is implied.

Bandwagon: show lots of people using the product, implying that "everyone is doing it". No one likes to be left out or left behind, and these ads urge us to "jump on the bandwagon."

Beautiful people: using good-looking models (who may also be celebrities) to attract our attention. This technique is extremely common in ads, and implies that we'll look like the models if we use their product.

Fear: This is the opposite of the Association technique. It uses something disliked or feared by the intended audience (like bad breath, failure, high taxes or terrorism) to promote a "solution." The media often tries to make us afraid that if we don't do or buy something, something bad could happen to us, our families and friends, or our country.

Humor: When we laugh, we feel good. Advertisers make us laugh and then show us their product or logo because they're trying to connect that good feeling to their product.

Fun: in these ads everyone is happy, smiling and laughing. There are often images of people doing fun things and having a good time, which implies that if we use the product we too can be happy and have a good time.

Sexy: the emphasis in these ads is on physical attributes of models, usually female; may wear revealing clothing and be shown flirting through attitude or body language.

Wealth: the ad uses expensive and elegant places and things such as big houses, new cars, jewelry, designer clothing, etc. to persuade.

Repetition: Advertisers use repetition in two ways: Within an ad, words, sounds or images may be repeated to reinforce the main point. And the message itself (a TV commercial, a billboard, a website banner ad) may be displayed many times. Even unpleasant ads and political slogans work if they are repeated enough to pound their message into our minds.

Information adapted from the Center for Media Literacy www.medialit.org and the New Mexico Media Literacy Project www.nmmlp.org

Tools of Persuasion Worksheet

Based on the description of the ad, write which tool(s) of persuasion these companies are using to promote their product. More than one tool may be used in some ads.

1.) A Diet Soda company has an ad that shows women on a beach in bikinis playing volleyball. During a break from the game, the girls go to a cooler and grab a bunch of the diet sodas. Males come up to the cooler and the viewers see the girls laughing and handing the men the diet soda.

   _____

2.) A Security Alarm company shows a woman at home with her child in a big house. As she is putting the child to sleep, she hears a crashing noise that comes from downstairs. She looks frightened, and the child starts crying. An alarm sounds and the viewer sees the burglar leaving the house. The woman looks relieved when the phone rings and it is the security company.

   _____

3.) As you are driving down the highway with your parents and you see numerous billboards for a person running for office. Each sign has the slogan "Are you tired of the debt? So Am I. Vote for me". _____

4.) A TV commercial shows a bunch of strong, muscular, young men playing video games. There are numerous controllers so many people can join in. There are other men attempting to play the game too._____

5.) A body spray company has a commercial where an average looking man is alone on an island and sprays body spray on himself. Within seconds, hundreds of skinny blonde women wearing bikinis come out of nowhere and start running towards the man, suddenly attracted to him because he smells so good.

   _____

Health Education Lesson Plan

Title: Boundary Setting   Lesson 3

Key Learning: Boundaries are key to healthy relationships.

6-8 Unit Cluster Enduring Understandings

- ☒ Knowledge of essential health information impacts the adoption of healthy behaviors
- ☒ What I believe and what others believe influence my health
- ☐ There are criteria to determine the validity of health information, products, and services
- ☐ Peer mediation and negotiation are effective ways to resolve conflicts
- ☐ Predicting and analyzing outcomes impact decisions about health
- ☐ My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- ☐ The actions of our community affect my health and the health of others

Lesson Essential Question(s)

- How does understanding oneself help us set and maintain our personal boundaries?

Delaware Health Education Standards

Health Concepts		Skills
☐ Tobacco, Alcohol & Drugs	☐	INF
☐ Injury Prevention & Safety	☐	AI
☐ Nutrition & Physical Activity	☒	IC
☐ Family Life & Sexuality	☒	DM
☒ Personal Health & Wellness	☐	GS
☐ Mental Health	☐	SM
☐ Community & Environmental Health	☐	AV

Lesson Summary

Setting personal boundaries in any relationships is essential to the positive health of a relationship. Students will define boundaries for themselves and discover how their boundaries are different from other students', as well as situational.

Students will know…	Students will be able to…
• There are different types of boundaries • Boundaries can change	• Identify personal boundaries.

Time:

One class period

Materials and Preparation

- Board/Whiteboard
- "Different Boundaries with Different People" worksheet for each student
- Copies of "Putting it into Practice" worksheet (time permitting)

Resources and Web Links

http://www.tolerance.org/activity/social-boundaries-activity-map-it-out - Teachers and students draw maps showing where they think social divisions exist at school and compare views of the community as a whole. This is a great activity and there are several other activities that deal with Healthy Relationships on the tolerance.org website.

http://www.safeandrespectful.org - A website useful for additional lessons about healthy relationships, PSAs done locally to promote healthy relationships, and a student self-assessment that can be done on-line. You will also find information about upcoming related conferences and trainings for Delaware educators under our News and Events section on the website.

Activating Strategy:

1. Write the words "boundaries" on the board
   - **Discussion**: Talk about what boundaries are, and discuss the different types of boundaries (mental/emotional, physical, cyber). Tell students that boundaries are a lot like "personal space"

2. In pairs, students will write their own definitions for the different types of boundaries
   - The papers will be passed to the front of the classroom and redistributed so that each pair of students has a different paper

3. Make a chart on the board with the headings: "Mental/emotional Boundaries," "Physical Boundaries," and "Cyber Boundaries"
   - Ask each pair to read aloud the definitions on their papers
   - As the definitions are read, make a list on the board of descriptors of the various types of boundaries including emotional and social behavior, and note the importance of honesty and dignity in a relationship.
   - **Discussion:** Ask the students to consider which types of boundaries are the easiest to understand and why

4. Introduce student handout "Different Boundaries with Different People" worksheet
   - Give students time to complete the worksheet on their own
   - **Discussion:** How did you decide how to place people on the circle? Is there room for movement between the circles (i.e. is it possible for your boundaries with someone to change?)
     - Are boundaries different if they are from texting, Facebook, etc. than if they are in person?
   - Could you see yourself moving someone in circle 1 to circle 3 – what would have to happen to move that person to a different circle?

5. **Discussion:** Read to students the common "myths" surrounding boundaries (see *Teacher Notes*), and follow up with the <u>social construction</u> discussion.

6. Time permitting: See "Putting it into Practice" worksheet
   - Have students work in pairs or small groups to solve the scenario. Assign each group one scenario and have them share with the class. Students can also make up their own scenario to share with the class (please use discretion).
   - Have the students fill out the chart based on the scenario.

7. **Exit Ticket** (see below)

8. **Poster Project**
   - Remind students of final poster project requirements and due date
   - Time permitting, allow students time to work on their problem-solution statements

Exit ticket: All students will write for five minutes about the following -
   -Boundaries
   -How they will communicate their boundaries to others.
   -How they feel when their boundaries are respected and/or not respected.

Some examples of physical boundaries and mental/emotional boundaries are found below:

Physical Boundaries	Mental/Emotional Boundaries
Physical closeness	Beliefs
Touching	Thoughts and ideas
Sexual behavior	Feelings
Eye contact	Decisions
Privacy - mail, email, diary, doors, nudity, bathroom, bedroom, telephone, cell phone, privacy spaces, etc	Choices
	Needs
	Interests
Clothes	Responsibilities
Gifts	Confidences and Secrets
Time and energy	Personal experiences
	Roles, Rules

Common Boundary Myths

Discuss with students some common myths regarding boundaries:

1. If I set boundaries, I am being selfish.
   a. FACT: setting boundaries for yourself will help you take care of yourself. You cannot take care of others until you first take care of yourself, therefore boundaries are not selfish.
2. Boundaries are a sign of disobedience.
   a. FACT: people who set boundaries for themselves are only trying to protect themselves, not act disobedient
3. If I begin setting boundaries, I will be hurt by others.
   a. FACT: when you set a boundary, others may attack or withdrawal; but we cannot (and have no right to) control their actions or reactions. Your responsibility must first be to yourself.
4. If I set boundaries, I will hurt others.
   a. FACT: Boundaries are not *offensive* tools, they are *defensive*. They do no harm, and are only meant to protect their owner.
5. Boundaries mean that I am angry.
   a. FACT: Anger means that something is wrong or upsetting. Boundaries decrease anger by helping us solve problems and move forward.
6. **Boundaries are permanent. **
   a. FACT: You own your own boundaries, and you can change them at any time.

Adapted from:
Boundaries: When to say YES,
when to say NO, to take control of your life
By: Henry Cloud & John Townsend

Social Construction Discussion

Ask students where these common myths come from. Ask specifically about myth #6 and why they think society tells people that they cannot change their boundaries.

Some students may disclose personal stories that may need to be reported to the appropriate authorities. Follow your school policy regarding reporting abuse.
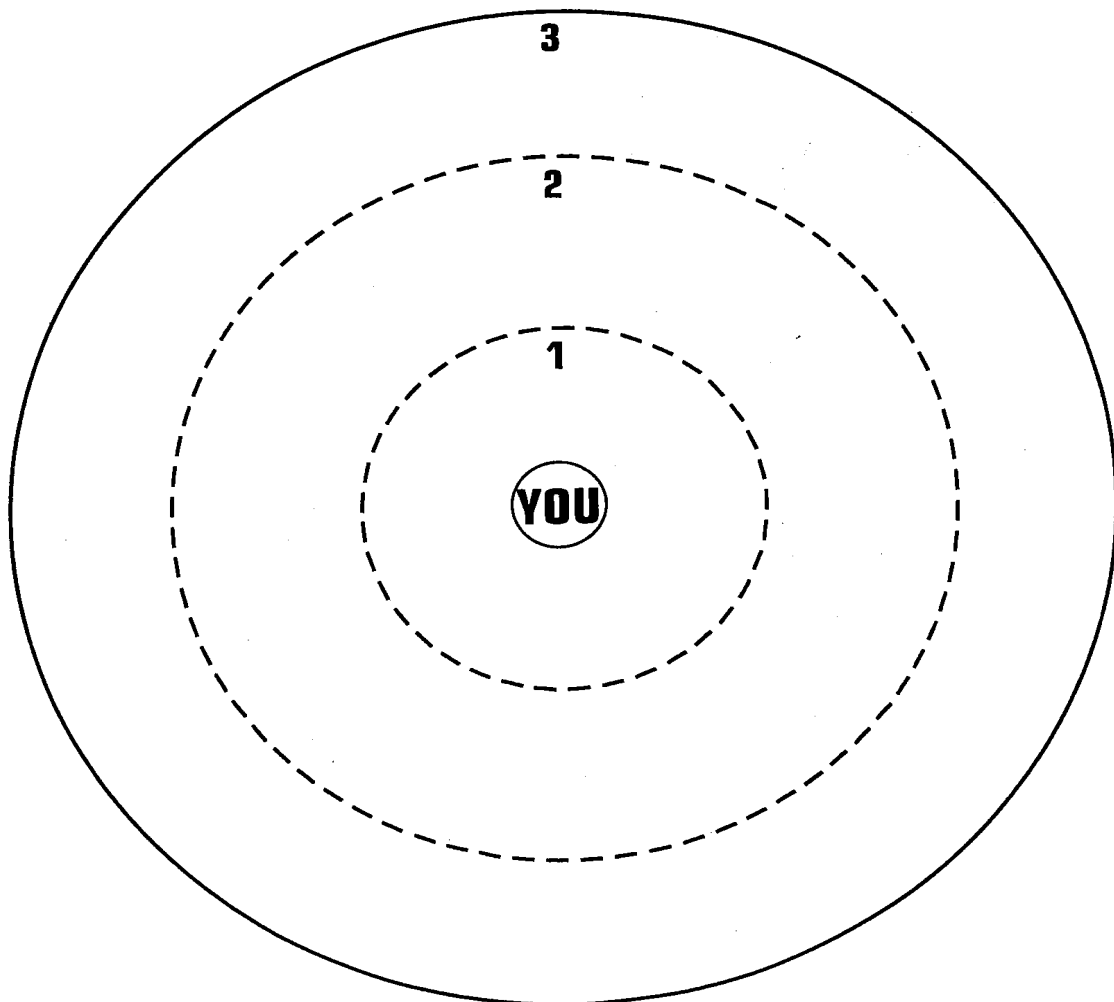
DIFFERENT BOUNDARIES WITH DIFFERENT RELATIONSHIPS

Before starting this exercise, what do you notice about the circle?
Notice how the **YOU** in the middle has a solid line around it. This is to represent that **YOU** can have strong boundaries.
Notice the other circles that don't have solid lines. This is to represent the way that boundaries change throughout our lives.

1. For each circle, use names, initials, or symbols to represent the people described for you
2. While doing this exercise, think of all the different types of boundaries including "cyber" boundaries

- Circle 1: people who are closest to you, for whom you open your boundaries.
- Circle 2: people who you have good relationships with but are not as close as the people in the inner circle.
- Circle 3: people who you have relationships with that are not very personal.
- Outside Circle 3: is a solid line- where your boundaries are very strong: people with whom you have to protect yourself from, you don't trust them.

Putting it into practice – Boundaries

For each scenario, have students fill out chart below.

Key Chart:

Item	Definition
Options	What options do you have to solve the scenario?
Consequences	What may happen if you choose each option? Can be a good or bad consequence.
Support	Why do you think this consequence would happen?
Decision	What is your final decision and why?

Options	Consequence (s)	Support	Decision

Putting it into practice – Boundary Scenarios

Scenario 1

You are standing in a line at school. Someone you don't know comes up to you and says, "Hey, I heard that you kissed somebody." You do not know this person and you wonder how they got this information because the only person you told was your best friend. How would you handle this with your best friend and the person who just approached you?

Scenario 2

You keep getting texts from one of your friends at all hours of the day and even late into the night. You like this friend and enjoy spending time with her but she is starting to get on your nerves. What are your options for solving this?

Scenario 3

One of your teachers always seems to get into your personal space by walking by and patting you on the back or talking really close to you. How would handle this?

Scenario 4

You are dating a person who expects you to spend all of your free time with him/her. You have other friends and activities but you really like this person. The relationship didn't start out this way but has become almost suffocating. You don't want to hurt his/her feelings. What can you do?

Health Education Lesson Plan

Title: Respect and Healthy Relationships   Lesson Four

Key Learning: Respect is the foundation for healthy relationships.

6-8 Unit Cluster Enduring Understandings

- ☒ Knowledge of essential health information impacts the adoption of healthy behaviors
- ☒ What I believe and what others believe influence my health
- ☐ There are criteria to determine the validity of health information, products, and services
- ☐ Peer mediation and negotiation are effective ways to resolve conflicts
- ☒ Predicting and analyzing outcomes impact decisions about health
- ☐ My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- ☒ The actions of our community affect my health and the health of others

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Lesson Essential Question(s)

- How does respect affect relationships and influence the health of our community?

Delaware Health Education Standards

Health Concepts		Skills	
☐	Tobacco, Alcohol & Drugs	☐	INF
☐	Injury Prevention & Safety	☐	AI
☐	Nutrition & Physical Activity	☒	IC
☐	Family Life & Sexuality	☐	DM
☒	Personal Health & Wellness	☐	GS
☐	Mental Health	☒	SM
☐	Community & Environmental Health	☐	AV

Lesson Summary

Students will explore concepts related to respect and disrespect. Students will also recognize that showing and feeling respect can lead to healthy relationships and healthy schools and communities.

Students will know…	Students will be able to…
• What is self-respect and respect for others • The relationship between disrespect and power and control	• Make the connection between respect and healthy relationships and healthy schools and communities • Choose respectful over disrespectful behaviors

Time:

One class period

Materials and Preparation

- Board/White board
- Tape (or something to draw line on the floor)
- 8-15 physical characteristic statements (see *Teachers Notes* for examples/instructions)

Resources and Web Links

http://groundspark.org – The "Respect for All" project by GroundSpark, facilitates the development of inclusive, biased-free schools and communities by providing media resources, support and training to youth, educators and service providers.

www.knowyourpeace.org – The Know Your Peace website is part of the Florida Sunrise Primary Prevention Education and Awareness Initiative to create social change by promoting healthy relationships and gender equality. It provides information and resources for youth, educators and other caring adults related to P.A.R.K. (peace, acceptance, respect, knowledge).

www.stopbullying.gov – This website provides information from various government agencies on how kids, teens, young adults, parents, educators and the community can prevent or stop bullying.

www.thinkb4youspeak.com – The "Think Before You Speak" campaign aims to raise awareness about the prevalence and consequences of anti-LGBT bias and behavior in America's schools.

www.teachingtolerance.org – Teaching Tolerance is a project of the Southern Poverty Law Center. The website contains information, professional development resources, classroom activities, teaching kits and publications topics and subjects related to teaching tolerance, respect and diversity.

Activating strategy:

1. **"Stepping Forward" Activity**
   - **Prior to class, place line in the middle of the classroom floor using tape or other material
   - Tell the students they are going to play a game and ask them to stand side-by-side on the line
   - Tell the students that you will read a variety of statements and that each statement describes a random characteristic
   - Explain to the students that if they have the characteristic described, to step forward; and if they do not, to take a step backward
   - The student who takes the most steps forward is the winner
   - Continue the game until you are out of statements
   - **Discussion:**
     o Ask students how they felt about the activity. What did they think about the characteristics that were called? Did they feel the game was fair to all the students?
     o For students who made it to the front: How did they feel taking steps forward? Why do they think they got the farthest?
     o For students in the back: How did they feel taking steps backwards? Why do they think they weren't in the front?

2. **Relating** the activity to respect and bullying in real life
   - In our daily lives, do we find that some people are treated better than others (i.e. at the front)?
   - What are some of the real reasons people "make it to the front" or are "left behind?"
   - Who decides who is allowed to be in the front and who is not? What are some actions we use to put people "in the front" or "in the back?"
     o See *Teacher's Notes* for added discussion on the <u>social construction</u> of respect and bullying
   - Do you feel you have any control over who's in the front and who's in the back? How can you change your actions to make sure everyone is in the front (or equal)?

3. Write "respect" and "disrespect" on the board
   - In a large group, discuss the following definition of "respect":
     - o **RESPECT** means to treat others how you wish to be treated. To show consideration for another person's feelings and interests, demonstrating that you value other points of view. To accept people as they are without trying to change them.
     - o ***Not to be confused with fear***
   - In small groups, ask students to discuss this definition of respect in relation to the "Stepping Forward" activity.
     - o Then, direct each group to brainstorm examples of actions or behaviors that demonstrate this definition of respect.
     - o After each group has had time to discuss, ask groups to share their brainstorming examples. List examples on the board.
   - Introduce Healthy Vs. Unhealthy Relationships.
     - o **Discussion:**
       - i. In healthy relationships – (friendships, families, classmates, romantic/dating partners) there is respect, honesty and trust between both people.
       - ii. Although they may disagree or argue occasionally, they should be able to talk things out and solve problems.
       - iii. Each person should have equal power in the relationship.

4. **Exit Ticket** (see below)

5. **Poster Project**
   - Remind students of final poster project requirements and due date
   - Time permitting, allow students time to work on their problem-solution statements

Assessment(s) for Lesson

Exit Ticket: Students will write a letter of advice to a kindergarten student. Tell the students that the kindergartener will open the letter when he or she reaches the age they are now. Ask them to tell that kindergarten student about the way kids in your school treat each other at this age and how you hope he/she will treat people.

"Stepping Forward" Activity (examples and instructions)

- Some good examples to use for this activity may include:
    - Birthdays (pick a few random months to step forward, and all others step back)
    - Shoes w/ laces v. shoes w/o laces
    - Red shirts v. all other colored shirts
    - Long hair v. short hair
    - Jeans v. no jeans
- These examples can be used or edited. However, we do ask that you keep in mind the object of the game is to frustrate the students, not offend them. Please try to avoid using examples that involve race, economic status, sexual orientation, etc. If you have any questions, feel free to contact the DELTA Coordinator at: 302-762-8989 or at safeandrespectful@gmail.com. Good luck!

Social Construction Discussion

Ask students to again reflect on the definition of "social construction:"
> An idea or concept that people have "built" (or constructed),
> organizing their thoughts and actions around that construction

Tell students that all of the "criteria" for respecting or disrespecting people was at some point "constructed" by other people. Ask students if they can determine the source or reasoning behind this construction and if these answers make any sense. Then ask students what it would take to break down the social constructions and "reconstruct" them in a more positive manner.

By promoting a respectful school community climate students are guided toward a path of social justice. There are many harmful messages in society today about "respect" confusing it with fear, intimidation, or unyielding power. The real meaning of respect has nothing to do with exerting power and control. It is important to teach that respect is about celebrating differences, acknowledging other peoples' perspectives, believing in the value of one's self and other people and treating other people with dignity.

Promoting respect in reference to school climate and bullying is an important concept for this lesson. Underlying root causes related to bullying such as: homophobia, racism, sexism and other forms of oppression have clear connections to bullying and harassment.

Ways respect can be promoted in the classroom can be found at: www.safeandrespectful.org.
Prepare for the possibility of disclosure of abuse during the bullying power and control discussion. Follow the reporting protocol at the school and seek assistance of administration, if needed, on how to support a student who discloses private information that must be reported.

Health Education Lesson Plan

Title: Being a Courageous Bystander   Lesson Five

Key learning: Being a courageous bystander can make a difference.

6-8 Unit Cluster Enduring Understandings

- ☒ Knowledge of essential health information impacts the adoption of healthy behaviors
- ☒ What I believe and what others believe influence my health
- ☐ There are criteria to determine the validity of health information, products, and services
- ☐ Peer mediation and negotiation are effective ways to resolve conflicts
- ☐ Predicting and analyzing outcomes impact decisions about health
- ☐ My personal goals may need adjustment because of changing abilities, priorities and outside influences (e.g. friends, family, etc.)
- ☒ The actions of our community affect my health and the health of others.

Lesson Essential Question(s)

- How can I make a difference by being a courageous bystander?

Delaware Health Education Standards

Health Concepts		Skills	
☐	Tobacco, Alcohol & Drugs	☐	INF
☐	Injury Prevention & Safety	☐	AI
☐	Nutrition & Physical Activity	☐	IC
☐	Family Life & Sexuality	☐	DM
☒	Personal Health & Wellness	☒	GS
☐	Mental Health	☐	SM
☐	Community & Environmental Health	☒	AV

Lesson Summary

Students will explore the concept of "courageous bystander" and consider how they could assume that role safely in order to improve their own school/community.

Students will know…	Students will be able to…
• A courageous bystander can make a difference. • Ways to act as a courageous bystander	• Advocate for attitudes, beliefs, and behaviors that promote respect and equality

Time:

One class period

Materials and Preparation

- Board/White board
- Copies of "Courageous Bystander Scenarios" worksheets
- Copies of "How Can I Be Part of the Solution?" worksheets

Resources and Web Links

www.tolerance.org Tolerance.org is an online tool for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity. It includes information on how to transform yourself, your home, your school, your workplace, or your community.

www.nonamecallingweek.org – No Name-Calling Week is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an ongoing dialogue about ways to eliminate bullying in their communities.

www.groundspark.org/respect/index.html – Groundspark's mission is to create visionary films and dynamic educational campaigns that move individuals and communities to take action for a more just world.

Activating strategy:

1. Write "courageous bystander" on the board
   - In collaborative pairs, with number ones as assigned leader, ask students to write a definition of courageous bystander.
     - o (*Note: Remind students this does not require a student to intervene in an unsafe situation)
   - As each leader reads the definition, write the important concepts of the term on the board. See Teacher's Notes for examples!
   - Tell students: A <u>courageous bystander</u> is a person who observes an unsafe situation or unacceptable behavior and finds a safe and effective way to intervene. Someone who embraces safety and respect in their own relationships, and actively encourages others to do the same.

2. Hand out the "Courageous Bystander Scenarios" worksheet
   - In pairs, have students review the scenarios and discuss how they would respond
     - o **Note: the idea is that students from each pair will help others come up with ways to resolve the problems. Peers are reinforcing the answers that the students may not have been comfortable asking.

3. Hand out "How Can I Be Part of the Solution?" worksheet, which provides strategies for being a courageous bystander and discuss as a large group.
   - Ask students to form a group of 4, think of times they could have been a courageous bystander and create a scenario.
     - o This scenario will describe a situation when someone intervened as a courageous bystander or how the situation would have worked out differently had someone stepped in. Students should also state why they did or did not step in as a bystander.
     - o Group rules:
       - Only events they have experienced may be identified.
       - Student or teacher names must not be used.
   - Select one or two groups to act out their scenario. The remaining groups may volunteer to describe the occasion. See Teacher's Notes for examples!
     1. See *Teacher Notes* for discussion on <u>social constructions</u> and courageous bystanders.

4. **Exit Ticket** (see below)

5. **Poster Project**
   - Remind students of final poster project requirements and due date
   - Time permitting, allow students time to work on their problem-solution statements

6. **End-of-unit Survey**
   - Distribute surveys out to students. Encourage them to take their time and answer all questions to the best of their ability. Remind students not to write their names anywhere on the survey, and have them return the surveys to you once they are completed.
   - Please send completed surveys to the DELTA Coordinator (see pg 5).

- Exit Ticket: Ask students to reflect on their problem-solution statements and write a 2-3 sentence personal goal to put to use in their personal life. Goals may include: how they will change personal actions, attitudes, or behaviors; how they will encourage others to change their behaviors; ways they plan to change their school environment; etc. Students are encouraged to be creative.

Teacher Notes

<u>Examples</u> of what it means to be a courageous bystander: needs to show courage by speaking out, can influence policy and practice change, empowers others to join in to stop negative behaviors, etc.

<u>Examples</u> of situations in which a courageous bystander could be helpful: someone was bullied, jokes in bad taste were told and made some uncomfortable, sexual innuendos were made, sexual taunts happened, girls were teased about size or shape, boys/girls were bullied about perceived gender identity or sexual orientation, etc.

Social Construction Discussion

<u>Another scenario example</u>: Ask a group of students to create a scenario in which an example of a social construction (reflect on previous lessons) is deconstructed by a courageous bystander.

Visuals and statements for the posters are to be varied to ensure that multiple issues are covered. If necessary randomly assign lessons to the students to ensure that all lessons are represented in the posters.

The posters created can be submitted for the Solution Showcase! Please visit http://www.safeandrespectful.org/teachers/showcase_home.html for additional information.

"Courageous Bystander" Scenarios

During morning announcements, the coach of your school's basketball team commented on how the team "played like a bunch of girls" at last weekend's game.
- How do you feel when you hear this?
- How can you be part of "the solution"?

You are sitting in the cafeteria at lunch when a boy walks by your table. One of your friends yells to him, "Hey, you're hot!" He looks startled and quickly walks away.
- How do you feel when you see/hear this?
- How can you be part of "the solution"?

Lately you have noticed that your friend, Mark, embarrasses his girlfriend whenever you are around. He will make fun of her, purposely ignore her, or threaten to break up with her if he is not getting his way. She usually ends up in tears and he laughs about it.
- How do you feel when your friend acts this way?
- How can you be part of "the solution"?
-

You and your friend are hanging out for a few hours. You notice that she keeps getting text messages from her boyfriend "to find out what she is doing."
- How do you feel when you see this?
- How can you be part of "the solution"?

You overhear a boy in your class talking about how his mom is in the hospital and he seems upset. Another student says to him "Man up dude. That's messed up, but don't go crying like a girl."
- How do you feel when your friend acts this way?
- How can you be part of "the solution"?

As the bell rings for your next class, your teacher announces that in addition to reading for homework, you must also write a one page summary. Everyone groans on their way out. You are walking with a group of friends and you hear one of your friend's say "I hate that teacher. He is so gay."
- How do you feel when you hear this?
- How can you be part of "the solution"?

How Can I Be Part of the Solution?

Sample Strategies

1. "I" Statements
   - Three parts:

I feel _____ (state your feelings)

when _____ (name the behavior).

I want _____ (what you want that person to do).

   ❖ Example: I feel uncomfortable when you stare at my body when we are talking. I want you to look me in the face from now on.

1. Humor
   - Speak up with humor. It may help cut down the tension of getting involved. If you are witty, this may fit your style. Caution: Be careful not to be so humorous that you end up mocking or making light of your own feelings or reaction.
   - Example: "When you talk like that, your parents must be so proud."

2. Group Intervention
   - Approach the person as a group with other people (friends, teachers, parents). Think about healthy, nonviolent ways that you can let the other person know that he/she is acting disrespectfully. There is strength in numbers!
   - Best used with someone who has a clear pattern of behavior so the group can use examples of how this person has behaved like this in the past.

3. "Bring It Home"
   - Say something so the person acting out realizes what it would be like to be in another person's shoes.
   - Examples: "I hope no one ever talks about you like that." "What if someone said your girlfriend needed to be smacked around or called your Mom that name?"

4. "We're Friends, Right…"
   - Make your point but do so in a caring, noncritical way.
   - Example: "As your friend, I've gotta tell you that your ringtone calling girls all sorts of nasty names is not so popular with the ladies. Why don't you do yourself a favor and change it up?"

5. Distraction
   - Say something that helps snap someone out of their "disrespectful comfort zone," like asking a person who is harassing or making fun of someone else a question to get them off-track.
   - Example: "Hey—did we have homework for this class?"

6. Silent Stare
   - In some situations, just looking at someone in a disapproving way when they are doing or saying something you do not agree with or makes you feel uncomfortable can be more powerful than words.
   - Example: Think of the look you get from an adult when you are doing something wrong. You know that look!

7. Media Boycott
   - There are many ways to use your consumer power:
     - Do not buy the product.
     - Encourage friends/family not to buy the product (i.e., send out emails with information on why the product is harmful or post similar messages on social networking sites).
     - Write a letter or send an email to the company manufacturing and/or selling the product explaining to them how they are using your business by promoting harmful messages.

8. Influence Authority Figures
   - There are many ways to take your concerns to people in charge:
     - Within school, talk to your teachers, coaches, administrators, and/or principal about the issue and how you would like to see the school handle it.
     - Write a letter to the editor of your school or community newspaper about your feelings on the issue.
     - Volunteer to become involved in developing policies, guidelines, or laws that address the issue.
     - Poll your classmates about their feelings on this issue and organize them to take their concerns to authority figures as a group. Use your collective power to encourage action.