



# Supplemental / Appendices



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## BODY IMAGE

### Summary

Body image\* describes how an individual perceives and feels about how they look. Everyone, regardless of gender and age, will sometimes have negative feelings about some part of their appearance. During puberty, physical changes might make young people feel uncomfortable with how they look, especially if their friends and peers are changing at a different pace. Youth also start to take more notice of social and cultural standards of attractiveness. It is important to teach youth that the messages they receive about their bodies from the media are not realistic, and that it can be dangerous to compare yourself to fake, altered or enhanced images of other people. Young people need to understand the difference between reality and representations of reality to cultivate a positive body image and healthy sexuality.

*\*Body image is based on any characteristic of appearance- from hair, to skin color to clothing choice. Youth who are not well-represented in the media or are represented in a stereotypical way (e.g. people of color, LGBTQ youth, Muslim youth) may have a different experience of body image than youth that are well-represented in the media. Addressing this can help students of all backgrounds feel seen and validated.*

### Student Learning Objectives

At the end of a lesson on body image, students should be able to:

- Identify ways that friends, media and society influence how people feel about their bodies (knowledge)
- Describe messages that young people might receive from the media (knowledge, attitudes)
- Demonstrate an understanding of how these types of messages and external influences can impact personal health (knowledge, attitudes)

**Below are some resources for incorporating body image in a classroom lesson.**

Resources and Lesson Plans: Body Image	Time estimate	Description
<b>Common Sense Media</b> Children, Teens, Media and Body Image <a href="https://www.commonsensemedia.org/research/children-teens-media-and-body-image">https://www.commonsensemedia.org/research/children-teens-media-and-body-image</a>	N/A	Review of research on the relationship between body image and media in children and teenagers. Includes a helpful infographic on how parents (and other adults) can help shape positive attitudes around body image.
<b>Amaze.org</b> <i>Why Don't I Like the Way I Look?</i> video <a href="https://amaze.org/?topic=puberty#popup3278">https://amaze.org/?topic=puberty#popup3278</a> <i>Bodies: Different Shapes and Sizes.</i> <i>All Beautiful!</i> <a href="https://amaze.org/?topic=puberty#popup976">https://amaze.org/?topic=puberty#popup976</a>	15 min (video plus discussion)	This video introduces the concept of body image and explains a range of factors that contribute to how a person feels and perceives their own body. Geared towards youth entering or going through puberty, the video affirms all types of bodies and identities.
<b>Teaching Tolerance</b> <i>I See You, You See Me – Body Image and Social Justice</i> <a href="https://www.tolerance.org/classroom-resources/tolerance-lessons/i-see-you-you-see-me-body-image-and-social-justice">https://www.tolerance.org/classroom-resources/tolerance-lessons/i-see-you-you-see-me-body-image-and-social-justice</a>	45 min (per lesson)	The series addresses a wide range of characteristics that contribute to body image, including gender, age, race and culture. Lessons include <i>What is Body Image?</i> , <i>Our Bodies and the Media</i> , <i>Different Images of Beauty</i> , and <i>Healthy Bodies, Healthy Body Image</i> .

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## GENDER IDENTITY, ROLES AND EXPECTATIONS

### Summary

Gender roles describe a set of social norms that dictate what it means in our culture to be female or male. Gender is different from biological sex, which is determined by sex chromosomes and the reproductive organs an individual is born with. Gender, unlike sex, is socially constructed, meaning the roles we associate with being male and female are learned rather than inherent. Gender roles are often limiting and can be very harmful. During puberty, young people may start to think more about their gender and the way they express it. Educators can support youth by allowing them to explore and question aspects of gender and by treating people of all gender identities with respect and dignity.

### Student Learning Objectives

At the end of a lesson on gender identity, students should be able to:

- Understand the difference between biological sex and gender identity (knowledge)
- Understand how society and culture influence ideas about gender (knowledge)
- Demonstrate ways to treat people of all gender identities with empathy and respect (attitudes, skills)

**Below are some resources for incorporating body image in a classroom lesson.**

Resources and Lesson Plans: Gender Identity, Roles and Expectations	Time estimate	Description
<b>Advocates for Youth</b> <i>Gender Role, Gender Expectations</i> Lesson Plan <a href="http://www.advocatesforyouth.org/3rs-curric-lessonplans">http://www.advocatesforyouth.org/3rs-curric-lessonplans</a>	45-50 min	This lesson plan teaches youth to recognize and analyze messages they receive about gender in their daily lives. Geared towards 6th grade but could be adapted for younger ages as well.
<b>Family Life and Sexual Health (FLASH)</b> <i>Gender Roles</i> Lesson Plan <a href="http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx">http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx</a>	15-30 min	This lesson plan in the FLASH curriculum helps youth identify gender roles and expectations and where they come from. Students look at gender expectations through case studies and by researching historical figures that challenged gender norms.
<b>Teaching Tolerance</b> <i>Gender, Sexuality, and Identity</i> Lesson Plans <a href="https://www.tolerance.org/classroom-resources/lessons?f%5B0%5D=facet_lesson_grade_level%3A36&amp;f%5B1%5D=facet_lesson_topic%3A6&amp;keyword=&amp;page=0">https://www.tolerance.org/classroom-resources/lessons?f%5B0%5D=facet_lesson_grade_level%3A36&amp;f%5B1%5D=facet_lesson_topic%3A6&amp;keyword=&amp;page=0</a>	45-60 min	<i>Teaching Tolerance</i> has a collection of lesson plans aimed at teaching youth at various ages about gender roles and stereotypes. There are a range of activities that help youth understand gender identity.
<b>Healthy Teen Network</b> Tip Sheet for Gender, Sexuality & Inclusive Sex Education <a href="http://www.healthyteennetwork.org/resources/tip-sheet-gender-sexuality-inclusive-sex-education/">http://www.healthyteennetwork.org/resources/tip-sheet-gender-sexuality-inclusive-sex-education/</a>	N/A	This tip sheet for educators includes terms and definitions and provides tips for not making assumptions, using inclusive language and creating a safe and respectful learning environment.

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## HEALTHY RELATIONSHIPS

### Summary

All people have different types of relationships throughout their lives. During puberty, it's normal for young people to begin to experience feelings of romantic and sexual attraction for people their age. It is also normal for people to not experience these types of feelings during puberty, or even after. Educators can support youth by talking to them about the characteristics of healthy and unhealthy relationships without making assumptions about what kinds of relationships young people may be interested in. Ultimately, healthy romantic and sexual relationships are based on many of the same characteristics as healthy friendships. It is important to teach youth what communication, respect and trust look like in practice, and also what an unhealthy friendship or relationship can look like. Helping young people explore how they can be respectful, open and empathetic with each other lays the foundation for positive relationships and can prevent intimate partner violence in the future.

### Student Learning Objectives

At the end of a lesson on healthy relationships, students should be able to:

- Describe the characteristics of a healthy relationship (knowledge)
- Demonstrate positive ways to communicate differences of opinion while maintaining relationships (attitudes, skills)
- Demonstrate ways to treat people of all gender identities with empathy, dignity and respect (attitudes, skills)

To supplement the activities in the ***Changing Relationships*** unit, below are additional classroom resources on healthy relationships.

Resources and Lesson Plans: Healthy Relationships	Time estimate	Description
<b>Amaze.org</b> Healthy Relationships Videos <a href="http://amaze.org/?topic=healthy-relationships">http://amaze.org/?topic=healthy-relationships</a>	15 min (video plus discussion)	The short videos on Healthy Relationships cover a variety of topics on friendships, peer pressure, consent, communication and romantic relationships for ages 10-14.
<b>Advocates for Youth</b> <i>Being Clear with Your Friends</i> Lesson Plan <a href="http://www.advocatesforyouth.org/3rs-curric-lessonplans">http://www.advocatesforyouth.org/3rs-curric-lessonplans</a>	40 min	This lesson plan uses a role play activity to teach about passive, assertive and aggressive communication styles and strategies for resisting peer pressure. Developed for 5 <sup>th</sup> grade.
<b>Advocates for Youth</b> <i>More Than Friends</i> Lesson Plan <a href="http://www.advocatesforyouth.org/3rs-curric-lessonplans">http://www.advocatesforyouth.org/3rs-curric-lessonplans</a>	50 min	This lesson helps students understand the difference between friendships and romantic relationships. Geared towards 6 <sup>th</sup> grade, but may also be relevant for 5 <sup>th</sup> grade classrooms.

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## HIV MYTHS & FACTS

### Summary

It is common for youth to hear about HIV at a young age, but what youth hear is often incomplete or inaccurate. Students might not understand the difference between HIV and AIDS, or might be confused about why you can get HIV from some types of human contact but not others. There is still stigma around HIV and it is important for young people to know that people living with HIV should be treated with respect. HIV is relatively difficult to get—so it is okay to hug, touch and be close to someone with HIV without worry of becoming infected. It is important to help young people understand HIV before they become sexually active, so that they can understand the importance of prevention not just from HIV but also from other sexually transmitted infections. The resources below provide a foundation of basic information young people should know about HIV. Sharing medically accurate, and age-appropriate information about HIV can help reduce the stigma associated with the disease and help young people understand how the disease is not spread, as well as how it is spread.

### Student Learning Objectives

At the end of a lesson on HIV, students should be able to:

- Define HIV as a virus that weakens the immune system and is spread through certain bodily fluids (knowledge)
- Understand the ways in which HIV can and cannot be transmitted (knowledge)
- Identify ways to prevent HIV transmission (knowledge)

**Below are some resources for incorporating HIV education in a classroom lesson.**

Resources and Lesson Plans: HIV Myths & Facts	Time estimate	Description
<b>Advocates for Youth</b> <i>Learning About HIV</i> Lesson Plan <a href="http://www.advocatesforyouth.org/3rs-curric-lessonplans">http://www.advocatesforyouth.org/3rs-curric-lessonplans</a>	30-40 min	This lesson plan provides a succinct overview of what HIV is and how it is transmitted. Includes a useful worksheet to help students debunk common myths around HIV transmission.
<b>Amaze.org</b> <i>What is HIV?</i> Video <a href="http://amaze.org/video/what-is-hiv/">http://amaze.org/video/what-is-hiv/</a>	15 min (video plus discussion)	This 4-minute, informative video covers basic facts about HIV and common FAQs about how it is transmitted. The video briefly addresses sex, condoms and PrEP.
<b>Family Life and Sexual Health (FLASH)</b> HIV Lesson Plans <a href="http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx">http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx</a>	45-60 min (for each lesson)	The <i>FLASH</i> curriculum contains three lesson plans on HIV. <i>Lesson 1</i> introduces communicable diseases and discusses common perceptions about HIV. <i>Lesson 2</i> provides information about how HIV affects the immune system. <i>Lesson 3</i> provides a more thorough overview of what HIV does to the body and how it is transmitted.
<b>HIV.gov</b> HIV Basics <a href="http://hiv.gov/hiv-basics">http://hiv.gov/hiv-basics</a>	N/A	This website is a comprehensive source of reliable, up-to-date information on HIV and is an excellent resource for understanding the social and political history of HIV and AIDS in the U.S.

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## INTERNET SAFETY

### Summary

When it comes to sexual health, the Internet can be an important tool for students looking for answers to questions, experimenting with different facets of their identity or tapping into supportive communities. However, the Internet can also be an unsafe place- especially for young folks who might not understand the risks inherent to sharing personal information, communicating with unknown people and accessing illicit material. Identity theft, sexual coercion, exploitation and cyberbullying are all very real risks of internet usage. It is critical to equip young people with the knowledge and skills they need to have a safe, healthy and positive online experience.

### Student Learning Objectives

At the end of a lesson on Internet safety, students should be able to:

- Understand that they are in charge of their online presence and have a responsibility to manage themselves online the same way they would in person (knowledge, attitudes)
- Understand that nothing on the Internet is completely private and nothing can be completely deleted once it has been shared (knowledge)
- Explain the steps they will take to safeguard their privacy, including what they would do in an online situation that felt uncomfortable, threatening or unsafe (knowledge, skills)
- Differentiate between accurate, reliable sources and sources that are misleading, provide fake information or are harmful (knowledge, skills)

**Below are some resources for incorporating body image in a classroom lesson.**

Resources and Lesson Plans: Internet Safety	Time estimate	Description
<b>Amaze.org</b> Personal Safety videos ( <a href="http://amaze.org/?topic=personal-safety#/">http://amaze.org/?topic=personal-safety#/</a> )	5-25 min	Amaze.org offers a series of videos about personal safety. <i>Being Safe on the Internet</i> provides an overview of cyber safety and what to avoid when using the Internet. <i>Wise on the Web</i> discusses the risks of sharing personal information, including sensitive pictures. For older students -- <i>Porn: Fact or Fiction</i> addresses accidental and intentional exposure to pornographic images ( <i>preview for appropriateness</i> ).
<b>Common Sense Education</b> <i>Digital Literacy</i> Lesson Plans ( <a href="https://www.commonsense.org/education/scope-and-sequence">https://www.commonsense.org/education/scope-and-sequence</a> )	30-60 min (each lesson)	These lesson plans cover a wide range of issues relating to digital literacy and online citizenship and also include information for teachers and parents.
<b>Common Sense Media</b> ( <a href="https://www.commonsensemedia.org/research">https://www.commonsensemedia.org/research</a> )	N/A	This website offers important research findings on topics related to youth technology use.
<b>Common Sense Education</b> Digital Literacy Informational Posters ( <a href="https://www.commonsense.org/education/posters">https://www.commonsense.org/education/posters</a> )	N/A	Helpful visuals for students learning about online communication, information sharing and reliable sources. Geared towards teaching students to become critical consumers of online information.

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## PERSONAL HYGIENE

### Summary

During puberty, the same hormonal changes that gear the body up for reproduction can also result in changes that impact personal hygiene. Sweat and oil production increases, which can lead to increased body odor and acne. Youth might also start to grow more hair on their bodies and feel pressure to shave. It's important to provide youth with the knowledge and resources to take care of their hygiene. It is also key to dispel myths they might have encountered about personal hygiene. By providing young folks with medically accurate information about their changing bodies, educators can ensure that students feel clean, comfortable and empowered.

### Student Learning Objectives

At the end of a lesson on personal hygiene, students should be able to:

- Identify physical changes that occur during puberty that may impact physical hygiene, such as menstruation, sweating, body odor and hair growth. (knowledge)
- Identify sources of medically accurate information about personal hygiene and how to take care of themselves (knowledge, skills)

**Below are some resources for incorporating personal hygiene in a classroom lesson.**

Resources and Lesson Plans: Personal Hygiene	Time estimate	Description
<b>Kidshealth.org</b> Hygiene Basics <a href="http://kidshealth.org/en/teens/hygiene-basics.html">http://kidshealth.org/en/teens/hygiene-basics.html</a>	N/A	This youth-accessible website provides background information about the types of hygiene concerns that come up during puberty and hygiene tips for youth beginning or about to start puberty.
<b>Physical and Health Education (PHE) Canada</b> <i>Always Changing Curriculum</i> <a href="http://www.phecanada.ca/programs/alwayschanging56">http://www.phecanada.ca/programs/alwayschanging56</a>	25-35 min	This curriculum used in Canada includes free activity sheets for students and a <i>Myths and Facts Activity</i> that helps students understand personal hygiene habits. A teacher's guide contains additional information on this subject and answers to FAQs.
<b>Teaching Sexual Health</b> Puberty Kit <a href="https://teachingsexualhealth.ca/teachers/lesson-plans-resources/resource-finder/">https://teachingsexualhealth.ca/teachers/lesson-plans-resources/resource-finder/</a>	N/A	This guide for creating a puberty resource kit can be used to assist in teaching about hygiene and aids students in understanding what resources they can access and how to use hygiene products.

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## PERSONAL SAFETY/SEXUAL EXPLOITATION AND ABUSE PREVENTION

### Summary

Talking about preventing sexual abuse can empower youth to feel ownership over their own bodies. The skills youth need to stay safe – being assertive, clearly communicating boundaries, trusting gut instincts, and asking for help – are the same skills that they will carry forward into healthy relationships. Educators can also support students who may have experienced sexual abuse (and students who may experience abuse in the future), by validating the experience of all survivors and providing resources for students who may be survivors. It is important that students understand that if they have a concern or think they might have been harmed, they will be believed and will never be blamed for abuse.

### Student Learning Objectives

At the end of a lesson on sexual exploitation and abuse prevention, students should be able to:

- Define unsafe, unhealthy or unfair touching (knowledge)
- Define sexual exploitation and sexual abuse (knowledge)
- Understand the importance of communicating boundaries clearly and demonstrate refusal skills (knowledge, skills)
- Understand the importance of reporting incidents of sexual abuse and identify a trusted adult they can talk to if they have questions or concerns (knowledge, skills)

**Below are some resources for incorporating sexual exploitation and abuse prevention in a classroom lesson.**

Resources and Lesson Plans: Sexual Exploitation and Abuse Prevention	Time estimate	Description
<b>Advocates for Youth</b> <i>Your Body, Your Rights</i> lesson plan <a href="http://www.advocatesforyouth.org/3rs-curric-lessonplans">http://www.advocatesforyouth.org/3rs-curric-lessonplans</a>	35-40 min	This lesson plan introduces the topic of sexual abuse and provides students with strategies to talk about sexual abuse with a parent or trusted adult.
<b>Family Life and Sexual Health (FLASH)</b> Sexual Exploitation Parts 1 and 2 <a href="http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx">http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx</a>	Part 1: 35-45 min Part 2: 25-35 min	<i>Part 1</i> of the lesson on sexual exploitation helps students understand sexual exploitation and differentiate between healthy and unhealthy touch. Students also learn strategies to get out of unsafe situations. <i>Part 2</i> continues by helping students understand how and why to report incidents of sexual exploitation.
<b>National Sexual Violence Resource Center</b> Preventing Child Sexual Abuse <a href="http://www.nsvrc.org/projects/child-sexual-assault-prevention/preventing-child-sexual-abuse-resources">http://www.nsvrc.org/projects/child-sexual-assault-prevention/preventing-child-sexual-abuse-resources</a>	N/A	This site provides information and tools for schools, caretakers, organizations and communities on child abuse prevention. Resources include information on child sexual development, defining sexual abuse and learning effective strategies to prevent abuse.
<b>Maine Coalition Against Sexual Assault</b> Preventing Child Sexual Abuse <a href="http://www.mecasa.org/">http://www.mecasa.org/</a>	N/A	MeCASA provides information about response services and education programs available through Member Centers serving all Maine counties.

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## PREGNANCY AND REPRODUCTION

### Summary

It is common for young people to hear a lot of myths about pregnancy and reproduction, so it is important to provide medically-accurate, age-appropriate information about this process, and how pregnancy occurs. Additionally, teaching young people the correct names for their body parts empowers them to understand their bodies, set boundaries with others and communicate effectively with adults and medical professionals. It may also be helpful to introduce students to other methods of conception that are becoming more common, such as in vitro fertilization or intrauterine insemination.

### Student Learning Objectives

At the end of a lesson on pregnancy and reproduction, students should be able to:

- Describe the process of human reproduction (knowledge)
- Understand how changes that take place during puberty prepare the body for reproduction (knowledge)

**Below are additional resources for expanding on the topic of pregnancy and reproduction beyond the information provided in the *Changing Bodies* unit.**

Resources and Lesson Plans: Pregnancy and Reproduction	Time estimate	Description
<b>Advocates for Youth</b> Puberty and Reproduction Activity <a href="http://www.advocatesforyouth.org/3rs-curric-lessonplans">http://www.advocatesforyouth.org/3rs-curric-lessonplans</a>	30-40 min	This activity is an additional resource for explaining the steps that occur during the process of conception. Students work together to arrange the steps of conception in the correct order, and determine which steps occur for females, males or both sexes.
<b>Family Life and Sexual Health (FLASH)</b> Pregnancy <a href="http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx">http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/elementary-school.aspx</a>	50-60 min	This lesson goes into detail about fetal development during pregnancy, introducing many new terms and explaining how twins occur. Includes diagrams of a pregnancy developing in the womb.
<b>Amaze.org</b> <i>Where Do Babies Come From?</i> Video <a href="http://amaze.org/video/where-do-babies-come-from/">http://amaze.org/video/where-do-babies-come-from/</a>	15-20 min (video plus discussion)	This video discusses the process of conception in non-gendered terms. Students may have heard about in vitro fertilization or C-sections, and this video addresses these questions briefly.

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## UNDERSTANDING SEXUAL ORIENTATION

### Summary

Sexual orientation is determined by the gender(s) an individual is romantically and physically attracted to. An individual's gender identity does not determine their sexual orientation. During puberty, youth may begin to experience new feelings of sexual attraction and physical arousal. They might have preconceived ideas about who they are supposed to be attracted to or what it is supposed to feel like. In order to support young people, it is important to teach them that there are no rules for how to feel and that all feelings are valid. Educators can also let students know that it might take them a while to figure out how they feel, and that there's no timeline for developing a sexual identity. It is also important to show students support, regardless of their sexual orientation, and to encourage all students to treat people of all sexual orientations with respect and dignity.

### Student Learning Objectives

At the end of a lesson on sexual orientation, students should be able to:

- Define sexual orientation as the romantic attraction of an individual to someone of the same or different gender (knowledge)
- Identify a parent or other trusted adult to whom they can go to with questions or concerns about their sexual orientation (knowledge, skills)
- Demonstrate ways to treat people of all sexual orientations with empathy and respect (attitudes, skills)

**Below are some resources for incorporating sexual orientation in a classroom lesson.**

Resources and Lesson Plans: Understanding Sexual Orientation	Time estimate	Description
<b>Advocates for Youth</b> <i>What is Love Anyway?</i> Lesson Plan <a href="http://www.advocatesforyouth.org/3rs-curric-lessonplans">http://www.advocatesforyouth.org/3rs-curric-lessonplans</a>	40-50 min	This lesson introduces the concept of sexual orientation and discusses difference between liking and loving. Includes tips for teaching about sexual orientation.
<b>Amaze.org</b> <i>Talking Sexual Orientation with Jane</i> Video <a href="http://amaze.org/video/talking-sexual-orientation-with-jane/">http://amaze.org/video/talking-sexual-orientation-with-jane/</a>	15-30 min (video plus discussion)	This short video (3 minutes) defines sexual orientation and describes how sexual feelings can be confusing during puberty. Affirming of all sexual orientations.
<b>Teaching Sexual Health</b> <i>The Sexuality Wheel</i> <a href="https://teachingsexualhealth.ca/teachers/lesson-plans-resources/resource-finder/">https://teachingsexualhealth.ca/teachers/lesson-plans-resources/resource-finder/</a>	N/A	This resource tool illustrates the components, inherent and learned, that contribute to healthy sexuality. This may help both educator and students gain a holistic understanding of healthy sexuality.
<b>Healthy Teen Network</b> Tip Sheet for Gender, Sexuality & Inclusive Sex Education <a href="http://www.healthyteennetwork.org/resources/tip-sheet-gender-sexuality-inclusive-sex-education/">http://www.healthyteennetwork.org/resources/tip-sheet-gender-sexuality-inclusive-sex-education/</a>	N/A	This tip sheet for educators includes terms and definitions and tips for not making assumptions, using inclusive language and creating a safe and respectful learning environment when teaching sex education.

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## UPSTANDER INTERVENTION

### Summary

Bullying is any behavior that harms or humiliates another person. The bystander effect describes the phenomenon that takes place when a bad thing is going on and no one stops it, because everyone assumes that someone else will step in. Unlike a bystander, an upstander is a person who calls out bullying behavior when they see it going on. It can be hard for an individual to intervene if they see bullying going on- especially if the person who is bullying someone is a friend or someone who might retaliate if called out on their behavior. However, if students are given the tools to take action, they realize their own ability to change social norms and build community. It is therefore critical to instill in young people the importance of being an upstander- a person who not only treats others with respect and empathy, but who is also always willing to speak up when they see injustice. By equipping young people with the values and skills of an upstander, we can give them the opportunity to form the kind of community they want to be a part of and become advocates within those communities.

### Student Learning Objectives

At the end of a lesson on how to be an upstander, students should be able to:

- Distinguish between a bystander and an upstander (knowledge)
- Understand the value of being a community upstander (attitudes)
- Describe key strategies involved in being an upstander when bullying is happening (knowledge)
- Demonstrate effective ways of intervening when someone is being bullied (skills)

**In addition to other bullying prevention work in the school, below are some resources for incorporating upstander intervention in a classroom lesson.**

Resources and Lesson Plans: Upstander Intervention	Time estimate	Description
<b>Advocates for Youth</b> <i>Taking a Stand Against Bullying</i> Lesson Plan <a href="http://www.advocatesforyouth.org/3rs-curric-lessonplans">http://www.advocatesforyouth.org/3rs-curric-lessonplans</a>	30-40 min	This lesson plan is based on the Ned Show video, <i>Be an Upstander</i> , and includes a video synopsis, additional scenarios and an optional comprehension assessment activity.
<b>The Ned Show</b> <i>Preventing Bullying</i> Video & Lesson Plan <a href="http://www.thenedshow.com/topics.html">http://www.thenedshow.com/topics.html</a>	30-45 min	This short video explains the difference between <i>bystanders</i> and <i>upstanders</i> . Accompanying printable activities teach four key skills for upstander practice.
<b>Teaching Tolerance</b> <i>Bullying Basics</i> Article <a href="https://www.tolerance.org/professional-development/bullying-basics">https://www.tolerance.org/professional-development/bullying-basics</a>	N/A	This is an educator resource that describes the indicators of bullying, the link between implicit bias and bullying and ways to prevent and talk about bullying.
<b>Welcoming Schools</b> Be Prepared for Questions and Put-Downs on Gender <a href="http://www.welcomingschools.org/pages/be-prepared-for-questions-and-put-downs-about-gender/">http://www.welcomingschools.org/pages/be-prepared-for-questions-and-put-downs-about-gender/</a>	10-20 min	This educator tip sheet offers ways to respond to gender-based bullying and harassment. Includes examples of common put-downs and suggestions for how an educator can respond.

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## TIPS FOR ANSWERING STUDENT'S QUESTIONS

Curiosity and knowledge go hand and hand in exploring and understanding the world of puberty. That's why this curriculum recommends that educators supplement their instruction with a way for students to ask questions anonymously. At the same time, we also know that some students will be comfortable enough to ask questions out loud during class. Educators often need additional tools and strategies for responding to these questions.

This appendix identifies the types of questions that students may ask, along with tips for responding to them. As an educator, it is important to acknowledge that even adults don't know everything about puberty! An educator can research questions on their own or during class time to model how students can find answers to their questions.

How an adult answers a question can affirm that the question is valued, the person who asked it is respected, and that as a class you can all learn together.

### A. Identifying the types of questions

There are different types of questions that often come up for students when learning about puberty. Understanding what kind of question is being asked can help when formulating a response.

#### 1. Fact Questions

Fact-based questions are those for which a factual response can be given, based on the best available information. Responding to fact-based questions helps dispel myths and misinformation students may have heard. Responses should start with a short answer, then a check to see if the question was answered.

Example: *What is an erection?*

Possible Answer: *An erection is when the penis fills with blood and becomes bigger and stiffer. Does that answer the question?*

#### 2. Am I Normal? Questions

These questions go beyond the facts, and may also be something the asker is personally concerned about. Responses can refer to common experiences for most people. Using the word "common," instead of the word "normal," is inclusive of the full range of experiences that people may have. When an *Am I normal?* question comes up, provide a factual response and offer reassurance. Suggest other resources, such as a parent/guardian, school nurse or guidance counselor for more information.

Example: *Why is one of my breasts bigger than the other?*

Possible Answer: *It is very common for our bodies to have differences on the right and left sides. For instance, many people have one foot that is slightly larger than the other. This can happen with breasts as well. If you have concerns, you may want to talk to a parent, a trusted adult, the school nurse, or your health care provider.*

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### 3. Slang Questions

Questions may include slang terms that can take an educator off guard. Slang may be used for shock value, or simply because the asker does not know the correct terminology. Depending on the slang word used, you can read the question verbatim (identifying the slang, if appropriate) and then reword the question using the correct medical term.

Slang used to shock or embarrass can still be acknowledged by saying *There is a question with inappropriate slang that I'm not going to read out loud*. Then invite the asker to rewrite the question and try again, using more appropriate language.

Example: *Why do dicks get big?*

Possible Answer: *There are many slang words for penis. This question asks why a penis gets bigger. The penis grows when a person's body grows. The penis has blood vessels and veins. When they fill with blood, the penis gets harder and larger.*

### 4. Personal Questions

It is important to set and refer to classroom agreements that let students know you will not be sharing personal information during the puberty lessons. This provides some protection if you are asked a personal question or if a student shares personal information about a friend or family member. Responses to personal questions—whether they're asked of you or refer to another person—can include a general answer that refers to the range of experiences people have.

Example: *How old were you when you had sex?*

Possible Answer: *We have a class agreement that we will not share personal information about ourselves or people we know. When someone has sex for the first time depends on many factors and is not the same for everyone.*

### 5. Value Questions

We all have different personal values, and some people may hold values that are controversial. Students with value questions can be referred to a trusted adult for an answer. An educator can respond to the factual part of the question, if applicable, and may let the student know that there are a range of beliefs about the topic. This teaches students that it is okay to have different views. Educators should refrain from sharing their own personal view on the topic.

Example: *Is it ok to masturbate?*

Possible Answer: *Masturbation is when a person touches their genitals because it feels good (factual response). Some families believe that it is okay to do this in private. Other families believe it's not okay. Some people masturbate and others don't. There are no negative health effects of masturbation.*

While many values are personal, educators can still reinforce universal values, such as *taking care of your health is important, it is not okay to bully or treat someone badly, or pressuring someone to do something they don't want to do is not respectful*.

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## B. General tips for answering student questions

### Follow these simple steps for answering student questions.

1. Identify the type of question being asked.
2. Answer the factual part. If you don't know, say so, and let your students know you will get back to them with an answer.
3. Use the reporter technique for answering questions about topics for which there may be a range of experiences or beliefs:

*for some....for others...for you....*

### Use the following technique:

- **Stop** talking and think about the question that's been asked. Determine what information the student seems to be seeking.
- **Drop** your opinions and personal judgments or values. Think about the range of experiences, beliefs and family backgrounds represented in your classroom.
- **Roll** the question into a discussion topic for the group.

*Does anyone know the answer to this? I'd like to hear what the class thinks about that.*

## C. Here are a few other tips that may help.

- **Use an anonymous question box.**

Collect the questions at the end of class, review them and then respond to them at the beginning of the next class. This will give you time to research an answer, ask a colleague, and think about an appropriate response.

- **Be aware of your non-verbal communication.**

Body language can communicate distaste or disagreement. Facial expressions or the tone of your voice may give away your shock or discomfort.

- **Buy yourself time.**

Before launching into a reply, pause and start with: *That's a great question. Thanks for asking that. A lot of people ask me that question.* It's better to delay and give some thought to your response than beginning to answer without knowing where you're going!

- **Paraphrase the question.**

Rewording a question is an opportunity to model appropriate and inclusive language and can also help check your understanding of the question.

- **Respond to the question.**

While answering the question, clear up any misinformation reflected in the question and provide an objective, fact-based response. If you are unable to answer the question, commit to responding at a future time.

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- **Check for understanding.**

After answering a question, you can say *Does that answer your question?* If it is an anonymous question you can say, *If I didn't answer the question, please be sure to submit another one, or you can ask me privately outside of class time.*

- **If students only consider one point of view, you can introduce other ideas or perspectives.**

This is where the technique *for some people...for others...for you* comes in handy. Remind people that every person grows and develops in their own way and that we come from different backgrounds, cultures and families that shape our ideas and views.

- **Don't feel bad if you turn red or stutter.**

It's okay to have a reaction to a question, especially those that take you off guard. You are human too and you don't have to give an answer on the spot. An anonymous question box gives you time in private to feel embarrassed or laugh out loud, saving your game face for the classroom! Acknowledge with students that some of the topics that come up during puberty education can be awkward and embarrassing—even for you!

#### **D. Additional resources for answering student questions:**

<https://teachingsexualhealth.ca/teachers/sexual-health-education/student-faqs/elementary-sexual-health-questions/> – This site provides educators with a list of common questions from students in elementary school, along with possible responses.

<http://www.parenting.com/article/answers-to-kids-sex-questions> – This article provides educators and parents with students' frequently asked questions about sex with a range of answers.

<http://advocatesforyouth.org/3rscurric/teachers-guide.pdf> – This comprehensive teacher's guide from **Advocates for Youth** has additional information on answering student question, along with specific information about personal disclosure to students, answering anonymous questions, and what's age appropriate.

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## RESOURCES FOR EDUCATORS

**Advocates for Youth** is a national organization that provides resources for professionals on adolescent reproductive and sexual health; the Sex Ed Center has lesson plans, curricula, national standards, and state legislation.

<http://advocatesforyouth.org/for-professionals/sex-education-resource-center>

**Answer** is a national organization dedicated to providing and promoting comprehensive sexuality education to young people and the adults who teach them.

<http://answer.rutgers.edu/>

**Boys to Men** is a Maine-based organization dedicated to helping boys reach their potential and become healthy, non-violent, and empathetic young men. Boys to Men provides in-school programming and educator resources.

<http://www.maineboystomen.org/index.php>

**Centers for Disease Control and Prevention (the CDC)**, delivers the latest research findings on a wide range of sexual health topics.

[www.cdc.gov/sexualhealth](http://www.cdc.gov/sexualhealth)

**GLSEN** is a research and advocacy organization dedicated to improving school climate and LGBTQ inclusivity in K-12 education. Their website offers research-based lesson plans and teach guides, as well as resources for improving school-based diversity and inclusion.

<https://www.glsen.org/>

**Hardy Girls Healthy Women** is a nonprofit organization based in Waterville, Maine that provides programming, resources, and training to promote the health and well-being of girls.

<http://hghw.org/>

**Healthy Teen Network** promotes evidence-based approaches to sexual health education. The organization provides educational resources and tools to evaluate program effectiveness.

<http://www.healthyteennetwork.org/>

**The Human Rights Campaign** is a leading civil rights organization for education and advocacy for LGBTQ rights. Their website provides educational tools and resources to promote LGBTQ equality with students of all ages and backgrounds.

<http://www.hrc.org/>

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**Maine Family Planning** provides teaching resources, educator training and support, as well as information about reproductive health services provided at clinics across the state.

<http://www.mainefamilyplanning.org/>

**Out Maine** works to serve LGBTQ youth and their allies in rural Maine. The organization provides educational resources, provider and educator training, parent support, and youth programs.

<http://outmaine.org/resources/>

**Sexuality Information and Education Council of the United States (SIECUS)**, is a national organization that advocates for the right of all people to have accurate information, comprehensive sexuality education, and sexual health services.

<http://siecus.org>

**Learning About Sex: Resource Guide for Educators**, is a comprehensive resource guide for k-12 sexual health educators, published by Advocates for Youth. This resource guide includes extensive book lists for educators, parents and youth. Educators will also find resources for working with physically, mentally, and emotionally challenged youth.

[http://advocatesforyouth.org/storage/advfy/documents/learning-about-sex\\_rev2012.pdf](http://advocatesforyouth.org/storage/advfy/documents/learning-about-sex_rev2012.pdf)

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## RESOURCES FOR YOUTH & THEIR PARENTS

### Youth Resources

**Amaze.org** provides videos for young people about sex, relationships, and their bodies. Youth can search for age appropriate videos on a variety of sexual health topics.

<http://amaze.org>

**Kids Health** is a trusted resource for parents, kids and teens on topics such as growth and development, school and family, emotions and behavior, and so much more.

<http://kidshealth.org/>

**Sex, etc.** is a website dedicated to providing youth with accurate, honest information about sexual health. The website, published by Answer, is written for teens by teens.

<http://sexetc.org>

**Trans Student Educational Resources** is a youth-led organization dedicated to making the education system more inclusive and affirming of trans and gender-nonconforming students.

<http://www.transstudent.org/>

### **It's Perfectly Normal: Changing Bodies, Growing Up, Sex and Sexual Health**

*Robie H. Harris, 2009. (Ages 10 and up)*

This book provides a comprehensive overview of the physical, psychological, social, and emotional changes of puberty. Language and content is age-appropriate, honest and informative.

### **The “What’s Happening to My Body?” Book for Boys**

*Lynda Madaras, Area Madaras, 2007. (Ages 8-15)*

This book describes in depth the physical changes that occur during puberty, using youth questions as a framework for delivering information. Language and content is age-appropriate, and includes important information about birth control, STDs, and HIV. Check out the accompanying workbook, “My Body, My Self for Boys.”

### **The “What’s Happening to My Body?” Book for Girls**

*Lynda Madaras, Area Madaras, 2007. (Ages 8-15)*

This book describes in depth the physical changes that occur during puberty, using youth questions as a framework for delivering information. Language and content is age-appropriate, and includes important information about birth control, STDs, and HIV. Check out the accompanying workbook, “My Body, My Self for Girls.”

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## Parent Resources

**Amaze.org** is not just a resource for kids. Parents can find videos just for them on the Having the Talks Page. This video series helps parents start conversations with young people about puberty and sexuality appropriately and effectively.

<https://amaze.org/having-the-talks/>

**American Academy of Pediatrics** provides information on a wide range of health topics for young people in every stage of life.

<https://www.healthychildren.org/English/Pages/default.aspx>

**Kids Health** is a trusted resource for parents, kids and teens on topics such as growth and development, school and family, emotions and behavior, and so much more.

<https://kidshealth.org>

**American Sexual Health Association** has a parent page and resources, tips on how to be an ask-able parent, and ways to start the conversation with youth.

<http://www.ashasexualhealth.org/parents/>

**Answer's booklist for parents and preteens:** This comprehensive booklist for parents of preteens includes all the major titles of books in this field.

[http://answer.rutgers.edu/page/resources\\_middle/#parents](http://answer.rutgers.edu/page/resources_middle/#parents)

**Everything You Never Wanted Your Kids to Know About Sex (But Were Afraid They'd Ask): The Secrets to Surviving Your Child's Sexual Development from Birth to the Teens**

*Justin Richardson and Mark Schuster, 2003*

This book is a funny and insightful guide for parents looking for answers to tough questions about sexuality and puberty.

**Talking to Your Kids about Sex: A Go Parents! Guide**

*Lauri Berkenkamp and Steven Atkins, 2002*

This is a practical guide for parents looking to have informative, honest conversations with their children about puberty and sexuality.

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### **From Diapers to Dating: A Parent’s Guide to Raising Sexually Healthy Children**

*Debra Haffner, 2007*

This guide is for parents covering children’s and teens’ sexuality issues, and assists parents in shaping their children’s values around healthy sexuality.

### **Our Daughters and Sons: Questions and Answers for Parents of Gay, Lesbian and Bisexual People**

*PFLAG, 2006*

This booklet from Parents, Families, and Friends of Lesbians and Gays (PFLAG) provides guidance for families of youth who have recently come out.

### **Our Trans Children**

*Jessica Xavier, Mary Boenke, 2009*

This pamphlet from PFLAG’s Transgender Network serves as an introduction to transgender issues for parents and loved ones of transgender children.

### **Trans Forming Families: Real Stories About Transgendered Loved Ones**

*Mary Boenke, 2008*

This is a family-oriented book written for families, friends, and others interested in learning more about transgender issues.

### **The Gender Creative Child: Pathways for Nurturing and Supporting Children Who Live Outside Gender Boxes**

*Diane Ehrensaft PhD, Norman Spack MD, 2016*

This guide takes a comprehensive look at landscape of gender identity and expression today, and acts as an informative resource for adults who love and support gender nonconforming youth.