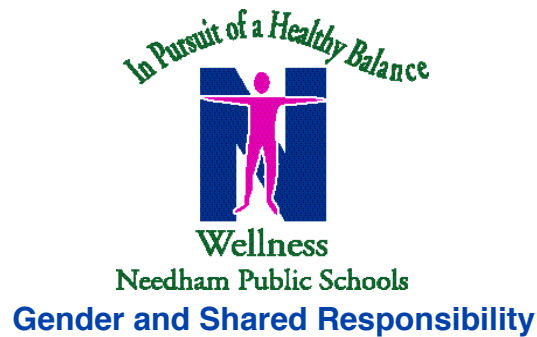


*Rvsd January 2017*



**Lesson Goals**

Assess One's Attitudes and Beliefs about Gender norms in Relationships  
Talk with Peers about their Attitudes and Beliefs about Gender Norms in Relationships  
Explain Why Both Males and Females are Responsible for the Possible Consequences of Sexual Behavior and Unprotected Sex  
Identify Ways that Both Partners (Same Sex and Opposite Sex) Can Take Responsibility for their Own Sexual Health Within a Relationship  
Identify Ways that Both Partners Can Support the Sexual Health of their Partner Within a Relationship

**SEL Skills**

Self-awareness  
social awareness

**Terms Used**

Gender  
Biological Sex  
Shared responsibility  
Possible consequences  
Relationships  
Stereotypes

Materials: Large newsprint, two different color small sticky-notes, Peer Interview About Shared Responsibility

Note to teacher: Review the class rights and responsibilities chart that students created in a previous lesson. Explain that you are asking them to explore gender stereotypes, but you do not assume that they believe in the stereotypes.

**Activity 1: Discuss Journal Reflections**

*~The purpose of this activity is to reflect on information taught in the previous lesson and share thoughts and ideas about healthy & unhealthy relationships*

- 1) What was something interesting you learned in class?
- 2) Was it helpful to get the perspective of an adult about health and unhealthy relationships? Why or why not?
- 3) How would being in an unhealthy relationship affect your ability to make responsible decisions about sexual behavior?

**Activity 2: Anonymous Questions (5 minutes)**

*~The purpose of the anonymous question box is to provide students with a way to ask those questions that they might feel uncomfortable asking out loud in class.*

Address student questions in Anonymous Question Box. Give students a new question to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

**Activity 3: Gender Norms and Gender Messages Charts (20 minutes)**

*~The purpose of this activity is to explore gender roles in relationships and challenge unhealthy stereotypes*

Write the words "GUY" and "GIRL" on a large piece of paper. Prompt students to come up with words that describe the stereotypical characteristics for guys and girls. These examples could come from popular media. Examples might be "guys are strong" or "girls are emotional." Ask students what similarities or differences they notice in the two lists. Do any patterns emerge? Ask students if they feel like these characteristics apply to them.

Explain that biological sex describes whether a person is male or female. However, gender is about more than whether someone has male or female anatomy. Gender refers to roles, characteristics, and behavior that society expects of men and women (e.g., women should stay home and take care of the kids, all men should be brave, girl's should not be assertive - boys should not cry), and one's personal feelings of identity. Many people don't match any of the stereotypical characteristics that the class brainstormed.

Ask students how gender roles relate to the decision to participate in sexual behaviors or not.

Divide students into four groups. Give each group its own piece of newsprint containing one of the following four headers:

GUY WHO HAS SEX  
GIRL WHO HAS SEX  
GUY WHO DOES NOT HAVE SEX  
GIRL WHO DOES NOT HAVE SEX

Ask the group to write as many words as possible to describe a person in the category listed on their sheet (slang words are acceptable, within reason). Then have students post their papers so the whole class can see them.

Note to teacher: If “gay” is written on the poster for “GUY WHO DOES NOT HAVE SEX” or “GIRL WHO DOES NOT HAVE SEX,” make sure to process it. Explain that it is totally normal for high-school students to make the decision not to have sex, and it has nothing to do with their sexual orientation.

### **Process Questions**

1. What patterns do you notice in these charts? Do these characteristics define you?
2. Why do these stereotypes exist? Where did the stereotypes come from?
3. How do the stereotypical characteristics of “guy” and “girl” relate to characteristics of “guy” who has sex” and “girl who has sex”?
4. How do these ideas about gender and sexuality harm both men and women? Is it possible for a person to have all of the characteristics of their gender? How would it affect your sexuality and your self-esteem if you tried to have all of these characteristics? Would it make you any less of a man or a woman?
5. How can beliefs about gender affect sexual health?

**Activity 4: Responsibility and Consequences Spectrum (15 minutes)**

*~ The purpose of this activity is to investigate how students see the spectrum of responsibility and consequences for males and females in relationships.*

On the left side of the board, write “MALES,” and on the right side of the board, write “FEMALES.” Do this activity twice, once with each of the following questions:

1. Who is responsible for making decisions about sexual behavior?
2. Who is more affected by the possible negative consequences of sexual behavior?

Have two different colors of sticky notes, and distribute one of each to every student. On one color sticky note, the students should answer question #1. Tell students to write down one sentence about who they believe has more responsibility for sexual decision-making in a relationship between a male and a female, and why.

On the other color sticky note, they will answer question #2. Have the students write down a sentence about who might experience the most negative consequences from unprotected sex between a male and a female, and why.

Have the students place their cards where they believe they should go on the continuum. For example, if they believe that males have more responsibility for protection, then they should put their note for question #1 next to “MALES.” If they think the responsibility should be shared between males and females, they should put their note for question #1 in the middle. Do this first for question #1, and then for question #2.

After all the notes have been posted, process this activity with the following questions.

**Process Questions**

1. According to this class, who is more responsible for decision-making, and who experiences the negative consequences of sex most often?
2. Is the class’s opinion the same or different from how responsibility and consequences are portrayed in the media? What about in real life?
3. In a healthy relationship, where should all the cards be?
4. What would the spectrum look like for same-sex couples?
5. What would it take for us to change attitudes toward shared sexual responsibility?

**Activity 5: Shared Responsibility (5 minutes)**

*~ The purpose of this activity is to review the message that each person in a relationship has the power to make their own responsible decisions.*

Explore what students believe about shared responsibility in dating (page 6).

Pass out the *Peer Interview About Shared Responsibility*. Ask students to interview a peer about gender roles in a dating relationship. Encourage them to interview opposite sex peers. After the interview, have them complete the reflective journal writing assignment.

**Summary Point:** Even in a healthy relationship each individual is ultimately responsible for their own sexual health and well-being.

***Peer Interview About Shared Responsibility***

Choose a peer to interview about dating responsibility. After this interview, you will be completing a reflective journal writing assignment reflecting on your thoughts about this interview. There is no right or wrong answer for any question.

1. Whose responsibility is it to ask for the first date, the guy or the girl? Why?
2. Who is more responsible for planning out the first date - the guy or girl? Why?
3. Who should pay for the date, the guy or girl? Why?
4. Who should be the first to call or text after the first date, the guy or girl? Why?
5. Is it OK for the couple to publicly display their affection at school? Why or why not?

*Reflective Journaling Activity*

1) What was something interesting you learned in class today?

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2) What did you learn from this interview? Did the boys and girls in your class share similar or different perspectives on these questions? Why do you think that is so?

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3) How would this whole thing be handled between same-sex couples?

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**Teacher's Notes:**