

7th Grade Health

Unit: Sexual Health

Lesson: Values & Beliefs, Boundaries

Days or Dates:

Previous Lesson: Healthy Relationships	Next Lesson: Washington State Laws
Essential Standard(s):	
Explain the importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b (Essential)	
Identify a decision making model that can be used to make a health-related decision. H5.Se4.7 (Essential)	
Learning Targets:	
<ol style="list-style-type: none">1. Define what a personal boundary is2. Demonstrate how to be clear about one's own and show respect for others' boundaries3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law.4. Use the DECIDE model to make a health-related decision.	
Academic Vocabulary:	
Boundary Values Beliefs	
Instructional Materials Needed:	
<ul style="list-style-type: none">• Any PowerPoints; handouts, graphic organizers, websites, etc.	
Value-based decisions and Impact activity <i>What is important to you and how are these affected by the decisions that you make? Include sexual health related scenarios</i>	
Discussion around Boundaries (starting with rules/society rules, etc.) <ul style="list-style-type: none">• Scenarios for Decision Making• Have students share a scenario	
Decisions you make are generally tied to your beliefs and values; Boundaries should be in place before you get into a situation where you are relying on your beliefs and values.	
Reminders about previously learned decision making model (DECIDE) and how it can be applied in these situations	
Potential homework- discussion with parents about boundaries	

How will you assess that the standards are being learned?

- **Please list any projects, assignments, formative assessments and cumulative assessments**

Ongoing formative assessments

Snohomish School District Sexual Health Curriculum 7th Grade

Target Grade: 7th Grade

Topic: Values, Beliefs, Boundaries

Washington State Standard:

- Explain the importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b
- Identify a decision making model that can be used to make a health-related decision H5.Se4.7

Learning Objectives:

- Define what a personal boundary is.
- Demonstrate how to be clear about one's own and show respect for others' boundaries.
- Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law.
- Use the DECIDE model

Time: 50 minutes

Material:

Procedure:

Step 1: Students will be given the "what is important to me" handout and asked to fill in the specific information. Give them some guiding examples to help get their thinking going. They are able to group "family" or "parents" or "siblings" together. Have them think of friends, coaches, community members etc.

Step 2: After they finish their lists, talk with the students about how our decision affect those around us and can change many things. The next exercise will give them a visual to see what and who are affected by our decisions.

Step 3: Read scenarios (see scenarios paper) to students, after each scenario have them place a check mark next to who and what gets affected by that one decision on the "what is important to me" worksheet. This will provide students with a good bench mark into how decision affect things.

Step 4: After the exercise, have the students discuss as a whole class what they took away from this exercise.

Step 5: Introduce the next activity to the class. Ask the class how do we make decision on a daily bases? Open for class discussion. Take notes on smartboard with key phrases you hear. Guide them with things like- "slow down" "think" etc.

Step 6: Students are going to get into groups and be given a scenario (decision making scenario worksheet). Have each group pick apart their scenario and how they would go about acting upon the scenario based on the decision-making discussion they had. Give each group time to talk and write down their ideas.

Step7: Once they have been given a set amount of time. Have a group discussion with each group about the 3 different scenarios out there. This will allow students to see different way people process decisions.

What is Important to me?

List 7 important people in your life:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

List 5 of your favorite things to do outside of school:

- 1.
- 2.
- 3.
- 4.
- 5.

List 3 goals you have for your future:

- 1.
- 2.
- 3.

Scenarios for "What is important to me"

1. You get caught cheating on a test.
2. You get caught vaping at school.
3. You get caught sneaking out at night.
4. You get caught posting inappropriate comments on social media.
5. You get caught sending sexually explicit photos via text
6. You get caught making out with your boyfriend or girlfriend.
7. You get caught or word gets around that you have been sexually active with your boyfriend or girlfriend.

Decision Making Scenarios

1. Your boyfriend/girlfriend invites you and two other couples over on a night when their parents are out. You are all in one main room together, and each couple is kissing. At some point, you hear someone say, "I think we all need some more privacy," and soon both of the other couples disappear. Your boyfriend/girlfriend looks at you and says, "now that we're alone, maybe we can finally take things to the next level."
2. You are out with your boyfriend or girlfriend and your conversation moves to the topic of sex. Neither of you has ever had any kind of sex before and this is the first time you are talking about it. Your boyfriend or girlfriend says: "I really want to know what it feels like, don't you? What if we do it just once just to see what it feels like, and then you don't have to do it again if we don't want to?"
3. You and your boyfriend and girlfriend have been together for six months. No one else you know has ever lasted that long in a relationship. You are both really in love and feel you were meant for each other. You agreed a few months ago that you were both too young to have sex and decided, together, to wait. There's a Valentine's Day dance at school and you plan to go together. That night, your boyfriend or girlfriend says, "Let's skip the dance. I know a place where we can go and be alone together."