

Teaching Sexual Communication Skills to Facilitate Positive
Communication about Sexual Health

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CERTIFICATE OF APPROVAL

CAPSTONE PROJECT

Teaching Sexual Communication Skills to Facilitate Positive
Communication about Sexual Health

This is to certify that the Capstone Project of

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Has been approved by the faculty advisor and the CE 695 – Capstone Project

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Abstract

Numerous variables contribute to the development of an adolescent's sexual knowledge and attitudes. A strong communication between parents/guardians and the adolescent will promote healthy sexual behaviors. The purpose of this paper is to provide a six week curriculum to be taught in school to tenth and eleventh grade students. In substantial research, there has not been a similar program found. The class is meant to meet twice a week for a six week period. The expected results are that students who participate in the curriculum will have improved communication about sex with parents/guardians. It is also expected that students will have an increased knowledge of their own sexual attitudes.

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Introduction

Sexual socialization among adolescents occurs at different points for each individual. Influences such as parents, media, peers, school education program, and important adults in a child's life all have an impact on the sexual development of the child. These influences all emphasize different aspects of sexuality. The different sources of information such as media, parents, and peers may cause confusion for the adolescent and can send mixed messages about important sexual information. Sexual health information can be perplexing for many adolescents (Masters, Beadnell, Morrison, Hoppe, & Gillmore, 2008).

It is proposed that students who participate in the sexual communication curriculum will have better communication about sexual health with the adults in their life. The strong communication between parents/guardians and the adolescent will promote healthy sexual behaviors. It is also expected that the curriculum will have a high correlation with good communication skills with a partner. This course will be an attempt to show that a comprehensive sexual education class implemented with sexual communication curriculum would produce positive growth in adolescents' sexual development. Each lesson plan is aimed to provide the educator with support, resources, and tools to help students develop a better understanding of their sexual attitudes. The lesson plans build off of each other, but can be modified for each classroom's different environments. The lessons also can include tips for students to communicate about these sometimes tough subjects with parents.

The sexual development of adolescents in high school is a critical part of development. This paper provides a rationale for the six week course in sexual attitudes and communication that would be taught by a school counselor. When students have a true perspective of all their options, they are more likely to make better decisions. The ultimate goal for the school

counselor is to help every student succeed at their best level possible. This program can be a great resource for parents and educators. The school counselor can work with other parties to help students develop healthy emotional and effective learning experiences for each student in and outside of the classroom.

Review of Literature

Dating for adolescents is a time of learning about their sexual interests and relationships with other people. Sanderson and Cantor (1995) found that there are two main goals when it comes to social dating: intimacy goals and identity goals. These goals reflect open and honest communication and self reliance and self exploration. The combination of both goals creates a stable relationship for adolescents to separate from the family and start to merge into their own identity. Champman and Werner-Wilson (2008) report that sexual identity is an important and influential aspect in the development of adolescents' overall identity. This evolution of self aids in the decision to postpone sexual activity or at least to engage in safer sex practices.

Extensive research has been done on demographic variables and psychosocial variables that contribute to adolescents' sexual knowledge and beliefs (Carvajal et al., 1999; Champman & Werner-Wilson, 2008; Silver & Bauman, 2006; Potard, Courtois, & Rusch, 2008). Age, gender and ethnicity along with parents' education were all found to have a significant impact on sexual development (Carvajal et al., 1999). Carvajal and colleagues (1999) found sexually active teens tend to be older adolescents and mainly male. African Americans scored higher on measures of self-efficacy compared to Latinos, although Latinos did score higher on measures of accepting sexual experiences as part of their norms. Silver and Bauman (2006) argue that race and ethnicity are unrelated to being sexually experienced. Other factors such as socioeconomic

status, urban versus rural residence, attitudes about school and aspirations to attend college and after school activities have been found to have an impact by both positively or negatively delaying sexual experiences. Psychosocial variables of interest such as self-esteem, social relationships, and cognitive development were reported important predictors of the delay or onset of sexual activity among adolescents. Self-efficacy or belief in their own competence, and other psychosocial variables are the strongest predictors of delaying sexual activity (Carvajal et al, 1999).

Risk Assessment

Silver and Bauman (2006) report that there is a positive correlation between sexually experienced adolescents and the rate of risky behavior they engage in. Behaviors such as smoking and drinking put adolescents at a higher risk to do poorly academically and eventually drop out of school. There is also a relationship between low self-esteem and a history of sexual abuse along with sexual risk taking behaviors. Champion, Collins, Reyes, and Rivera (2009) found that the environment in which the child is raised in can affect adolescents' sexual behaviors in relationships. The risky behavior that they engage in can carry into their sexual experiences and may result in promiscuity at a younger age.

There has been a great debate about which sources of information are most impactful in an adolescent's sexual development. Potard, Courtois, and Rusch (2008) propose that peers are the preferential source of information about sexuality during adolescence. There is a difference in knowledge about HIV/AIDS and perceptions of peer usage of contraceptives compared to in the past. However Free and Kim (2008) found no evidence that peer led programs promote condom use or reduce the odds of a pregnancy or having sex with multiple partners, Many

students are handed condoms when entering middle and high school, and are lectured on safe sex and the dangers of date rape. Young women are led to expect that sex is simply a part of adolescence, that "everyone is doing it." Weinman, Small, Buzi and Smith (2008) suggest that it is parental communication, peer influence, and positive attitudes about contraceptive usage that will determine whether or not an adolescent uses a form of birth control while engaging in sexual activity.

Media's Effects

The media plays a significant role in a child and adolescent's life. Youth between the ages of 8-18 use media on average 6 hours per day (Bleakley, Hennessy, Fishbein, & Jordan, 2009). Sexual images, sexual talk, and sexual behaviors are all frequently aired on some form of media such as television and internet. Bleakley and colleagues (2009) found that as adolescents got older, the more they relied on media for a main source of information. This correlates with Carvajal and colleagues' (1999) study reporting that the older the adolescents, the more likely they are to be sexually experienced. Women have additional gender specific reasons for engaging in sexual activity, and more males use manipulation to get female partners to engage in sexual intercourse. The behaviors of both genders reflect back on the socialization process. In the "act like a man" box young men are expected to be tough and not to show emotion. When boys are younger, they must not play with dolls, only manly toys. Girls are socialized to play with pots and pans and learn how to play house, so in the future they can develop into homemakers (Lober, 1998). These findings suggest that some of the reasons adolescents are engaging in sexual activity is due to the pressures of society and the media.

Parental and Teacher Communication about Sex

Numerous studies have suggested that adolescents who communicate with their parents about sex are more likely to delay sexual activity and are likely to use contraceptives when engaging in sexual behavior (Chapman, Werner-Wilson, 2008). The research shows that students who have a positive relationship with parental figures have a better understanding of their sexual attitudes (Chapman, Werner-Wilson, 2008). There has been a debate about which parent is the most informative. Bleakley and colleagues (2009) specifically pinpoint that mothers tend to help their children in developing their moral views. The authors also believe that communication with mothers was associated with a decrease in the belief that having sexual intercourse would not result in a negative physical outcome such as an STD or HIV. They also report that fathers are informational when talking to their children about sex but they can be associated with having decreased effect in the beliefs that peers would support their sexual behaviors. Overall, the children's sexual attitudes and beliefs are greatly influenced by the parental communication about sexual health information.

Parental communication not only helps children create their identity, but it also can assist in keeping adolescents safe in their dating practices. Johnson and colleagues (2006) did a study on the gender differences of unwanted sexual intercourse. They also examined the gender differences in a relationship. About 90% of the participants admitted to having sexual intercourse and of that 90%, 75% of the sexual experiences were completely willing participation. This study showed that more men (79%) thought that their partners were more willing to engage in a sexual experience than they really were. Nearly 19% of women in the study perceived themselves as willing but did not fully want to participate. Both men and

women reported having forced sexual relations 1.26% of their total sexual experiences (Johnson et al., 2006).

Some of the reasons that women had sex included “because they wanted to”, “didn’t want to but still did it”, “felt threatened if they didn’t perform”, or “being forced into having sex.” Other reasons that were given by females were “to keep their boyfriend around,” “to make the date/friend happy,” “no reason not to,” or “things just happened.” Women also gave answers about themselves and how they felt. The females did not want to come off as “frigid” or let the man think something was wrong with them. Some reasons that males engaged in sex when it felt forced were due to wanting to show a good time, because money was spent on the date, or there was a threat to terminate the relationship (Johnson et al., 2006). By having communications with influential parents, both genders could have learned to better communicate and avoid forced or unwanted sexual advances (Bleakley, Hennessy, Fishbein, & Jordan, 2009).

Jorgensen and Alexander (2001) believe that society needs qualified teachers to teach children about sexual education. They have to be able to communicate to children on all different cognitive levels about sex, contraceptives, and the realities of the consequences of having sex. Limited access to family planning and health services are part of the reason Coley and Lansdale (1998) think that teens are becoming sexually active at a young age. If this hypothesis is true, Jorgensen and Alexander (2001) propose that the teachers the students see every day can be wealth of information.

There is a trend of young mothers spending extended periods of time on welfare over their life span (Coley, Chase-Lansdale, 1998). It is estimated that over 50% of welfare is spent on families that were created by teenage mothers. Cowley, Farley, and Bemis (2002) found that

adolescents who were already pregnant appeared willing to delay pregnancy in order to first make changes that might improve their own life or that of their future child. By providing the information near the beginning of the early adolescent's developmental time period, young mothers' situations may have been prevented.

It is evident that there are many factors that contribute to an adolescent's sexual identity and sexual behaviors. Media and peers play an important role in providing information to an adolescent, but the main source of information that young teens found useful was parental communication (Weinman, Small, Buzi & Smith, 2008). More research needs to be focused on improving the communication between the two parties to provide an open and safe environment to foster an adolescent's sexual identity. By doing so, young teens can develop their morals and have accurate information to carry with them into their relationships. This could possibly be bettering their life and an unborn baby's life. The current curriculum aims to explore the impact of adding sexuality curriculum into a high school health class on adolescents' communication with parents about sex and relationships. It is hypothesized that adolescents who participate in the sexuality course will demonstrate significantly better communication skills to discuss sexual health than adolescents who do not participate in the sexuality course (Cox, Fasolion, & Tavakoli, 2008).

Discussion

The participants of this proposed curriculum are meant include 60 tenth and eleventh grade students in Lakewood, Colorado. This proposed course is meant to encompass a class that meets twice a week for 1 hour each meeting period. The course is planned to run for six weeks.

The students' ages would range from 15 to 19 years old. Grading for each student would be based on homework, participation, and test scores. An informed consent would be obtained for each student's guardian before participating in the class. Participants of the class would receive .25 credits towards Connections course.

The class would be implemented as part of the Connection course. Connections and Access are known in the school as the advisory period with students. Every student would be assigned to a teacher. This teacher would stay with the students throughout their four years of high school (J. Pearson, personal communication, March 20, 2012). Access is half way through the Connections period. Access period is available two days a week for all students to meet with their teachers for addition help. Students are allowed to make up tests, work, or missing assignment during this time. The students receive guidance as they work towards academic success (J. Pearson, personal communication, March 20, 2012).

Implementation of the proposed course would be the first step to get it in the school system. First, it would be introduced to the principal and assistant principals during the initial stage. After it has been approved, the scheduler would review the materials. She would then take the materials to a department head. The department in this school would be Family and Consumer Science (O. Minnotte, personal communication, March 20, 2012). The department head, the scheduler, and the teacher of this course would work out the logistics of the course. Room numbers, technology, and possible teachers to offer support would be part of the conversation. Students would earn .25 credits per year for the Connections course. This course is designed to run twice a semester, and would be part of the Connections credit. The final grade for the sexuality course would be calculated into the Connections grade given by the assigned Connections teacher (O. Minnotte, personal communication, March 20, 2012).

Limitations of the curriculum come from variety of factors. There may be Connections teachers who are unwilling to work with the sexuality teacher to incorporate the grade with Connections class. The things that could go wrong with the course are some of the students might not finish the course. Students might have to move in the middle of the semester. Student might get expelled from school or pulled from their courses to gain credit elsewhere. A significant limitation would be when a student is not in attendance during the class period. Some students might get in or out of school suspension, therefore not attending the class. This will affect their learning of the skills presented in the course. Missing the course material by being absent would affect their overall learning process. The Connections teacher must be informed of who is attending the class since the courses are tied together. The students would be asked to do journaling and do self-assessments on their subject comprehension. Students might choose to not be truthful on these assessments.

A study on the effectiveness of the curriculum and its impact on self-esteem and attitudes about sexual behaviors could be a future research project. More research is needed to provide a better understanding of how attitudes about sex in adolescents form. Adolescents are provided with many sources of information about sexual behaviors. Addressing which sources adolescents' feel is the greater source of correct knowledge can provide insight on how attitudes about sex are formed. Future research could consider an assessment of the program. It could include pre and post testing to measure the effectiveness of the proposed course. There could be a program developed to get parents and guardians involved in learning how to communicate about healthy sexual behaviors in an effective way. Better communication could lead to promote healthy communication about sexual behaviors. Indirectly, the communication will in hope

provide adolescents with a wealth of knowledge to make positive decisions about sexual practices.

Author's Note

This is an issue that I have been interested in throughout my college career and chose this topic because I feel that it is very strong in today's society. The idea came when I was working with low income students at an afterschool program. Students were saying things that were either completely wrong in terms of factual information, or they were using sexual language as a reference to something that didn't have any relevance to the topic. As a mentor to the children, I was unsure what my role was playing in their sexual development. I questioned where they got their information. I asked questions about what they were learning was at home or school. Never did I find that information was consistent with the truth.

Throughout my research, I have not found a similar program. I believe that during the important time of development for students there needs to be support, guidance, and learning opportunities for the student. This paper reflects a program that I wrote for high school students. The six week curriculum covers a range of topics that will be used to aid in the development of each student's sexual identity. This curriculum is aimed to help parents and teachers talk openly about sexual topics with their students. The goal of this paper to provide a program to help others take a broad concept like sexual communication and break it down to the students' level of understanding. Helping students with this critical piece in development create strong bonds of trust, understanding, and good communication. After speaking with a teacher during my internship hours, she commented on the personal and social aspect of counseling is happening more in the classroom. She discussed with me that she had her school counseling degree, but

feels that in the classroom; she is able to provide more to students in terms of counseling as a science teacher. The end result should ultimately be adults with good communication skills to discuss their attitudes about sex and an understanding of themselves as sexual beings.

It was brought to my attention that there may be a question of who should teach this course. October Minnotte, Bear Creek High School's Assistant Principal and main scheduler, suggested a health teacher would need to teach the course due to the topic. I believe if the health teacher and counselor taught the proposed course together, both the health information and communication piece would be clear for students. As we are struggling to hold on to the counselors we have in the district due to budget constraints, I wonder if it is fair to add another task to their already overflowing list of responsibilities to teach the course. I think that a combination of health teacher, and counselor would be complementary. The students would then be receiving a rounded education, but they would also be receiving proper models of a partnership. In essence, a relationship of any sorts needs to have good communication. By partnering the teachers, the students would be getting to see what is taught in the classroom, in real life scenarios.

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Appendix A

ASCA NATIONAL STANDARD: Personal and Social Development	GRADE/CLASS 10-11th
ASCA Competencies PS: A1.1, A1.2, A1.4, A1.5	SPECIFIC TOPIC Introduction to the Class
INSTRUCTIONAL GOAL The goal of this lesson is to go through the expectations from both the students and instructor for the class. Students will answer some questions to inform the instructor of their attitudes and beliefs about sexual attitudes.	
PERFORMANCE OBJECTIVE: The students will journal about their expectations for the class and have any questions they have answered.	
LESSON CONTENT The expectations of the class will be covered. Any questions will be answered. Expectations for the class are students must raise their hand to speak. There will be no interrupting each other when talking. No name calling. Students will be informed that all questions are welcome. It will also be an expectation to pay attention to the instructor. These will be posted on the wall once all expectations have been agreed upon in the class.	
INSTRUCTIONAL PROCEDURES <ul style="list-style-type: none"> a. Ask students what are some of their thoughts on what it means to communicate about sexual attitudes. It is expected that students will talk about their personal experiences. b. Lecture for this lesson about what expectations are and how to follow them. This will be followed by a discussion about their expectations for the class. c. Ask the students questions throughout the lesson about the meaning of some of the expectations. The instructor will also ask for examples. d. Students will be asked questions and will get points for participation. e. The lesson will end with time to write down some thoughts for a journal topic. A journal will be their homework. 	
ACCOMMODATIONS OR EXTENSIONS: If a student will need any accommodations, this will be discussed with the teacher prior to the lesson. Accommodations will be set up before going into the classroom.	
EVALUATION PROCEDURES: The students will be evaluated on their journal topics on what they got from the expectations. An evaluation criterion includes classroom behavior, and journal reflections.	
MATERIALS AND AIDS: Pen, paper, white board marker.	

Appendix B

ASCA NATIONAL STANDARD: Personal and Social Development	GRADE/CLASS-10-11 th
ASCA Competencies: PS: A1.1., A1.2, A1.4, A1.5, A1.7, A2.1, A2.7, B1.1, B1.2, B1.5	SPECIFIC TOPIC: Decisions and Developing Sexual Attitudes
INSTRUCTIONAL GOAL: The outcome for this lesson is to develop an understanding on the students own personal limits and values. Group discussion will be facilitated to give examples. It will be explained that these skills will aid in future discussions about communication about sexual practices.	
PERFORMANCE OBJECTIVE: The instructor will encourage students to think about their personal values and limits about their sexual attitudes by facilitating a large group discussion.	
LESSON CONTENT: What are sexual limits, and values will be covered. The instructor and students will go over the decision making model and consequences of their decisions regarding their sexual behavior. Open communication skills will be reviewed.	
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none"> a. A video clip from a movie will be shown that discussed sex via youtube.com. b. The lesson will begin with lecture about what limits and values are and then move into small group discussion. The class will end with a large group discussion. c. The teacher will walk around the class and observe students' discussions. d. Students will be given different discussion questions when they are broken up into smaller groups. Each group will report back on what the group talked about. e. The instructor will cover what each group talked about and assign homework. 	
ACCOMMODATIONS OR EXTENSIONS: If a student will need any accommodations, this will be discussed with the teacher prior to the lesson. Accommodations will be set up before going into the classroom.	
EVALUATION PROCEDURES: The students will be given homework. The homework will indicate the students' level of understanding of how their actions influence their consequences. Homework: Students will be asked to come to the next class with an advertisement that made them feel uncomfortable. This will be discussed in the following class.	
MATERIALS AND AIDS: PowerPoint, computer, decision making model on paper, pen.	

Appendix C

ASCA NATIONAL STANDARD: Personal and Social Development	GRADE/CLASS 10 th and 11 th grade
ASCA Competencies: PS: A1:1, A1.2, A1.4, A1.5, A1:10 A2.1, A2:2. A2:3, A2:4 A2:6, B1.1,	SPECIFIC TOPIC: Self Concepts, Self image, and Vales
INSTRUCTIONAL GOAL: The goal for this lesson is to show students the important concepts about themselves that are needed in making decisions.	
PERFORMANCE OBJECTIVE: The students will be able to identify the different concepts within themselves and provide examples for each concept.	
LESSON CONTENT: Definitions of Self Concept, Self-image, Values, Attitudes, and Beliefs.	
<p>INSTRUCTIONAL PROCEDURES</p> <ol style="list-style-type: none"> Class will begin with a large discussion about what it means to have values and what is a self-concept. A PowerPoint will be reviewed with the students about the definitions of each term. Examples will be given. Students will regroup into small group discussion. They will be instructed to discuss their own self-concept and what it means to them. Each student will be instructed to share at least one time. The teacher will walk around and monitor conversations. End of the class will consist of in class work time on journals- personal reflection on their attitudes, beliefs, and values in romantic relationships. 	
ACCOMMODATIONS OR EXTENSIONS: If a student will need any accommodations, this will be discussed with the teacher prior to the lesson. Accommodations will be set up before going into the classroom.	
EVALUATION PROCEDURES: The in class work time will provide students with an opportunity to ask questions if they are not understanding the concepts. A full evaluation will be done once the journals are returned and graded for understanding each concept. The group discussion will give students a chance to communicate about their own beliefs.	
MATERIALS AND AIDS: PowerPoint, white board, white board marker.	

Appendix D

ASCA NATIONAL STANDARD: Academic and Personal and Social Development		GRADE/CLASS-10/11
ASCA Competencies: A:A2:3, A3:2, A3:5, PS: A1.2, A1.7A1:9, A2.1, A2:2, A2:3, A2.7, B1.7		SPECIFIC TOPIC: Media and Its Effects on Society
INSTRUCTIONAL GOAL: The goal for the lesson is to help the students begin to identify sexual attitudes in society, and compare them to their own attitudes.		
PERFORMANCE OBJECTIVE: The student will be able to identify positive or negative messages within society and use facts to explain ideas.		
LESSON CONTENT: In class activities about statements students find to be true.		
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none"> Announce that we are doing an in class activity and to clear their desks and aisles. Students will each get 1 note card and told not to write on it until after the example. Students will be given an example of how the activity will be done. Have students write on their note card a statement about sex that they find to be true. Once students are done, instruct them that you are to get up and walk around the classroom while passing cards around until the teacher says stop. Once the teacher says stop, they are to find a partner that they have never had, and read the card in their hand. They are to read their partner's card also. Students must assign points to each of the 2 cards. Between the 2 students, they have 5 points to give the cards. (Example-one card gets 2 points, and the other gets 3 to equal 5). This will be written on the card. Once the activity has progressed for about 30 minutes, the class will stop; total up amount on the cards the highest amount of point values. Have an in class discussion about the statements written on the card, and where they got that information. Assign their homework: for next class; bring in a piece of advertisement that caught their eye. (Thiagarajan, S, 2011)		
ACCOMMODATIONS OR EXTENSIONS: If a student will need any accommodations, this will be discussed with the teacher prior to the lesson. Accommodations will be set up before going into the classroom.		
EVALUATION PROCEDURES: The teacher will stand and watch the students to evaluate the in class activity to determine if it is going as planned.		
MATERIALS AND AIDS: Note cards, paper, pen, white board, and white board marker.		

(Thiagarajan, S., personal communication, November 11, 2011)

Appendix E

ASCA NATIONAL STANDARD: Academic and Personal and Social Development		GRADE/CLASS: 10/11
ASCA Competencies: A:A2:3, A3:2, A3:5, PS: A1.2, AI.7A1:9, A2.1, A2:2, A2:3. A2.7, B1.7	SPECIFIC TOPIC: Advertising	
INSTRUCTIONAL GOAL: Examine advertising and pick out qualities that the advertising companies use to get attention.		
PERFORMANCE OBJECTIVE: The students will be able to identify qualities that the advertiser uses to get people to use their products. Help them identify the underlying message of the advertisement.		
LESSON CONTENT: Look at advertising and how it shapes what we think and buy.		
INSTRUCTIONAL PROCEDURES <div><div>a.</div><div>Show a piece of advertising that reflects sex. (Make sure it is appropriate).</div><div>b.</div><div>Have students post their advertisements on the white board.</div><div>c.</div><div>Discuss the differences between each advertisement.</div><div>d.</div><div>Have students decide on categories that each of the advertisement can fit in to. (Example-sex, smoking, hair products, men, women ect.).</div><div>e.</div><div>Discuss the advertising tricks that media use to get people to use their products and how they influence peoples ‘ thoughts, beliefs, and attitudes.</div><div>f.</div><div>Assign homework- write a paper on their advertisement. Pick out the qualities that the advertiser used and reveal the underlying message.</div></div>		
ACCOMMODATIONS OR EXTENSIONS: If a student will need any accommodations, this will be discussed with the teacher prior to the lesson. Accommodations will be set up before going into the classroom.		
EVALUATION PROCEDURES: The students will hand in their paper and advertisement. This will be the assessment of if they grasped the concept of the project.		
MATERIALS AND AIDS: Tape, PowerPoint, white board, white board marker.		

Appendix F

ASCA NATIONAL STANDARD: Personal and Social Development	GRADE/CLASS: 10/11
ASCA Competencies: PS: A1:1, A1.2, A1.4, A1.5, A1:10 A2:1, A2:2, A2:3, A2:4 A2:6, B1.1, B1.2, B1.3, B1.4, B1.5, B1.7, B1.11	SPECIFIC TOPIC: Truth and Myths
INSTRUCTIONAL GOAL: Dispel myths about sexual attitudes in society. This time will also be used to wrap up any questions.	
PERFORMANCE OBJECTIVE: The student will be able to have an open discussion about what they believe to be true, and how they gained that information. They should be able to review their source of information and appraise it as accurate or not.	
LESSON CONTENT: Students will be taught common myths and truths that are in society. They will be taught where to get valid facts to their questions.	
<p>INSTRUCTIONAL PROCEDURES</p> <ol style="list-style-type: none"> Each student will be assigned to a group. Put the students into groups of 4-5 students. Instruct them to come up and get a large piece of paper. Large sticky notes work well for this. As a group, ask them to come up with a statement in one sentence about what they find to be true about sexual attitudes as a young adult. The teacher will research and come up with an expert statement. This should be written out before the lesson begins. Once this is written, each group will hand in their piece of paper. The teacher will post all posters on the wall; not revealing which one is the "expert". Students each receive 3 stickers. They are instructed to divide their stickers up and stick them on which poster they believe is the expert one. They can put 2 on a poster and 1 on another or all 3 on one poster, or 1 on 3 posters. Discuss the poster with the most amount of stickers. Reveal which is the expert but praise the ones that had good responses. Discuss where they got their information and which sources are valid sources of information. Ask for questions. Give time to do an in class journal-What you learned from this course. <p>(Thiagarajan, S, 2011)</p>	
ACCOMMODATIONS OR EXTENSIONS: If a student will need any accommodations, this will be discussed with the teacher prior to the lesson. Accommodations will be set up before going into the classroom.	
EVALUATION PROCEDURES: The in class work time will provide students with an opportunity to ask questions if they are not understanding the concepts. A full evaluation will be done once the journals are returned and graded for understanding each concept.	
MATERIALS AND AIDS: Large sticky notes, stickers	

(Thiagarajan, S., personal communication, November 11, 2011)