

# 2022 7<sup>th</sup> Grade FLASH

## Lesson Plan Instructions & Adaptations

### Lessons Overview

Lesson 1- Sexual Orientation & Gender Identity – FLASH

Lesson 2- Rules of Dating- FLASH

Lesson 3- Saying No – FLASH

Lesson 4- Protection – [Adapted Lesson Plan](#)

### 1 – Sexual Orientation & Gender Identity

FLASH Lesson 2, As Written

#### Adaptations:

- 1) **Definitions Activity:** Encourage students to use the terms **Woman/Girl and Man/Boy as Gender Identities**. Male and Female are more commonly used to describe a person's Sex Assigned At Birth. However, there are many people who use those terms to label their gender identity. The point here is to emphasize that if someone is assigned female at birth, they may not be a girl. They may identify as a boy, non-binary, genderqueer, or another identity. (And similarly if someone is assigned male at birth). **Female Sex ≠ Female Gender, Male Sex ≠ Male Gender.**

### 2 – Rules Of Dating

FLASH Lesson 3, As Written

#### Adaptations:

- 1) **Dating Behaviors:** Skip the part where the lesson suggests asking students to identify dating behaviors that are more common for boys or for girls. Instead, if a student suggests something is a gendered behavior "Boys ask girls for their number", ask the class "Is this something only boys do? Can people of any gender do this?" It's okay to acknowledge that some behaviors may be more common for a particular gender and we should emphasize that people of any gender may engage in various dating behaviors in order to avoid reinforcing stereotypes.
- 2) **Dating Behaviors:** You may want to pass out sticky notes and have students add their ideas into the category. Then read the ideas off and consolidate similar sticky notes (or invite students to do this).
- 3) **State Laws On Relationships And Sex:** If you would rather play the video from last year, it is available here: <https://youtu.be/6QI97BPV7Gw>

### 3 – Saying No

FLASH Lesson 4, As Written

**Adaptations:**

- 1) **Teaching Refusal Skills:** Explain that a person shouldn't have to explain why they've said 'no'. We should respect someone's 'no' regardless of their reason. However, it may be helpful for the other person to understand why you've said no.

## 4 – Protection

**New Lesson Plan- Adapted from FLASH Lessons 1, 5, 6, 7****Notes:**

- 1) Pre-Work
  - a) Print pregnancy stages cards for small groups (located at bottom of lesson plan).
  - b) Print Advice For A Friend Worksheets (bottom of lesson).
  - c) You may want to have a birth control kit available with methods to show the students.
- 2) Students may mention birth control methods that are not listed on the lesson plan. There are more methods (sterilization, diaphragm, spermicide, fertility awareness, etc.) however, the ones listed on the lesson plan are those included in the original FLASH lesson. If students mention a birth control method that is a myth- identify it as a common misconception and explain why it is a myth.
- 3) Option to assign individual and/or family homework from FLASH Lesson 5.