

Being a Sex Ed Sleuth

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

AP.8.AI.1 – Identify accurate and credible sources of information about sexual health.

PR.8.AI.3 – Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.

PR.8.AI.1 – Identify medically-accurate resources about pregnancy prevention and reproductive health care.

SH.8.AI.1 – Identify medically-accurate information about STDs, including HIV.

TARGET GRADE: Grade 6
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Laptop or desktop computer with PowerPoint on it
- [PowerPoint presentation titled, "Sex Ed Sleuth"](#)
- LCD projector and screen
- Internet access
- Copies of three Sex Ed Sleuth assignments, each stapled together, one per group of four (or three)
- Handout: Sexual Health Information Websites – one per student
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Print out the question sheets and screenshots – ideally, in color – and staple the pages for each individual website together. Make enough copies for groups of four (or three) to each have one. It is okay for more than one group to have the same website.
- Ask your IT person to make sure you have access to the three websites listed in the Sex Ed Sleuth activity: Sexetc.org, <http://www.greattowait.com> and <http://www.teen-aid.org>.
- Before class, review the content on each of these websites so you are familiar with what is there.
- Before class, if helpful please review this fact sheet on [Doxy PEP](#).
- Before class, open up these three websites so they are ready once the students have done their activity.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Name at least two characteristics of accurate, reliable websites on sexuality and sexual health. [Knowledge]
2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive. [Knowledge, Skill]

PROCEDURE:

STEP 1: Ask the class, "How many of you have ever gone online to get an answer to a question you had?" After students have raised their hands, ask, "Do any of you have sites you go to for your questions, or do you just search for your question and see what comes up in the

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results?” After a few people have responded, ask, “Whether you go directly to a site, or you just search on your question, how do you determine whether the search results are good ones? There is a lot of misinformation on the internet – and if you rely on sites like YouTube or any of the other sites where people vote on whether they think an answer was good or not, you’re not necessarily going to get reliable information. Even though Wikipedia has improved, it, too, is not always the most reliable resource. What we’re going to do today is talk about how you do find reliable online sources for sexuality-related information – and how you can determine how some sources aren’t particularly interested in getting you the information you need!” (5 minutes)

STEP 2: Start the PowerPoint, “Sex Ed Sleuth.” Ask whether students know what a sleuth is, and if they do not, explain that it is like a detective – someone who looks for clues and information to answer a question or solve a problem.

Go through the first three slides. At Slide 4, say to the students, “What if I wanted to know how effective condoms are? I would likely just Google that question. When I did it, here’s what came up.” Go to slide 5, which is a screen shot of the search results. Say, “So I have over a million results to choose from, and these are the top ones. So which one should I look at?”

Go to slide five, where a few things have been highlighted and go through each, saying:

“So, when I read ‘it’s your sex life,’ it makes me feel like that organization wants me to take responsibility for and care of myself. I’d kind of like that as a teen, I think it’d make me feel really capable and mature. What also stands out even before I click on the link is that it refers to the CDC. The CDC is the Centers for Disease Control and Prevention, and it’s the leading national public health organization in the U.S. It’s also a part of the U.S. government. I know this because the ending – the part that comes after ‘CDC’ is ‘.gov.’ So if I see the CDC mentioned, I know they’ve done their homework and that the information is accurate.

Then I look at ‘WebMD’ and I’m not sure until I’ve done more research. Having ‘MD’ in the title of this resource, which is usually very reliable, might make you think it’s a doctor who wrote everything, but it’s not – it’s independent writers who interview various professionals, check their facts and then put that information on the site. So you’d want to do a bit more sleuthing before deciding it was reliable.

Finally, there’s ‘Kids Health.’ What do you think? If I were your age, part of me would say immediately, ‘oh, that’s for me,’ but we won’t know without more information. So why don’t we check that one out and see what’s what?” (5 minutes)

Go the slide 7, which is a screenshot of the Kids Health site mentioned in the search results. Ask the students what stands out to them that would make them think this is a reliable site, and what makes them feel like they’d need more information.

After hearing their responses, go to slide 8 and go through the highlighted portions, saying: “I highlighted ‘from Nemours’ at the top left – does anyone know what they are? Okay, so first, we’d need to find out who they are and whether they have a bias or whether we think they know what they’re talking about. The second thing that stood out for me was this part that reads, ‘Expert Answer.’ Again, according to whom? I could say right now, ‘I’m an expert on American history.’ But just saying that doesn’t necessarily make it true – you’d need to find out what makes me an expert. So I’d want to know who is answering the questions, and what makes them an expert instead of just some person who is Googling the answers from

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another website.

Finally, what stands out to me is this statement, ‘If you and your partner are having sex...’ This implies to me that it’s a health-related site that’s based in what’s going on in the real world. It acknowledges that many people won’t be having sex – and we all know that the only 100% effective way of avoiding STDs and/or pregnancy is by not having sex with someone. But it also seems to acknowledge that most people will have some kind of a sex at some point – and so when they do, using a condom is really effective.”

Go to the 9th slide and say, “By the way, I clicked on the statement, ‘by Nemours,’ and found that it’s a children’s healthcare system, with no religious affiliation and a lot of health-related expertise. So I determined this was a reliable website that I might go back to with other questions I had about sexuality.” (5 minutes)

STEP 3: Tell the students they are now going to do the same thing for themselves. Explain that you are going to divide them into groups of 4 and give them a packet that comes from a particular website. Explain that each packet will have a cover sheet with questions on it that they need to go through and answer. At the end, they will need to decide whether this is a reliable website for having that question answered, based on what they see there. Ask if there are any questions, break them into their groups, and distribute the assignments. Tell them they will have 15 minutes in which to do this work. Walk around as they work, providing support as needed. (18 minutes)

***Note to the Teacher:** Depending on the number of students in your class, you may wish to have them break into triads instead. If you have enough computers, you may wish to do this online; however, using the printouts provided ensures you will be able to do the activity if there are any issues with internet access, and also gives a bit more control over the process so that students will not be tempted to go to different parts of each site rather than complete the activity.*

STEP 4: Ask each group to report back on their websites. Since there will be duplication with some of the sites, ask any groups that follow to please not repeat what has already been said, but instead to share whatever they may feel differently about, or found in addition to what the other group found. As each group goes, project their websites on the screen. (19 minutes)

STEP 5: Congratulate the students on doing a good job. Explain that you are going to distribute a list of websites that are reliable and medically accurate, and ask them to visit one of them for homework with a parent or caregiver. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT

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CONCLUSION OF LESSON:

Assessment of both learning objectives can be done during the small group report-backs. Students will also be asked to hand in their worksheets for additional assessment.

HOMEWORK:

Have students select a website from the list provided by the teacher and ask them to visit at least one with a parent/caregiver and talk about what they saw.

Sex Ed Sleuth Assignment A: “Sex, Etc.”
www.sexetc.org

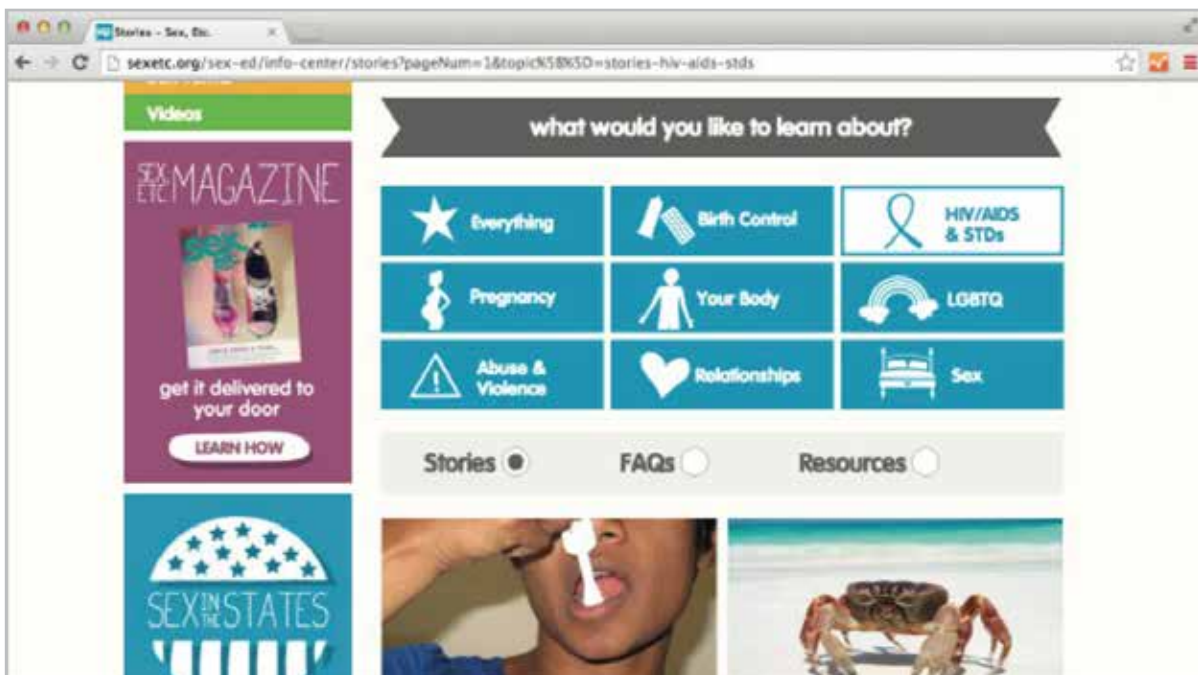
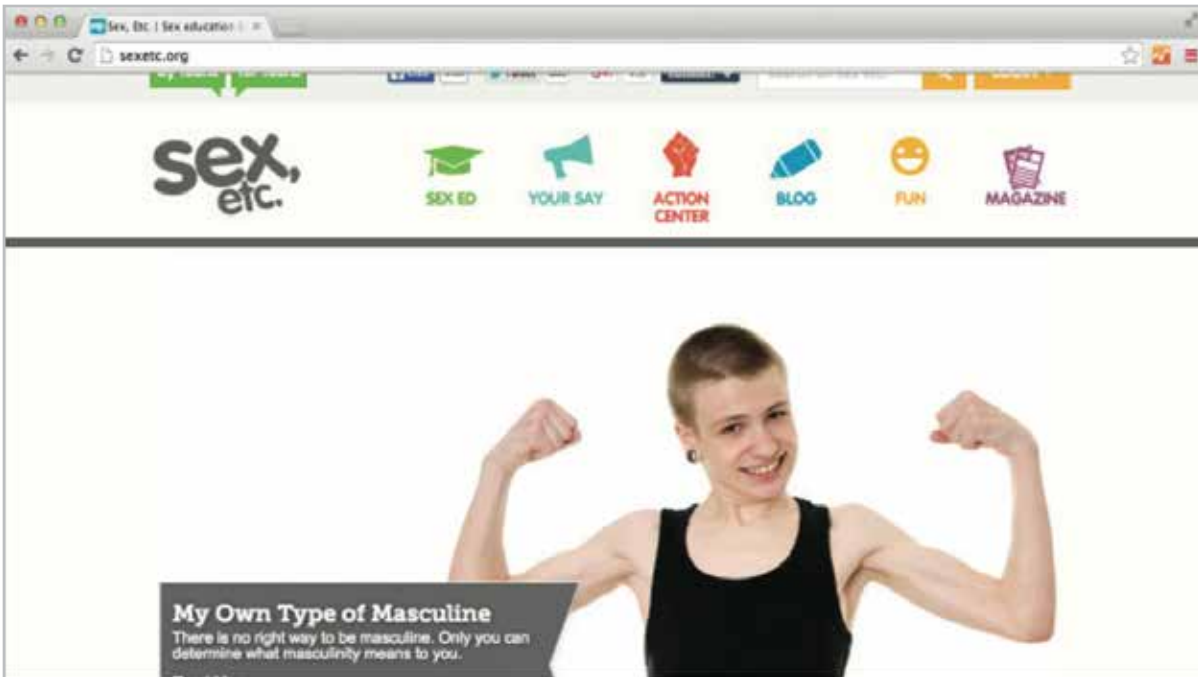
Group Member Names: _____

2. Who’s behind the website? Look at the “about us” link. Does that make the site more or less reliable? Why?

3. Is the website content up to date? How do you know?

4. Is this a site you’d visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment A: "Sex, Etc."
www.sexetc.org



sexetc.org/sex-ed/info-center/faqs

what would you like to learn about?

Everything	Birth Control	HIV/AIDS & STDs
Pregnancy	Your Body	LGBTQ
Abuse & Violence	Relationships	Sex

Stories ☐ FAQs ☒ Resources ☐

After becoming pregnant how long is too long to wait before you have an abortion? Is it possible to get an abortion after the first trimester?

All my partner wants is sex, and I consider myself a little too young. How can I tell him or her that I don't want to have sex without embarrassing my partner or hurting the

SEX ETC. MAGAZINE

get it delivered to your door

LEARN HOW

SEX IN THE STATES

sexetc.org/about

About Sex, Etc.



Sex Etc. is on a mission to improve teen sexual health across the country! Each year, five million young people visit Sexetc.org, and over 45,000 read our [magazine](#) to get honest and accurate sexual health information. We've helped teens with answers to their question about sex, relationships, pregnancy, STDs, birth control, sexual orientation and more!

Sexetc.org has comprehensive sex ed information including:

[* Written by teen staff writers and national experts](#)

SEX ETC. MAGAZINE

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LEARN HOW

SEX IN THE STATES

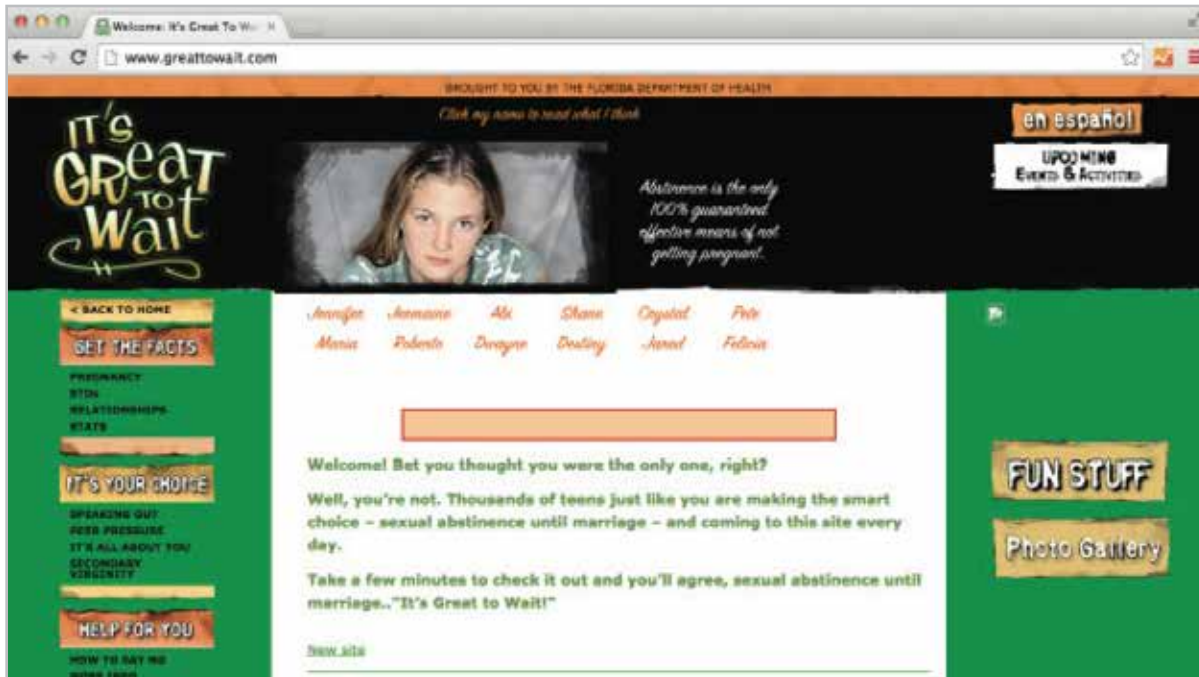
know your rights to sex ed, birth control, and more

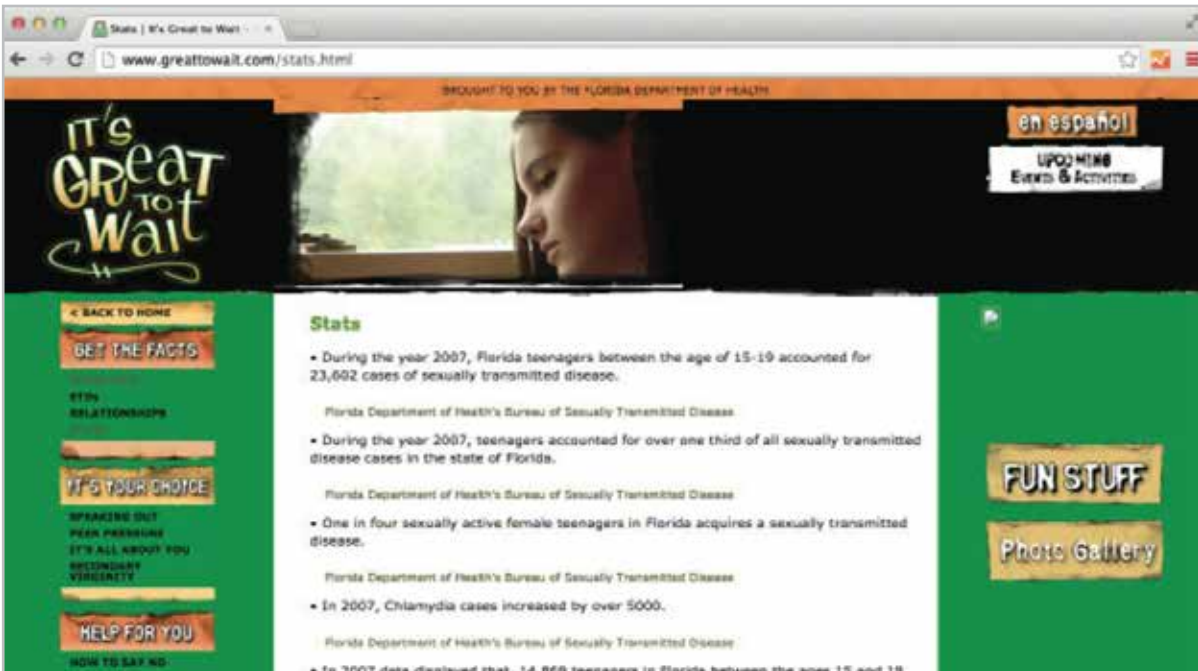
Sex Ed Sleuth Assignment B: "It's Great to Wait"
www.greattowait.com

Group Member Names: _____

1. You need to find information about preventing pregnancy. Does this site seem to have reliable/accurate information? What do you base that on?
2. Who's behind the website? Look at the "about us" link. Does that make the site more or less reliable? Why?
3. Is the website content up to date? How do you know?
4. Is this a site you'd visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment B: "It's Great to Wait"
www.greattowait.com





Optional information

Full Name

Your Organization (if applicable)

Your Title (if applicable)

Address

City

State

Zip code

Your email address

Confirm email address

Would you like to be added to our mailing list?

☒ Yes ☐ No

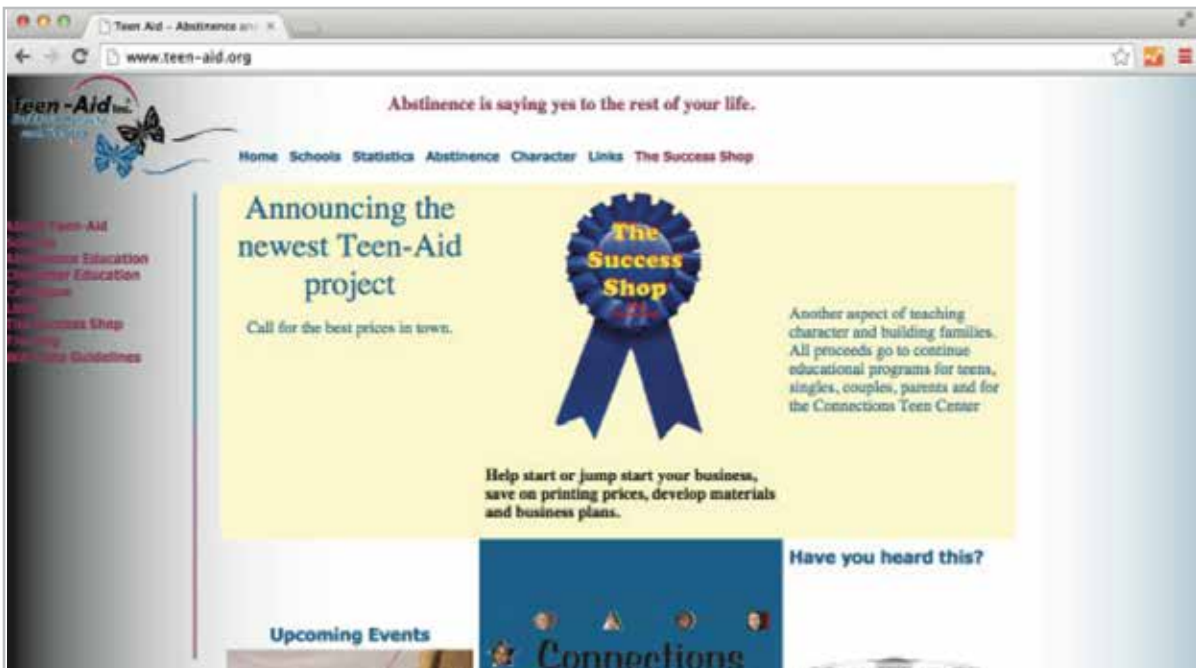
We appreciate your e-mail concerning your comments, questions or suggestions about sexual abstinence until marriage. Please note however, that this is not a confidential medium. Any e-mail responses received from or sent to our readers are not guaranteed to be private because of public records laws as well as the nature of electronic media and access to e-mail accounts.

SEND SUBMIT

Sex Ed Sleuth Assignment C: “Teen-Aid”
www.teen-aid.org

1. You need to find information about preventing pregnancy. Does this site seem to have reliable/accurate information? What do you base that on?
2. Who’s behind the website? Look at the “about us” link. Does that make the site more or less reliable? Why?
3. Is the website content up to date? How do you know?
4. Is this a site you’d visit to get more information about sexuality and sexual health? Why or why not?

Sex Ed Sleuth Assignment C: "Teen-Aid" www.teen-aid.org



	<p>to sign our guest book and receive free information about Teen-Aid.</p>	
<p>Say What You Mean</p> <p>S.W.Y.M</p>	<p>Teen-Aid is a non sectarian, not for profit organization that builds character through skill development to improve relationships for all members of the family.</p> <p>I abstain from running red lights.</p> <p>I abstain from Brussels sprouts.</p> <p>I abstain from jumping in a fast flowing river in the spring.</p> <p>I abstain from having sex with people I don't love or am not married to.</p> <p>None of these statements are religious. However, obeying traffic laws, personal choice, laws of nature like gravity and caring for myself and possibly a future husband are all wise decisions. Unless you attribute all wisdom to religion, these are NOT religious statements.</p> <p>The Supreme Court decision, Kendrick vs. Bowen stated that just because abstinence coincides with religious tenants, it does not make it religious. Caring, charity, love and giving skills for living to others are all religious tenants, too.</p>	<p>Donation</p> <p>to make a tax deductible donation to Teen-Aid.</p>

Abstinence Education

www.teen-aid.org/Abstinence_Education.htm

Teen-Aid, Inc.
Building Character and Families

Abstinence is saying yes to the rest of your life.

Home Schools Statistics Abstinence Character Links The Success Shop

Abstinence Education

The Abstinence Challenge: Infect or Inoculate?

Will your abstinence efforts infect or inoculate? It's a matter of dosage.

Infecting means they have it. All the symptoms and behaviors are present and observable. The patient tests positive for a case of abstinence and is contagious.

Inoculate means they got a little bit, enough to be resistant to a complete case, avoiding symptoms and never being contagious.

We dare not inoculate by too light a dosage. The next generation has to be so infected that they live the message and pass it on. It will take intense exposure. Exposure accompanied by continual reinforcements and in-depth skill training. Beware of those who used to call abstinence unrealistic. Their tactic today is to limit the dosage so the infection can't have permanent effects.

Abstinence-only is a Misnomer

Abstinence-only is a misnomer. True abstinence until marriage and fidelity (AUM/F) education presents information and skills for successful relationships and someday, a monogamous or married relationship. (AUM/F) presents reproductive system information, fetal development, consequences of out of wedlock pregnancy, child support and how infections are sexually transmitted.

Good programs explore sociological information on gender, families and parenting. The skills include making quality friends, communication, knowing who you are so you can be honest with yourself and others, setting boundaries, tactfully refusing because you have goals and know you have a future.

Uganda tapped into these future intentions and the romance of actually having a spouse who found you to be enough. Research confirms that parents and teens want this. Condom use promises "safer sex" yet failures happen. Once trust is developed, the condom isn't used. Abstinence and monogamous marriages have a virtually 100% effectiveness rate in preventing STDs. Both contraceptive promotion and the contraceptives cost. All methods have a cumulative failure. (AUM/F) is the most cost effective and practical solution.

Teen-Aid, Inc.
729 E. Jackson
Spokane, WA 99207
509-465-2500

Getting to Know Teen-Aid

www.teen-aid.org/About_Teen-Aid/Getting_to_Know_Teen-Aid.htm

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Getting to Know Teen-Aid

The Second Decade

Teen-Aid, Inc. was founded in 1981 by a group of concerned parents and professionals in eastern Washington. Teen-Aid was created to address the crisis affecting teens nationally. With epidemic numbers of pregnancies and sexually transmitted diseases among teens, and with the threat of AIDS, the founders believed that another approach to sex education was needed. The answer to these complex issues was more than contraceptive information and availability.

Teen-Aid has developed sex education materials that seek to place human sexuality in the context of commitment, responsibility and family. We challenge the common assumption that all teens are sexually active. Teens can wait to have sex when they are trained in the necessary skills to do so.

Freedom to Become ...

Teen-Aid curricula present more than a "just say no" message. The materials clearly convey the advantages of a teen lifestyle free from sexual involvement. Abstinence brings freedom from adverse consequences, but is equally a freedom to become. This concept of freedom, even for those who have been sexually involved, is a very attractive concept.

More than Mechanics

Teens really want to know more than the mechanics of sex. Teen-Aid programs help students explore what really makes friendships and relationships work.

Building Life Skills

The Teen-Aid materials present vital lessons in communication, decision-making, handling peer pressure, building self-esteem, good health, and others.

Up
National Director
Staff

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SEXUAL HEALTH INFORMATION WEBSITES FOR YOUNG PEOPLE

AMERICAN SEXUAL HEALTH ASSOCIATION

The American Sexual Health Association's youth website, "I Wanna Know," offers information on sexual health for teens. Young people will find the facts, the support, and the resources they need to answer their questions, find referrals, and get access to in-depth information about sexual health, sexually transmitted diseases (STDs), healthy relationships, and more.

<http://www.iwannaknow.org/teens/index.html>

CENTERS FOR DISEASE CONTROL AND PREVENTION

The CDC provides information about HIV to young people including statistics, transmission information and ways youth can prevent infections. There are also links to the National Youth HIV and AIDS Awareness Day (NYHAAD)

https://www.cdc.gov/healthyyouth/youth_hiv/hiv-information-and-youth.htm
NYHAAD.org

KIDS HEALTH/TEENSHEALTH - THE NEMOURS FOUNDATION

KidsHealth has separate areas for kids, teens, and parents - each with its own design, age-appropriate content, and tone. There are thousands of in-depth features, articles, animations, games, and resources - all original and all developed by experts in the health of children and teens.

<http://www.kidshealth.org/teen/>

SEX, ETC.

This site, sponsored by Answer at Rutgers University, includes content on a wide variety of sexuality-related topics written by teens, for teens.

<http://www.sexetc.org>

POWER TO DECIDE

Power To Decide's website for teens contains information on healthy relationships and sexual health.

<https://powertodecide.org/teen-talk>