

Potential Integration:
ELA

Health
5.ICR.2.4 Illustrate how societal influences can impact behavioral choices and feelings regarding one's reproductive health.

Statement of Objectives: As you get older, there are many decisions that you will make about reproductive health. By the end of this lesson, you will know how society influences your choices.

Focus

Give each student the All About Me worksheet to complete on their own. All About Me Map – students will write their name in the center, they will identify positive adjectives to describe themselves in the surrounding circles. Three reflection questions follow on the worksheet and can serve as discussion points about positive self-talk, self-esteem, and self-concept. All of these factors can affect a students' self-efficacy - how they approach goals, tasks, and challenges which includes how they are influenced by others. (*See document attached at the end of the lesson*).

Teacher Input:

Use the following script to accompany the PPT

Slide 1

Why is it important for a person to look at their own values and behaviors in relation to their reproductive choices and not let others influence them?

Slide 2 - Show the following video. Have students watch it once and then play for a second time allowing them to fill out the guided notes page.

<https://www.youtube.com/watch?v=om3INBWfoxY> (Use the attached guided notes page and then debrief using the slides 2 and 3.)

Slide 3: Values are a group of characteristics, ideas, or areas in life that are important to you. They are a set of consistent measures and behaviors that individuals choose to practice in the pursuit of doing what is right or what is expected of them by society. What are some examples of values? Students could say honesty, leadership, generosity, kindness, good manners and creativity. Everyone's list of values will be unique as each of us value qualities differently.

Slide 4: Why is it important to learn from others with different values? It allows you to see the world from a different perspective. It is important to acknowledge perspectives that are different from your own. It does not mean that one person is right and the other is wrong. Personal values are unique to the individual.

Slide 5: Influences on values include one's family, friends, culture, society, religion, media (movies, TV, music, technology), personal interests, curiosity, likes/dislikes, and perceived social norms.

Analyzing influences - There are two types of factors that we need to look at when analyzing influences. Internal factors and external factors. What do you think is meant by internal factors? Factors within your control. What do you think is meant by external factors? Factors outside of your control.

Slide 6: External factors - Can you list some factors that are considered out of your control? Examples should include family, friends, culture, movies, television, music, and technology. External factors can have a positive or negative influence on us. Can you give me some examples of external factors having a negative influence on us? Can you give some examples of internal factors having a positive influence on us?

Slide 7: Internal factors - Can you list some factors that are considered within your control? Examples should include interests, curiosity, fears, likes/dislikes, and perceived social norms. Can you think of some ways that our internal factors could have a negative influence on us? Can you think of ways that our internal factors could have a positive influence on us?

Slide 8: It is important to determine your level of comfort when interacting with others. Show Consent for Kids video <https://www.youtube.com/watch?v=h3nhM9UIJjc>
After viewing the video ask students the following questions:

-What is consent?

-How was bodily autonomy defined?

-How can understanding bodily autonomy help you determine your level of comfort?

-Does being bribed or threatened count as giving consent? Why or why not?

Slide 9: Social norms are the unwritten rules of beliefs, attitudes, and behaviors that are considered acceptable in a particular social group or culture. Some examples of social norms that you see or hear in the US include: forming a line at the store to check out, saying 'Bless you' when someone sneezes, holding the door for people entering a building right after you, or saying 'Please and Thank you'.

Slide 10: Pre-teens and teens tend to match their behaviors to perceived rather than actual norms in their peer group or community. We are going to take a classroom survey on a few statements. None of these questions are personal. Put your head down, close your eyes and raise your hand if you agree with the following statements. After each statement, have students keep their hands up and look around the room. Have a discussion about what students notice, some kids might not have their hands up.

Feel free to adjust the statements to better fit the needs of your class

1. All 5th graders love Diary of a Wimpy Kid Series.
2. All 5th graders have Tik Tok.
3. All 5th graders play FortNite.
4. All 5th graders can only be experts in one school subject.
5. All 5th graders have a cell phone.
6. All 5th graders like to play tag.

Remind them what they perceive as true for them might not be true for others.

Many young people tend to overestimate the number of their peers that are participating in risk taking behaviors. This is due to focusing on what stands out or is exciting. For example in a survey where middle school youth were asked "Is it okay for kids my age to have sex?" their answers were: What I think: YES 25%, What I Think My Friends Would Say: YES 75%. Even though it is clear that the social norm is that it is not okay.

Therefore these young people's perception of peers is really a misperception. This misperception of social norms, beliefs about the behaviors of others, can lead them to make unhealthy choices. Young people often act more in line with what they see as normal rather than what they believe.

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Slide 11: Societal influences include family, peers, community, and the media all of which play a role in the creation of social norms. Their messages (spoken or not) can influence your values and behaviors. Can we receive mixed messages based on different influences?? YES!! Parents hope their children will delay sexual behavior, but the media often provides the opposite message. Think about the shows you watch, the music you listen to, and the advertisements you see. The media is pushing youth to grow up too fast and making today's youth feel like that is normal.

Slide 12: Now let's put this concept into practice. You will complete the handout on "How does Society influence feelings and behaviors about reproductive health". You may not relate to all the statements on this handout, but put yourself in someone else's shoes and imagine how they would feel. Once you have completed this on your own, you will meet with a partner to discuss your answers. *Handout is attached at the end of the document. (It is recommended to have mixed gendered partners to understand different perspectives).*

Slide 13: It is important to keep societal influences in mind and how they can influence our values and behaviors about our bodies and our reproductive health. Young people indicate they would prefer to get their information about their reproductive health from their parents or guardians. The information from a trusted adult can be more reliable than what they will hear from a friend or from looking it up on the internet.

Assessment:

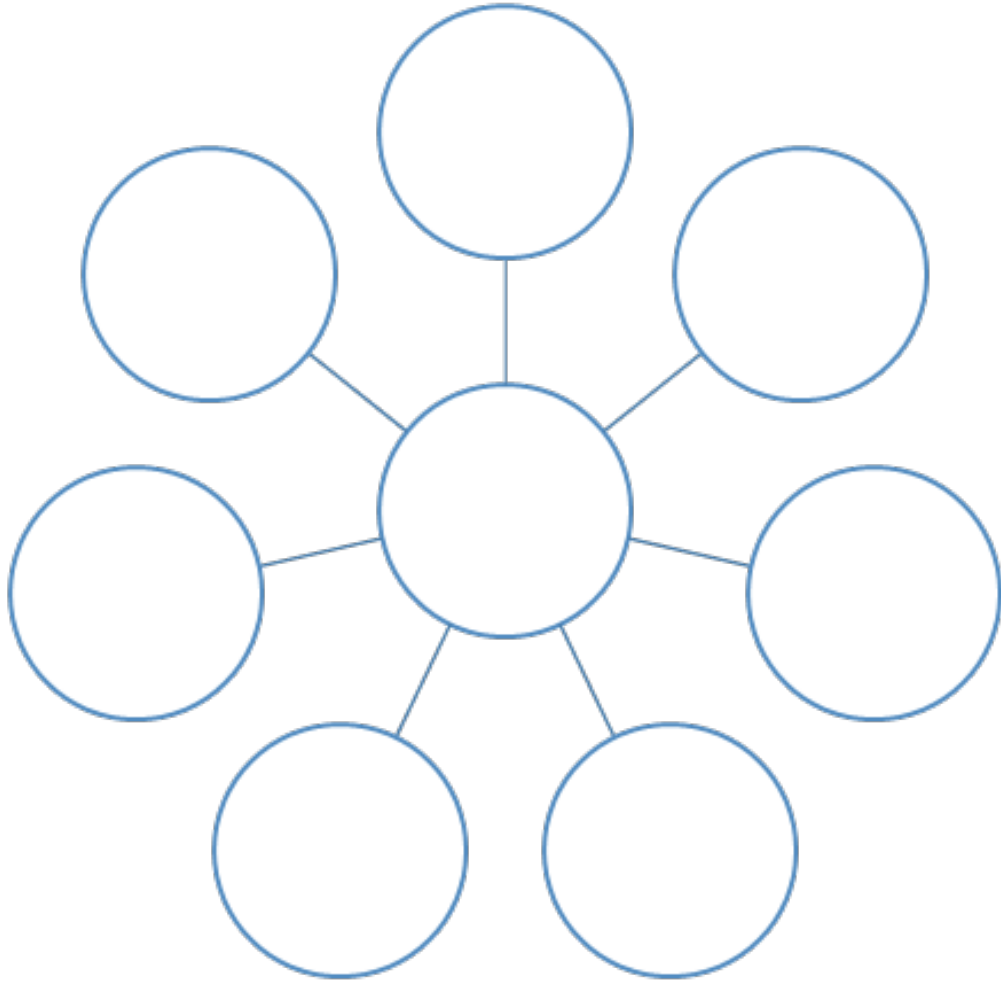
Use the attached worksheet titled Personal Values Activity.

Closure:

Today we studied how society affects feelings and choices, specifically regarding reproductive health.

All About Me

Write your name in the center circle and write an adjective that describes you in each of the connected circles. Use only positive adjectives and add circles if needed.



Was it easy or hard for you to think of positive adjectives? Why?

Did these adjectives describe your inner self or your outer self?

What did you learn about yourself?

Notes for Identity and Values

Answer Key

1. Your **identity** or who you are as a person is made up of a whole range of different things.
2. Identity can be made up of: where you come from, your **ethnicity**, your religion, your **language**, what you like, your hobbies, your **unique** personality, and more.
3. When you have a **strong** sense of identity and feel **confident** about who you are, you're more likely to have the **courage** and confidence to succeed.
4. What makes someone have a strong sense of identity? A combination of lots of things; **knowing** who you are, what your **values** are, and being **proud** of all those things creates your identity.
5. Values are a group of **characteristics**, ideas or areas in life that are important to you.
6. True or **False** -Everyone values things the same.
7. If someone enjoys Science in school, what is one thing they might value?
Curiosity or Exploration
8. **True** or False- Your culture and language are huge parts of who you are.
9. What makes our world so diverse and interesting? **That everyone has their own special traits and talents.**
10. **True** or False- Parts of your identity can change over time, as you grow.
11. What are some values that you have?

Notes for Identity and Values

1. Your _____ or who you are as a person is made up of a whole range of different things.
2. Identity can be made up of; where you come from, your _____, your religion, your _____, what you like, your hobbies, your _____ personality, and more.
3. When you have a _____ sense of identity and feel _____ about who you are, you're more likely to have the _____ and confidence to succeed.
4. What makes someone have a strong sense of identity? A combination of lots of things; _____ who you are, what your _____ are, and being _____ of all those things creates your identity.
5. Values are a group of _____, ideas or areas in life that are important to you.
6. True or False -Everyone values things the same.
7. If someone enjoys Science in school what is one thing they might value?

8. True or False- Your culture and language are huge parts of who you are.
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How Does Society Influence Feelings and Behaviors about Reproductive Health?

	How Would I Feel?	What Would I Do?
If an older brother teased me about wearing a bra?		
If my friends wanted to see a sexy movie that my parents had told me I could not watch?		
If my (or a friend's) place of worship (church, synagogue, or temple) taught that sex before marriage was a sin?		
If my parents blocked sites on my technology that showed sexual images?		
If I wanted to tell a person that I liked them?		
If my best friend dared me to kiss someone I liked?		

Name: _____

Personal Values Activity

Directions: Below is a drawing of a house. Think about today's lesson and respond to the following questions in complete sentences. Remember to keep in mind the internal and external factors that can influence your values.

QUESTIONS:

- **FOUNDATION:** What do you value most? Who in your life do you rely on the most? How do they influence your values?
- **WINDOW:** What do other people see when they look at you?
- **DOOR:** What are you willing to share about your values with your friends/peers?
- **ROOF:** What are your top goals in your life? How do they align with your values?
- **CHIMNEY:** What type of impact do you want to leave on the world? What do you want to be remembered for after you are gone?
- **INCLUDE A PICTURE/DRAWING OF YOURSELF IN YOUR HOUSE!**

