

Trust It or Trash It: Finding Accurate Sex Ed Info

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 12th grade, students will be able to:

PR.12.AI.1 – Access medically-accurate information about contraceptive methods, including abstinence and condoms.

PR.12.AI.2 – Access medically-accurate information and resources about emergency contraception.

TARGET GRADE: Grade 10
Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- Worksheet: "Trust It or Trash It?" cut in half
- Handout: "Accurate and Reliable Sexual Health Resources for Teens" – one per student
- Internet-enabled devices placed around the classroom
- Desktop or laptop computer with Internet access and PowerPoint on it
- LCD projector and screen
- Extra pencils in case students don't have their own
- Powerpoint Presentation: Sexuality Information Should Be Reliable, Current And Accurate

ADVANCE PREPARATION FOR LESSON:

- Secure 8 internet-enabled devices (laptops, tablets, etc. if your school allows the use of smart phones, you can invite students to use those, too) that will allow a small group of students to access one of the following sexual health websites:

www.advocatesforyouth.org
www.sexetc.org
www.scarleteen.com
www.kidshealth.org
www.plannedparenthood.org/teens
youthresourceafy.tumblr.com
www.factsaboutcondoms.org
www.itsyoursexlife.org

- Create eight areas in your classroom where students can gather around one of these devices.

LEARNING OBJECTIVES:

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

1. Analyze at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens. [Skill]
2. List at least two accurate and reliable sources of sexual health information for teens. [Knowledge]

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.

PROCEDURE:

STEP 1: Ask, "How many of you have ever gone online to get information about sexuality or sexual health?" After several students have raised their hands, ask, "Have any of you ever gone online, heard something was true, and then come to find later that it wasn't?"

After a few students have raised their hands, say, "The internet

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can be a great source of information – but sometimes misinformation is used to scare or shame young people in the hopes they will be abstinent. There is nothing wrong with being abstinent but fear and shame should not be used as weapons. So how can you tell whether what you're seeing is reliable?" (2 minutes)

STEP 2: Go through the PowerPoint presentation. When you have finished say that you are now going to do an activity to look at whether a particular sexual health-related website is one they can trust – or one they should trash – based on the criteria from the PowerPoint. (10 minutes)

STEP 3: Divide students into eight groups and assign each group a location where you have located an internet-enabled device. Once students have settled in their groups, say, "Each group will get a worksheet with a different sexual health website on it. You are to examine the website together as a group and answer the three questions on your Trust It or Trash It worksheet. Once done reviewing the site, the group will vote on whether they would tell their friends to use this website if their friend was looking for more information about sexuality." Ask if there are any questions about the directions, and distribute one worksheet per group. Tell groups that they will have about 10 minutes to complete their task. (15 minutes)

STEP 4: Gather the group's attention when ten minutes have passed and ask them to stop their work. Acknowledge that each group had a different website and quickly have each group share the URL of the website and whether they would recommend trusting it or trashing it. Tell students that you made sure they were only looking at good quality sites so they would learn where they can go if they or their friends need more information. Have students then return to their original seats and facilitate a discussion by asking:

- What was it like to do that?
- What was (insert student responses) about it?
- How did you figure out "who said it" on each of your websites? What did that information tell you about the accuracy of your site?
- Who was able to find out "when they said it" and what did that tell you about the accuracy of your site?
- What were you able to find about the organizations that created these websites and what did that tell you about "how did they know" for the content of each site?
- Ask whether they would recommend their site to a friend. Why or why not?

As you process, ask for one or two groups to present their website. Be sure to put this website up on the screen in front of the room so students can see and refer to it. (20 minutes)

STEP 5: In closing, explain that there is a lot of information on the internet that is reliable and accurate and a lot that is not. Taking the time to look at what and who are behind the information you look for will help ensure you are getting what you need to make healthy decisions. Distribute copies of the handout "Accurate and Reliable Sexual Health Resources for Teens" and close lesson. (3 minutes)

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RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first learning objective will be accomplished in the teacher-lead review of the Trust It or Trash It model and practiced during the review of the sexual health website. The final learning objective will be accomplished by both the review of the sexual health website, the class discussion that follows and the distribution of the resource handout.

HOMEWORK:

None.

Trust It or Trash It? Worksheet #1

Website: www.advocatesforyouth.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #2

Website: www.sexetc.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #3

Website: www.scarleteen.com

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #4

Website: www.kidshealth.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #5

Website: www.plannedparenthood.org/teens

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #6

Website: <https://youthresourceafy.tumblr.com>, then click on "Health Topics"

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #7

Website: www.factsaboutcondoms.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Trust It or Trash It? Worksheet #8

Website: www.itsyoursexlife.org

INSTRUCTIONS: Go to the above listed website and take a few minutes to look at the sexual health information. Once you have reviewed a few pages, answer the questions below as a group.

1) Who said it? What do you think about the reliability of this source?

2) When did they say it? Is the information current?

3) How did they know? Is the information accurate and free from bias?

4) Would you recommend this website to your friends? YES NO
Why or why not?

Accurate and Reliable Sexual Health Resources for Teens

WEBSITES:

www.sexetc.org	Sexual health information written by teens, for teens
www.scarleteen.com	Sexual health information on a wide range of topics
youthresourceafy.tumblr.com	Sexual health information for gay, lesbian and bisexual teens
www.factsaboutcondoms.org	Information about preventing STDs and safeguarding sexual health
www.plannedparenthood.org	Information to find Planned Parenthood in your community
www.itsyoursexlife.org	Sexual health information including birth control and STDs
www.thetrevorproject.org	Crisis intervention and suicide prevention for LGBTQ youth.

HOTLINES:

1-800-230-PLAN	Locate the nearest Planned Parenthood health center
1-800-656-HOPE	Rape, Abuse and Incest National Network
1-866-488-7386	The Trevor Project
1-800-342-2437	National HIV/AIDS Hotline
1-800-227-8922	National Sexually Transmitted Infection Hotline
1-800-662-HELP	National Drug and Alcohol Treatment Hotline
1-800-HIT-HOME	National Youth Crisis Hotline
1-800-877-6736	Independent Adoption Center