

WRAPPING UP: REVIEW AND ASSESSMENT



LESSON INTRODUCTION:

The purpose of this lesson is to review the human growth and development unit. It includes a game of review and assessment for the entire unit as well as an opportunity for closure.



OBJECTIVES:

By the end of 8th grade Students will be able to...

- Demonstrate a decision-making model
- Asses their learning in human growth and development content and skills.



STANDARDS:

Wisconsin Standard for Health Education

- Accessing valid health information
- Advocacy
- Analyzing influences
- Decision-making
- Interpersonal Communication
- Goal-setting
- Self-management

National Sexuality Education Standards

- Accessing valid health information
- Advocacy
- Analyzing influences
- Decision-making
- Goal-setting
- Interpersonal communication
- Self-management

GRADE: Middle School

LENGTH OF LESSON: 50 min

SEQUENCE: 12 (optional review of unit)



ACTIVITIES:

12.1 Review of Themes and Skills from My Sexual Health: My Future

12.2 Ditty Dots - A Game of Review

12.3 Closure of HGD Unit



MATERIALS/TECHNOLOGY:

- Four colors of poly-spots (see your PE department)
- A four-color spinner (many free downloadable apps available)
- Four colors of small sticky dots to match poly spots or colored markers in four colors to match
- Small index cards, one for each student
- Music
- Assessment rubric



Activity 12.1: Review of Themes and Skills from My Sexual Health: My Future (15 minutes)

Ask students what they remember about the last couple of weeks of class. List the main subjects on the board as they mention them. Add any they have forgotten.

Topics included:

- Accessing valid health information
- Analyzing influences
- Decision-making
- Goal-setting
- Advocacy
- Interpersonal communication
- Self-management
- Puberty, self-concept and body image
- Differences in human sexuality
- Reproductive anatomy
- Sexual consent
- STIs/STDs and prevention
- HIV/AIDS and prevention
- Contraception
- Pregnancy and conception
- Parenting resources

Prompt students further to think about what skills were practiced within each lesson.

Skills within each lesson were:

- Understanding human sexuality and analyzing influences on health behavior
- Puberty, self-concept and analyzing influences
- Sexual consent and interpersonal communication
- Pregnancy, conception and accessing valid health information
- Goal-setting and contraception
- STI/STD prevention and self-management
- HIV/AIDS and prevention and decision-making
- Healthy decision-making for sexual health

Ask students when they think sexual decision-making ends in a person's life (the answer is never). Let them know that this class period they will have the opportunity to think about some of these topics.



Activity 12.2: Ditty Dots - A Game of Review

(30 minutes)

Ditty Dots is active and will enable you to review content and skills from the unit. Let students know this is like musical chairs. You will play music and when the music stops, they should be sure they have a foot on one of the colored poly spots. After the music stops, spin the spinner to see what color comes up. Let students know the four categories of assessment questions and which color is associated with each.

- **Red** – Just the Facts
- **Yellow** – Problem Solving
- **Green** – Growing Pains
- **Blue** – Act it Out

Students will receive a sticky dot or marker dot on their index card for every question they answer correctly. They want to try and get all the colors as well as many dots as possible. Collect the index cards at the end of class to assess student learning.

TO PLAY DITTY DOTS:

1. Give each student one index card. Have them write their name on top of the index card.
2. Scatter poly spots on the floor.
3. Start the music and have students start moving around the room.
4. Stop the music! Students must put a foot on the nearest poly spot.
5. Spin the spinner. See the list below for the 4 review categories.
 - **Red** – Just the Facts
 - **Yellow** – Problem Solving
 - **Green** – Growing Pains
 - **Blue** – Act it Out
6. Call all students touching a red poly spot to the middle.
7. Give them the question associated with red.
8. Let them answer or act out as a group.
9. Get consensus from the whole class regarding the correctness of the answer. Discuss if needed.
10. Award the appropriate color dots on the index cards for all the students in the middle of the room that get a correct answer.
11. Resume play...start the music again, calling out a different color each time.

My Sexual Health: My Future

SAMPLE QUESTIONS (feel free to add your own or make them more specific to your community!)

Just the Facts – RED DOTS

- How old do you have to be to access reproductive health care without parent permission?
(answer: 15 years old)
- Name two signs that you might have an STI/STD.
(answer: itching in genital area, discharge, burning during urination, no symptoms, etc.)
- Name a contraceptive method that you can get without a prescription.
(answer: condoms, emergency contraception)
- What is gender identity?
(answer: a person's internal sense of being a man, woman, both, neither; distinct from biological sex.)
- Name two signs of early pregnancy.
(answer: fatigue, nausea, breast tenderness, etc.)

Problem Solving – YELLOW DOTS

- What could happen if you have sex before you are 18 in Wisconsin?
(answer: you could be charged with statutory rape.)
- Where can you go if you think you have an STI/STD?
(answer: school nurse, reproductive health clinic, doctor's office)
- Who might be a trusted adult you can turn to if you need help related to sexual health?
(answer: school nurse, parents, doctor, etc.)
- Give an example of sexual harassment and what you would say to stop it if you saw it happening.
(answer: someone sharing explicit photos of someone else without permission – decline to look at the photos and tell the person sharing them to stop, etc.)
- Name three benefits of being sexually abstinent.
(answer: no STIs/STDs, no pregnancy, no risk of breaking age of consent law, etc.)

Growing Pains – GREEN DOTS

- Name three physical changes that occur during puberty for a male.
(answer: deeper voice, hair growth in pubic area, growth spurt, etc.)
- Name three physical changes that occur during puberty for a female.
(answer: hair growth in pubic area, onset of menstruation, breasts develop, etc.)
- Why is puberty an emotional time?
(answer hormones coming from the pituitary gland aid sexual development, etc.)

My Sexual Health: My Future

- Name something that most teenagers have in their bathrooms that little kids do not have.
(answer: deodorant, etc.)
- You have your first big crush and are totally obsessed with this person. How could you let the person know?
(answer: let them know you like them using I-statements and ask if they'd like to spend some time together – get consent!)

Act it Out – BLUE DOTS

- You have been hanging out with someone lately and you are feeling very attracted to this person. You really want a kiss. Act it out demonstrating your knowledge of consent.
- You are at a party and there is drinking. Several couples are hooking up in bedrooms. Although you also have been drinking, you are starting to feel unsafe when someone at the party keeps grabbing at you and trying to kiss you. The friend you came with is nowhere to be seen. Act it out...
- You and your romantic partner are watching a movie at your house. The adults have gone to bed and the lights are off. You're holding hands and cuddling and feel like you'd like to make out, but only if your partner is into it, so you want to get consent. Act it out...
- Your partner is older, and you know s/he has had sex with other people. S/he says that s/he is really falling for you and starts to talk about wanting to have sex. You want to know about any STIs/STDs that s/he might have, and for sure you want to use a latex barrier if you do decide to have sex. Your partner says, "Come on, don't you trust me?" Act it out...
- You are walking down the hall at school with your friend and someone reaches out and grabs your friend's butt. There is a group of kids all laughing but you don't see who did it. Two teachers are nearby talking to each other. Act it out...



Activity 12.3: Closure of HGD Unit (10 minutes)

Express gratitude for students' maturity and following the group rules during the unit. Let them know that sex and sexuality are part of being human and that hopefully because of this unit they are more comfortable with the topic.

Ask students if they have any lingering questions from the unit.

If you have been using an anonymous question box, close by answering any questions that have been submitted.

My Sexual Health: My Future



Assessment Rubric

Use the following rubric to assess students for functional health knowledge and skill mastery:

Student name:			
Learning Outcome	Not Present	Developing	On Target
Functional health knowledge displayed: Puberty, self-concept & body image Differences in human sexuality Reproductive anatomy Sexual consent STIs & prevention HIV/AIDS & prevention Contraception Pregnancy and conception Parenting resources	Student participation and work reflects little or no mastery of the functional health knowledge taught in the unit.	Student participation and work reflects some mastery of the skills taught in the unit.	Student participation and work reflects comprehensive mastery of the skills taught in the unit.
Skills demonstrated: Accessing valid health information; Advocacy; Analyzing influences; Decision-making; Interpersonal communication; Goal-setting; Self-management	Student participation and work reflects little to no mastery of the skills taught in the unit:	Student participation and work reflects some mastery of the skills taught in the unit.	Student participation and work reflects comprehensive mastery of the skills taught in the unit.
Teacher comments:			