

**CURRICULUM UNIT:** Family Life and Human Sexuality**LESSON TITLE:** Class Expectations

**MSC:** Standard 4: Students will demonstrate effective verbal and non-verbal communication skills to enhance health. 4.E2.a.

**OBJECTIVE:** Students will establish expectations of behavior within the family life unit.

**PROCEDURES:**

**MATERIALS:** My First Thoughts handout, Question box (for in person instruction, Anonymous Question Padlet, Class Expectations PowerPoint

**VOCABULARY:** None

1. Explain to students that today they will begin the family life and human sexuality unit. Explain that we will be learning a lot of new vocabulary and concepts that may make some people feel uncomfortable or embarrassed. We are going to establish clear guidelines for behavior so that everyone can learn in a safe and comfortable environment.
2. **MOTIVATION:** Explain to students that they are going to help establish the classroom guidelines for the family life unit. Have students complete the “My First Thoughts” handout to gather their own ideas in preparation for the class discussion.
  - a. Teacher may choose to give students the “My First Thoughts” handout to complete (either by handing out a paper in person or by using the “assignment” feature in itslearning) or the teacher may choose to put the three questions on the board and have students write their responses on a sheet of notebook paper.
  - b. The My First Thoughts handout questions include:
    - i. Students might get embarrassed or silly when discussing topics related to puberty because ...
    - ii. How do you think students should act so that everyone can feel comfortable and be more open to learning about puberty?
    - iii. What are some classroom rules and routines we could create to help us all feel safer and more comfortable?
3. Once students have had time to reflect on their own responses, discuss thoughts as a class. Use the responses shared to help formulate classroom expectations for this unit. These expectations should be posted and reviewed every class period. Examples of expectations can be found on slide 4 and 5 in the PowerPoint.
  - a. Classroom expectations may vary depending on whether instruction is taking place in person, hybrid, or virtually.
  - b. If itslearning is used for delivery of content to students, the classroom rules should be included as the first element in the student playlist each day.
4. Explain the process of asking anonymous questions with students. Remind students that you may not be able to answer all of their questions because they may include content we are not learning in fifth grade.
  - a. Slide 6 and 7 explain the Question Box and Anonymous Question Padlet – Only the slide that outlines the process you will use should be shown to students.
  - b. Question box:

- i. Used during in person learning
  - ii. Students do not need to write their name on the question they put into the box.
  - iii. Explain to students that you will answer these questions during future class periods.
  - iv. Make sure students know where the box will be located and how to submit questions. This will vary from teacher to teacher.
- c. Anonymous Question Padlet:
- i. Used during hybrid and virtual learning. Can also be used during in person learning if itslearning is utilized on a daily basis.
  - ii. **REMAKE** this Padlet to use for students to ask questions anonymously:  
[https://padlet.com/brittany\\_grubb/6ax4iv0ito14rzi6](https://padlet.com/brittany_grubb/6ax4iv0ito14rzi6)
    1. It is essential that the following permissions are set for your Padlet to ensure that it is anonymous:
      - a. **Posting - Attribution:** Display author name above each post? – **Turn OFF**
      - b. **Content Filtering – Require Approval:** Require a moderator to approve - **Turn ON**
  - iii. Be sure the link to the Padlet is provided in a place that is easy for students to access and clear instructions are provided for students to know where to access the Padlet link.
  - iv. Explain that you will check the Padlet once a day to provide answers to students' questions.

**CLOSURE:** Answer any remaining questions students have about the class expectations or the family life unit. Ask students to respond to the closure question:

1. What responsibility do you have to help uphold the expectations we set for the family life unit?

**FORMATIVE ASSESSMENT:** Student responses to the My First Thoughts activity, closure question