**Health Education 705 Online**

**Sexuality Education: Content and Programming for K-12 Schools – Summer**

Tim Wright Office: 346-4822

133 Health Enhancement Center Email: twright@uwsp.edu

Suggested Text: Nevid, Fichner-Rathus, and Rathus (2008). **Human Sexuality in a World of Diversity** 7th edition. Allyn and Bacon, Boston.

**Course Description:**

Responsible sexuality is the primary behavioral objective of sexuality education teachers. Who are sexuality education teachers? EVERYONE!! Our first student is ourselves, as we develop the sexual dimensions of our behavior. Beyond "me" we educate through every human interaction as friend, parent, teaching professional, etc. An ability to objectively consider communication about sexual issues is essential to the full development of a person educated about the entire spectrum of sexuality, and will play a significant role in the progress of this graduate class. To accomplish this goal we will utilize self-guided exploration to develop a level of comfortable communication on a wide variety of sexuality issues.

**Course Objectives:**

The purpose of this course is: to challenge students to confront values, morals, and more to determine the kinds of behavior appropriate to his/her state of maleness/femaleness, to prepare students for the role he/she will play in home, family, community, school, or worksite as a positive sexuality educator comfortable with this chosen role, to increase/improve students’ comfort level and confidence necessary to become a quality sexuality educator, to become familiar with current sexuality curricula (abstinence based and abstinence only), locate and utilize various resources to support sound educational practices, continue to demonstrate comfort applying the Wisconsin Standards for Health Education to lesson plans and unit plans specific to selected topic/content areas in sexuality education, gain a firm understanding for effective procedures to utilize to reduce/eliminate controversy and allow sexuality education to be viewed as a positive content area by students, administrators, parents and community members.

**Assignments:**

Reaction Paper: Typewritten,2 pages. (50 points). After reading the position paper provided, select a position in support of, or disagreement with, the point of view taken by the author. Within the body of your paper **give reasons** why you believe the way you do and support your beliefs with documentation if possible, however this is not necessary. Be ready to discuss and defend your position in class. This paper is an expression of your opinions, but should have **support** for this position. **Support** means that I need to see a strong basis behind your reasoning; this may be in the form of documentation or life events, religious upbringing, personal values, family values, societal values and/or experiences. Spend some time reflecting on the reasons behind your beliefs (i.e. are they religious, societal, cultural, personal). **Specifically be able to defend the “why” behind your beliefs.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | **Exemplary (10) A+** | **Quality (8-9) A/B-** | **Acceptable (6-7) C+/D-** | **Emerging (2-5)**  **F Range** |
| Support provided for position in agreement or disagreement with author | Clear, reflective expansion of author’s positions with strong rationale for individual position | Need more clarity and support for chosen position | Less distinct expansion and clarity of positions with adequate rationale | Inconsistent connection between author’s positions and reactions |
| Reasons for positions taken | Strong support and rationale for selected position(s) – Evidence of connections to events, experiences or documentation | Strive for clear connections to clarify selected positions | Adequate support for selected position(s) – Lacking evidence of connection | Less than adequate support without any evidence of connections |
| Ability to defend selected position(s) | Strong evidence of reflective, thoughtful support/defense of selected position(s) | Reflection effort solid, but could be stronger | Less distinct support evidence for selected position(s) | Lack of clarity and meaning. Conflicting statements |
| Cohesion | No irrelevant material with each paragraph contributing important points related to the whole | Flow a bit choppy from thought to thought | Occasional irrelevant or unclear statements | Considerable irrelevant material |
| Use of language | No language usage errors | 1-2 minor language usage errors | 3-5 language usage errors | Nonstandard use of language – many errors |

Sexuality Discussion Paper:Typewritten, 3-4 pages. (75 points).It is intended that you have a series of discussions (minimum of approximately 20 minutes each) about some aspect of sexuality or sex education with a) your parents (or an older couple if this is not possible), b) a young girl or boy 12 years of age or younger (ideally, strive to find someone young enough to be at least 15-20 years younger than you are) c) a married/cohabitating couple who approximate your age. The purpose of this assignment is to have you engage in discussions of sexuality with 3 generations. You select whatever topic (s) you want to discuss. I am interested in your rationale for topic selection as well as topic chosen. Upon completion of your three discussions, write a paper describing this experience and your reactions to it. **I am most interested in your reactions to the age groups and your comfort level with each. Secondarily, why did you react this way? What is the basis and foundation for your reaction?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | **Exemplary (12-15) A+** | **Quality (9-12) A/B-** | **Acceptable (5-8)**  **C+/D- Range** | **Emerging (1-4)**  **F Range** |
| Personal reactions to the experience | Clear, reflective expansion of experience, noting areas of comfort and discomfort | More clarity and expansion would be beneficial | Less distinct expansion and clarity of experience | Inconsistent connection between experience and writing |
| Selected approach to assignment | Strong rationale for approach taken and clear expansion on areas of discomfort/comfort | More clarity and expansion would be beneficial | Adequate support for selected approach – Lacking expansion of connection to comfort/discomfort | Less than adequate explanation of approach utilized and expansion on comfort/discomfort |
| Personal reflection | Strong evidence of reflective, thoughtful application of the experience to one’s personal life | More clarity and expansion would be beneficial | Less distinct evidence of reflective thought | Lack of clarity on any type of reflection and application of experience |
| Cohesion | Inclusion of all elements of the assignment in a style that is easy to read, comprehend and understand – Everything is relevant – flows well | Flow a bit choppy from thought to thought | Perhaps lacking some of the expectations – possible irrelevant material | Considerable irrelevant material – choppy, incomplete |
| Use of language | No language usage errors | 1-2 minor language usage errors | 3-5 language usage errors | Nonstandard use of language – many errors |

Resource Sharing Presentation: (100 points). Please select from any of the following content areas: 1) Communication Patterns and Techniques – Relationships/Dating; 2) Attraction and Love; 3) Biological Male/Female - Puberty – Human Sexual Response; 4) Child and Adolescent Sexual Behavior – Choosing a Sexual Lifestyle 5) Reproduction-Pregnancy/Childbirth; 6) Contraception/Abortion; 7) Sexually Transmitted Infections/Diseases; 8) Marriage-Cohabitation-Divorce 9) Gender Identity and Gender Roles; 10) Sexual Identity and Orientation; 11) Sexual Coercion/Abuse.

This is an opportunity to make your peers aware of the salient points of interest and importance found in your sexuality content area, while providing resources for possible life skills at various ages within the K-12 curriculum. It is intended you will do so by creating a PowerPoint presentation that adequately provides your peers with the necessary information to gain comfort in your chosen content area. During this resource sharing, you will individually: present one creative teaching activity, and highlight the resources you believe most meaningful and helpful to your peers in teaching this content area. Please treat your peers as you would an audience at a professional conference, striving to have them receive at least one quality bit of information that will make them a better sexuality educator. **Power Point, Prezi, etc**. are all acceptable formats for this presentation. It is expected that your PowerPoint will be placed in Canvas so all will gain from your insights and efforts. **Within your chosen content area you will locate, list and describe the following:**

* + **Video tapes – filmstrips, DVD’s, Youtube clips** - appropriate to content area and age group taught (minimum 2)
    - Provide company name, address, phone number, copyright date, web address, and a short summary of the audiovisual aid and how you would use it in your teaching.
  + **Resource agencies** – (minimum of 3 – national, regional and/or local) identify agencies that will lend support to your selected content area. **Select a single agency** you believe to be most supportive of your content area and identify the following:
    - Guest speakers.
    - Free materials used for teaching.
    - Possible audiovisual or curricular material to support teaching.
    - Detail how you believe you could/would use this agency in your school setting.
  + **Internet sources** – (minimum of 4) identify appropriate sites and **detail at least one site you believe to be most appropriate for your content area,** (share with a hyperlink) stating clearly how you will use this site to benefit your content area. Provide examples where possible of:
    - Materials available to educators.
    - How could material/information be used in your teaching unit?
  + **Web based or technology based** teaching possibilities appropriate to your selected content area. Specifically, how will you utilize the selected technology to teach your content area? This could include apps, etc.
  + **Books** (minimum of 3) that might be helpful in teaching content area.
    - Supply publishers name, address and copyright date.
    - Indicate how the selected book can/will be utilized to teach content area
  + **Periodical articles** (minimum of 2) that will aid in teaching your selected content area. List all pertinent information needed to allow others to access these articles (Name article, author(s), periodical, page number etc.).
  + **Teaching Strategies and Techniques** (at least one creative strategy) that you believe helpful and useful to anyone teaching sexuality education in your content area.
  + **Supportive Curriculum** (at least two) that you believe to be of the most assistance in teaching your content. Please address the rationale for selecting this curricula and identify the inherent strengths and possible weaknesses of the selected curricula.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components** | **Exemplary (15-20) A+** | **Quality (10-14) A-/B-** | **Acceptable (5-9) C+/D-)** | **Emerging (0-4) F** |
| Presentation Quality | High quality – excellent transitions, visuals and communication | Solid effort, well done | Moderate quality, please be aware of excessive use of crutch words (like, um, ah) | Ineffective communication skills |
| Informative | Full of meaningful depth and detail related to intended purpose | Well done, we learned some new material and information | Adequate level of required information | BORING |
| Display | High Quality – very impressive effort to go above and beyond | Nice effort with a fine combination of information and entertainment | Interesting and informative presentation, perhaps wordy | Lacking energy and pizzazz – too wordy – low quality effort |
| Educational Merit | Superior value to teachers, students, parents and community members | Meaningful impact for all stakeholders | May have neglected the interests and needs of one or more groups | Please realize the importance of addressing the needs of all stakeholders |
| Use of language | No language usage errors | 1-2 minor language usage errors | 3-5 language usage errors | Nonstandard use of language – many errors |

Daily assignments: Throughout the class, there will be reflective questions that correspond with the video recorded lectures. These assignments are simply designed to facilitate thought with regards to the class material.

**Evaluation:**

Reaction paper 50 points

Sexuality Discussion Paper 75 points

Resource presentation 100 points

Daily assignments 100 points

Total 325 points