

Health Education 705 Online
Sexuality Education: Content and Programming for K-12 Schools – Summer

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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. Secondly, why did you react this way? What is the basis and foundation for your reaction?**

Components	Exemplary (10) A+	Quality (8.0-9.5) A/B-	Acceptable (6.0-7.5) C+/D- Range	Emerging (1-5.5) 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. Your session time is **30 minutes for this mock presentation for which you create a Power Point**. It is expected that your PowerPoint will be placed in D2L 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?
- **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 curriculum and identify the inherent strengths and possible weaknesses of the selected curricula.

Components	Exemplary (10) A+	Quality (9.5-8) A-/B-	Acceptable (7.5-6) C+/D-	Emerging (5.5-1) 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
Presenter’s Effectiveness	Great eye contact, voice control, poise and professionalism	Well done, strive to work on improving eye contact and poise	Adequate level of professionalism	Lacking professionalism
Organization	Effective use of all team members in a balanced display of responsibility	Well done, but could have been better balanced and organized	Adequate employment of all members of team	One person dominated teaching lesson or one person had a limited role
Creativity	Awesome delivery of a meaningful educational message	Clever application of ideas to deliver educational message	Utilization of presentation plan in an appropriate manner	Lack of proper application of lesson plan
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
Power Point	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
Positive Influence	Presenter’s made a strong, powerful impact on audience – very motivational	Solid effort to motivate and encourage healthy skills or behaviors	Moderate impact on peers – effort and energy evident	Presenters appeared as if they would have preferred to be anywhere else
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
Application of Intended Format	Team effectively met all expectations of their audience	Used desired format effectively, but could improve on application	Team met most expectations associated with assignment	Please carefully reread the expectations of this assignment
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 3 weeks of 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

Class Policies:

1. **Late papers result in a 10 point deduction/per day.** All assignments are due at the beginning of class on the assigned date.
2. Additional assignments for extra credit will not be given.
4. All work should be typed (11-12 font) and double-spaced unless stated otherwise.
5. Any evidence of academic misconduct will be treated in accordance with university rules.