

21st Century Healthy Living Lesson

Grade: 8

Unit: Healthy Community

Driving Question: Sexual Assault – Myth vs Reality

Curriculum Outcomes:

3.12 recognize misconceptions and realities with respect to sexual assault

Expected Time: 2 – 60 minute classes

Resources:

- Class set of iPads, netbooks or computers. Could also use students own devices if available.
- [Educaplay activity](#)
- [Student handout](#)

Lesson Procedure

21st century skills

Teacher does (I Do):

Open class by asking students if they know the meaning of sexual consent. Answers will vary but to ensure all students have an understanding, show this [video](#) comparing sexual consent to asking someone for a cup of tea. This should make it very clear when someone is consenting to sex and when they are not. Students will probably laugh at the comparison, but remind them that this video exists because some people still don't understand or don't care to understand what sexual consent entails. Tell students that consent is something denied to people who are victims of sexual assault.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

Individual student work (You Do):

Have students go to the Educaplay website and complete this [fill in the blank activity on sexual assault myths and realities](#). If students have Twitter, they can share their results. Otherwise, circulate and check for completion before moving onto the next set of activities.

- find, validate
- remember, understand
- collaborate, communicate
- analyze, synthesize
- critical thinking
- evaluate, leverage
- create, publish
- citizenship

<p>Group work (We Do):</p> <p>Have students work in pairs to complete the 2 activities listed below. If pressed for time, you could always make the assignment an optional activity to do one of the choices and create a way for students to share learning of each task.</p> <ol style="list-style-type: none"> 1. Create their own video to explain consent with an example similar to the cup of tea. Students can use any video editing app or program they'd like as long as their work can be saved. 2. Research some of the facts about sexual assault in Canada and create a brochure using Quark DesignPad or something similar. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> find, validate <input checked="" type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input checked="" type="checkbox"/> analyze, synthesize <input checked="" type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Class share (We Share):</p> <p>Have 1-2 groups share their videos with the class on consent. Have another 1-2 AirDrop their brochure to either the teacher computer or to the rest of the class iPads so we can all see their work. If students did not use an iPad for their brochure, they can always email their product to the teacher so it can be put on display for the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> find, validate <input type="checkbox"/> remember, understand <input checked="" type="checkbox"/> collaborate, communicate <input type="checkbox"/> analyze, synthesize <input type="checkbox"/> critical thinking <input checked="" type="checkbox"/> evaluate, leverage <input checked="" type="checkbox"/> create, publish <input checked="" type="checkbox"/> citizenship
<p>Lesson Wrap Up:</p> <p>Thank class for their participation and ensure you have access to all work completed by students for grading.</p>	
<p>Differentiation/Modification/Enrichment:</p> <ul style="list-style-type: none"> • Pair students who need support with stronger students for the group activities. • If someone needs help reading the myth/fact statements on Educaplay, pair them with someone who doesn't mind reading the statements but won't give them the answers. • For students needing enrichment, you could have them research Canadian law around sexual assault. For example, they could find the differences between the 3 levels of sexual assault law in Canada. • 	
<p>Assessment:</p> <p>Assess students using a 1-4 scale based on the content found within their video and brochure. The video should show understanding of the need for consent before having sex and the brochure should show their understanding of facts in Canada. The handout has the necessary requirements outlined for students.</p>	
<p>Teacher Reflection:</p>	