

Resource People

Grades 7 and 8, Lesson #15

Time Needed:

One Class Period

Student Learning Objectives:

To be able to...

1. Recognize and know the name of two or three easily accessible resource people including, perhaps:
 - School Librarian
 - School Counselor or Psychologist
 - School Nurse
 - “Natural Helper” (trained peer)
 - Doctor or Clinician from a nearby teen or family medical clinic
 - Counselor from a nearby teen or family counseling center
2. Describe how at least one resource person could be helpful with a family life or sexual health concern.

Agenda:

1. Explain the purpose of the lesson.
2. Organize the interviewing process.
3. Introduce several resource people by name and title, and have students interview them.
4. Optional: Assign homework.

NOTE: arrangements for this lesson will need to be made at least three weeks in advance.

Materials Needed:

Classroom materials: IN ADVANCE to resource people, for each resource person...

- *Letter to My Students' Resource People*
- *Possible Interview Questions*

Student Materials: (1 per student)

- *Resource People Reference Sheet*
- **Optional:** *Family Field Trip 2*
- **Optional:** *Recommended Readings for Families*
- **Optional:** *Resource People Worksheets 1-3*

Activities

- 1. Explain the purpose of the lesson:** By 7th or 8th grade, many people are already using family members, friends, or their church, temple or synagogue for help in solving problems. However, sometimes those people do not have an answer to a question, or they may not feel comfortable talking about an issue. A person may begin by 7th or 8th grade, looking to other adults for help as well. Today's class will introduce you to people you might go to in addition to (not "instead of") your family, friends, and clergy.
- 2. Organize the interviewing process in one of several ways:**
 - Give students two or three minutes to write down three things they would like to ask of a librarian, nurse, or whomever you have invited. Then just have them raise their hands to speak. You can add questions they omit.
 - Cut a spare photocopy of suggested questions into strips and give them to 20 volunteers to ask of each resource person, in turn.
 - Cut a spare photocopy into four sections and have a panel of four volunteers interview one resource person. Then have those four volunteers hand their questions to four others, who will interview a second resource person, and so on.

NOTE: You may want to have students wear nametags with their first names to allow the resource people to get more familiar more quickly (i.e. so that they can call students by name, instead of "hey you," to seem more approachable).

- 3. Introduce two or three resource people, either one at a time or as a group, they can include:**
 - School Librarian
 - School Counselor or Psychologist
 - "Natural Helper" (Trained Peer)
 - School Nurse
 - Doctor/Clinician from nearby teen or family health clinic
 - Counselor from nearby teen or family counseling center

Make sure students take notes by filling out Resource People Reference Sheet. Feel free to contribute (briefly) to discussion if anything needs clarifying.

One sensitive issue is sure to be raised: that sexual abuse must be reported to Children's Protective Services. When this is discussed, make sure students understand that disclosure can be a tremendous relief and that the counselor (or whomever) would do everything possible to respect the students' wishes about how the report was made ... in fact the student and adult could make the report together, if the student wished.

It is not necessary that every question be addressed by every resource person. Remember that the primary reason for the lesson is to give students a chance to get to know, and imagine utilizing, these few resource people.

Homework

Students' options:

- **Family Field Trip 2** (Students will need to take home one copy of **Recommended Readings for Families**, to complete this Family Homework.)
- **Resource People Worksheet 1, 2, or 3** (Each student should take home all 3, so he or she has alternatives if any one is difficult to accomplish for example, if there is no family doctor, or if the family is not affiliated with a religious institution.)

Letter to My Students' Resource People

Date _____

Dear _____

I'm writing to confirm your visiting my classes. Thank you for your willingness to take time out of your busy day for this. As I mentioned when we talked, I want my students to have an opportunity to get to know you so they'll be more inclined to access you. We are studying *Family Life and Sexual Health (F.L.A.S.H.)*. Our unit includes:

- | | |
|---|--|
| <input type="checkbox"/> Puberty | <input type="checkbox"/> Touch & Abstinence |
| <input type="checkbox"/> Sexual Health & Hygiene | <input type="checkbox"/> Birth Control |
| <input type="checkbox"/> Sexually Transmitted Diseases | And communication: |
| <input type="checkbox"/> HIV/AIDS, specifically | <input type="checkbox"/> Assertiveness |
| <input type="checkbox"/> Reproductive System | <input type="checkbox"/> Asking honestly for what you want |
| <input type="checkbox"/> Pregnancy | <input type="checkbox"/> Taking "no" for an answer |
| <input type="checkbox"/> Decision-Making & Teen
Parenthood | <input type="checkbox"/> Saying "no" |
| | <input type="checkbox"/> Defending your rights |

Individual students may need your help with questions, concerns or problems. My main objectives in this lesson are that students:

- Know your name, what you do and how to find you
- Perceive you as human, knowledgeable, approachable, respectful, and caring
- Are able to describe the kinds of things you can help them with

The same day you visit my class, I will try to have several other resource people visit, too. Students will interview you. I'm attaching a list of the kinds of interview questions you might expect.

You might want to bring them something tangible to show and tell. A librarian might bring a few books; a counselor, a stuffed animal you keep in your office or a few brochures about issues you can address. You may want to bring them your business card or a flyer about your services. Feel free to share anecdotes.

You will have a total of about _____ minutes. I have classes at these times:

Call me if you have any questions (_____; _____)
or email me at (_____).

Sincerely,

Possible Interview Questions

1. Where is your office? What's the room number (if in school) or phone number (if outside school)?
2. What are your office hours?
3. Would we need appointments or hall passes or permission from our parents to come see you?
4. Can two or three students come see you together if we want?
5. Does it cost to come see you (if the person is from outside your school)?
6. Who do you tell when a student comes to you? Does it depend? On what?
7. What do you like about your job?
8. What do you dislike about your job?
9. What makes you good at your job?
10. Tell us something about your life outside of your job.
11. If a student came to you with an acne question, what would you do?
12. If a student came to you with a possible sexually transmitted infection, what would you do?
13. If a student came to you about sexual abuse or a rape, what would you do?
14. If a student came to you feeling lonely, what would you do?
15. If a student came to you with a pregnancy question, what would you do?
16. If a student came to you with a birth control question, what would you do?
17. If a student came to you with a question about their feelings, what would you do?
18. If a student wanted help talking with his or her parents, how could you help?
19. What do you know about family life or sexual health now that you wish you would have known in 7th or 8th grade?

Resource People Reference Sheet

Name _____ Date _____

Guest #1: Name _____

Job _____

Phone number(s) _____

This person can help with ... _____

Guest #2: Name _____

Job _____

Phone number(s) _____

This person can help with ... _____

Guest #3: Name _____

Job _____

Phone number(s) _____

This person can help with ... _____

Guest #4: Name _____

Job _____

Phone number(s) _____

This person can help with ... _____

Family Field Trip 2

ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL.

First:

Go together to your local public library or a bookstore and pick up one or more of the books from the attached list. Or, if you belong to a church, temple, or synagogue, see if they have a recommended reading list on sexuality for families.

Some of these titles aren't available in ordinary bookstores. When they aren't, we've included ordering information.

Next:

- Find a quiet time and place.
- Get a cup of tea or cocoa for each of you, to make it a special time.
- Read a chapter aloud to each other.

Finally:

Discuss ...

- what you each agree with
- what you each disagree with
- how you each feel (relieved? embarrassed? surprised? etc.)
- whether you would like to read together again soon, and if so, when

NOTE: Turn in a Family Homework Confirmation Slip by _____, if you want credit.

Recommended Readings for Families

For Parents

Family Connections, a series of guidebooks from Adagio Health's Center for Adolescent Pregnancy Prevention to assist parents in talking with their children of all ages about sexuality. Single copies FREE. Additional copies \$1.00 per book plus shipping & handling. www.fhcinc.org/pages/resources/order-form.htm

But I Love Him: Protecting Your Teen Daughter from Controlling, Abusive Dating Relationships, by Dr. Jill Murray, 2000; ISBN 0060957298; HarperCollins Publishers

Our Sons and Daughters and ***Nuestras Hijas y Nuestros Hijos***, from PFLAG, Parents, Family and Friends of Lesbians and Gays. These pamphlets are for parents with a child who is gay, lesbian, bisexual or transgender. FREE online or \$2 for a hard copy. 202-467-8180; www.pflag.org/index.php?id=297

Raising a Child Responsibly in a Sexually Permissive World Second Edition, by Sol Gordon, Ph.D. and Judith Gordon, M.S.W., 2000; ISBN 1580621775; Adams Media Corporation, 800-872-5627; www.adamsmedia.com

Sex and Sensibility: The Thinking Parent's Guide to Talking Sense about Sex, by Deborah Roffman, 2001; ISBN 0738202932; Perseus Books Group.

Sexuality: Your Sons and Daughters with Intellectual Disabilities, by Karin Melberg Schwier and Dave Hingsburger, 2000; ISBN 1557664285; Brookes Publishing.

Ten Talks Parents Must Have With Their Children about Sex and Character, by Pepper Schwartz, Ph.D. and Dominic Cappello, 2000; ISBN 0786885483; Time Warner Trade Publishing.

For Students

My Body, My Self For Boys For Preteens and Teens and ***My Body, My Self For Girls For Preteens and Teens***, by Lynda Madaras and Area Madaras, 2000; ISBN 1557044406 and 1557044414; Newmarket Press.

The Shared Heart: Portraits and Stories Celebrating Lesbian, Gay and Bisexual Young People, by Adam Mastoon, 2001. ISBN: 006447304X; HarperCollins.

For Parents and Students Together

Talk to Me! Guides to help parents and young people interview each other about sex, life by Barb McGuire and Beth Reis. Sets @ \$2.50 Planned Parenthood of Western Washington. More info: 206-328-7715; <http://plannedparenthood.org/pp2/wwsgn/files/wwsgn/TalkToMeOrderForm.pdf>

What's Happening to My Body? Book For Boys: A Growing Up Guide for Parents and Sons New Expanded, Third Edition and ***What's Happening to My Body? Book For Girls: A Growing Up Guide for Parents and Daughters New Expanded, Third Edition***, by Lynda Madaras, 2000; ISBN 1557044430 and 1557044449; Newmarket Press.

Resource People Worksheet 1

Name _____ Due Date _____

My Family Doctor

Directions: Get help from a family member, or use the phone book to fill in Part A, below. If you do not have a family doctor, see Part C, below. Then call the doctor's office. Explain that you are doing an assignment for school, and ask if the doctor or nurse might have a few minutes to answer some questions. If not, ask when would be a good time to call back. Fill in Part B, as you ask each question. Do not forget to thank them for their time when you are done.

My family doctor's name * _____

and phone number _____

1. If you needed to see the doctor, would you have to make an appointment? _____
2. Are they open any late afternoons or Saturdays? _____
3. Would you need your parent's permission to see the doctor and would they be told about your visit? _____
4.
 - a. Does your doctor treat acne? _____
 - b. How about sexually transmitted infections, like gonorrhea? _____
 - c. Does your doctor do pregnancy tests? _____
 - d. How about Pap tests? _____
 - e. Does your doctor prescribe any kinds of birth control?

 - f. Can he or she help someone who has been sexually abused or raped? _____
5. How much do most visits cost? _____

6. What does your doctor or nurse think is the most common worry of people your age?

* If you do not have a family doctor, look in the Yellow Pages under "Clinics" or "Physicians and Surgeons - M.D. - Family Practice" or "Physicians and Surgeons - M.D. - Pediatrics."

Resource People Worksheet 2

Name _____ Due Date _____

My Church, Temple, or Synagogue

Directions: Get help from a family member, or use the phone book to fill in Part A, below. (If you do not belong to a church, temple, or synagogue, choose a different worksheet.) Next, call your church, temple, or synagogue. Explain that you are doing an assignment for school, and ask if your minister, priest, rabbi, or other spiritual leader might have a few minutes to answer some questions. If not, ask when would be a good time to call back. Fill in Part B, as you ask each question. Do not forget to thank them for their time when you are done.

My church, temple, or synagogue is _____

and phone number _____

1. Does your church, temple, or synagogue have any family life or sexual health classes for teens? _____
2. Does it have any similar classes for parents? _____
3. Does it have classes for parents and teens together? _____
4. If you ever needed to talk about a family or sexual problem, who in your church, temple, or synagogue could you go to? _____
5. Would they need to tell your parents about your conversation? _____
6. Is there anyone who could meet with your whole family, if you wanted help talking over a family problem with each other? _____
7. What does your minister, priest or rabbi think are the most common worries of people your age? _____

Resource People Worksheet 3

Name _____ Due Date _____

Social Service Agencies

Directions: Call your local Community Information or United Way Information Line. (If that is long distance for you, look in the phone book under "Community Information," "Crisis," or "United Way.") Explain that you are doing an assignment for school, and that you need to ask a few questions. Then ask any three of the questions in number one, below. Finally, ask question number two. Fill out the worksheet as you go. Do not forget to thank them for their time when you are done.

1. Can you tell me two places a teenager could go in our area for a physical check-up? I also need their phone numbers.

Place: _____ Phone: _____
 Place: _____ Phone: _____

2. Can you tell me two places a teenager could go for family counseling?

Place: _____ Phone: _____
 Place: _____ Phone: _____

3. Can you tell me two places a teenager could get help with a sexually transmitted infection?

Place: _____ Phone: _____
 Place: _____ Phone: _____

4. Can you tell me two places a teenager could go for birth control?

Place: _____ Phone: _____
 Place: _____ Phone: _____

5. Can you tell me two places a teenager could go for a pregnancy test, or help with a pregnancy?

Place: _____ Phone: _____
 Place: _____ Phone: _____

6. Can you tell me two places a teenager could go about a sexual abuse problem or a rape?

Place: _____ Phone: _____
 Place: _____ Phone: _____

7. What are the most common questions you get from people my age?

