

# Private & Public

Special Education: Secondary, Lesson #2

## **Student Learning Objectives:**

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To be able to...

1. Explain the difference between public and private in his/her own words
2. Correctly label pictures or descriptions of places as public or private
3. Correctly label described behavior as public or private and identify places where the behavior might appropriately occur
4. Identify natural consequences of inappropriate behavior

## **Materials Needed:**

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Magazine pictures of places, both indoors and outdoors that can be classified as public or private (try furniture catalogues, home decorating magazines, landscaping magazines and newspaper ads.)

Magazine pictures of people wearing different types of clothing – underwear, bathing suits, dressed for work or school, pajamas, sweats, etc. (try ads and clothing catalogues)

Colored pens

A copy of the *Body Parts Worksheet* and the *Trusted Adult* letter for each student

## **Agenda:**

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1. Define public and private
2. Picture sorting
3. Body parts worksheet
4. Picture sorting - clothing
5. Group exercise - What I did this morning
6. Situations and discussion
7. Public and private language
8. Hand out and discuss the *Trusted Adult* activity

This lesson teaches key concepts for *F.L.A.S.H.* Many behaviors are considered to be inappropriate only when they occur in an inappropriate context. Doing the right thing at the wrong time or in the wrong place has gotten many young people into precarious situations.

The discrimination between public and private as two general concepts can be tricky, both to teach and to learn. It is therefore important to clearly define and be specific about places and behaviors that are private, places and behaviors that are considered public. Another subtle distinction to address is whether a place might be considered private to “do” or private to “talk”. For instance we might say to someone, “Come over here so we can discuss that privately”. However the place indicated might not be necessarily considered a “private” place for other behaviors, such as masturbation or certain grooming activities.

Since public and private is such a building block concept for the other work in *F.L.A.S.H.*, be sure your students understand it thoroughly. Review the concepts often, and reinforce this learning through other school and non-school activities, using “Teachable Moments”, and asking, “Is this private?”

## Activities

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**Instead of having students brainstorm places, behaviors and types of clothing that are public or private, have them choose from two offered selections - perhaps in picture form - and either sort or label, the choices as appropriate in public or private.**

### 1. Define Public & Private.

- A. Begin by defining terms. Provide as many concrete examples of each definition as you can think of. Some language that may be helpful is provided below:
- for the general concepts of public and private: *“Public is different from private. Public is when there are many (2 or more) people; private is when there is just one person.”*
  - for the discrimination between public and private places; *“Public places are places where you are likely to see other people as well as yourself. Private places are places where you are usually alone.” It may also be helpful to specify private places as “in your bedroom (unless you share a room) or bathroom by yourself with the door closed.”*
  - for the discrimination between parts of the body that should be covered when in public or when in private: *“When we are in public places, we wear clothing that covers our bodies. Usually, most of our body is covered with clothing, but certain parts of the body are always kept covered in public places. These parts are the breasts, pubic area and bottom on females,*

*the penis, scrotum and bottom on males - the parts covered by our underwear. Sometimes in private places, like the bathroom, or when changing clothes, these parts of the body are not covered.”*

- for the discrimination between private and public behaviors including language:  
*“Public behaviors and language are used when you are with other people, in public. If you behave in public in an appropriate/OK way, people will not think you are strange, will not laugh at you. Other behaviors are considered to be private. Things like going to the bathroom, brushing your teeth, adjusting your underwear, burping, or picking your nose. If you do these private things in public places, people may think you are acting inappropriately, that it is not OK and they may laugh at you or think you are strange.”*

**Modify the brainstormed lists of places, behaviors and items to use them as worksheets. Have three columns - the first is the listing, the second is headed “Public”, and the third is headed “Private”. Leave enough room in the last two columns for the student to place a check mark and write several reasons why they decided the item was public or private.**

**B. Brainstorm** with students, other examples of behaviors that might be considered inappropriate (not OK) because of the place where they occur. Discuss their reactions (what they think, how they feel) if they were to see one of these examples occur - and the probable reactions of other people. Some examples:

- a man is brushing his teeth on the bus on the way to work.
- a man and a woman are kissing and hugging really hard while standing in line at McDonalds.
- a girl is at a group picnic. She stands up on one of the picnic tables, pulls down her pants and goes to the bathroom on the table.
- It may be helpful to use diagrams like these to explain the difference between public and private.

**For more challenged learners, it will be helpful to use diagrams like these to explain the difference between public and private. Definitions may also be changed - to being with other people (public) and being by yourself; alone (private).**



Place the two symbol cards on the table and work with students to decide if pictures should go on top of the private card or on top of the public card. Discuss the reasons for the decisions with the students, remembering that students may understand more than they are able to express.

You may want to divide the class into small groups, with more challenged students in one group, and students with the mildest challenges in another. Activities can be chosen that support the learner objectives but respect individual paces.

Ask students, "Where does underwear go?" Have them point to and then color area in with teacher or assistant outlining underwear regions with a dark marker. Identify these colored areas as "private parts of the body - parts that are not shown when in public places."

## 2. Picture Sorting.

- A. **Collect magazine pictures of places** - both indoors and outdoors, both with people in them and without people in them. A good source for room pictures is furniture store advertising.
- B. **Have students look at pictures and label them as public, private or sometimes public and sometimes private places.**

Pictures can either be:

- sorted into piles, or
- taped to two ends of the blackboard/wall with unclear pictures in the middle. This forms a continuum, and the reasons for posting the pictures in different places can be discussed.

## 3. Body Parts Worksheet

- A. **Hand out the body parts worksheet** and colored pens to each student.
- B. **Reread/review the explanation** of parts of the body that are covered in public places, but not necessarily covered in private places.  
*"When we are in public places we wear clothing that covers our bodies. Usually, most of our body is covered with clothing, but certain parts of the body are always kept covered, in public places. These parts are the breasts, pubic area and bottom on the male, the penis scrotum and bottom on males - the parts covered by our underwear. Sometimes in private places like the bathroom, or when changing clothes, these parts of the body are not covered."*
- C. **Have students identify and color in** the parts of the body that must be covered when in public places.
- D. **Brainstorm with students** which parts of the body should be covered in different places. Explore confusing situations - (like in a doctor's office, or when changing into a swimsuit in a room without separate cubicles) Use the list of places given below as a starting point and add your own.
  - at the beach
  - at school
  - at a party
  - getting dressed to go to a friend's house
  - getting changed into a swimsuit in a public change room
  - at the doctor's office - in the waiting room, in the doctor's office, and on the examining table.

**For some learners it may be more useful to work with only a few pictures (2 or 3 of each example) and lead the discussion more actively.**

**Describe for students what you, the teacher, did this morning to give concrete examples.**

#### **4. Sorting Pictures**

- A. **Divide students into small groups** and give each small group a stack of magazine pictures of people wearing different kinds of clothing (a good source are advertisements from clothing stores. Be sure to include underwear and bathing suit pictures in the collection.)
- B. **Have students sort the pictures into piles** - one pile for people wearing clothing that covers only private parts, one pile for people wearing clothing that covers more than private parts. Discuss that some clothing is appropriate for wearing in public places, some is appropriate for wearing only in private places (underwear) and must be covered with other clothing.

#### **5. Group Exercise - "What I Did This Morning"**

- A. Have students brainstorm a list of behaviors that occurred this morning on their way to school.  
**Some behaviors might include:**
- going to the toilet
  - brushing teeth
  - eating breakfast
  - getting dressed
  - making lunch
  - grooming
  - using transportation
  - putting lunch away at school
  - greeting friends & teacher
- B. **Have the students label the behaviors** as public or private behaviors, and explain the reason for their label.

#### **6. Situations & Discussion**

- A. **Read the following situations** out loud to the students, one at a time, following each with steps B, C & D.
1. *Mary was riding the bus to school and sitting with her friend Joanne. Joanne said "Mary, you must really have been in a hurry this morning! Your shirt is on backwards!" Mary looked closely and saw that yes, her shirt was on backwards. She knew that that was the wrong way for her shirt to be, so she took it off and put it on the right way, right there on the bus! Other students who were riding the bus started to laugh, some of them whistled and pointed, and one boy reached over and tried to touch Mary.*

2. *Bill got changed after gym class and discovered that the zipper on his jeans was broken. He could not pull it up. He wasn't sure what to do about his problem so he decided to get some help. Bill took off his jeans, walked out in his underwear and went to his next class. Other kids in the hallway pointed and stared, a few kids laughed and one kid yelled, "You pervert!"*
3. *Bill's underwear shrunk in the wash. Bill didn't know what was wrong, but it seemed like his pants were very uncomfortable, especially during spelling class. So Bill pulled at his pants to try to make them more comfortable. Other students in the class started to giggle, and snicker, and point at Bill, and the teacher asked "Is something wrong?" Bill said "My pants are pinching my cock! That's what's wrong!" The students burst into laughter, and Bill's face turned very red - he was very embarrassed and didn't like being laughed at.*

- B. **After each scenario, ask students for feedback.** Why do they think the students acted as they did? What was inappropriate/not ok about the behaviors or the place?
- C. **Have students suggest alternative behaviors or places** that would be considered appropriate.
- D. **Roleplay the situations**, with appropriate changes roleplayed by student volunteers. It is important not to practice errors in judgment, though, so if you role-play, role-play the change, not the initial situation. All students can participate in the role-playing by being 1) other students on the bus, 2) classmates in either the change room or in the hallway, or 3) classmates.

#### 7. **Public & Private Language**

The last situation brings up the use of different types of language. Some words and topics are okay/appropriate to use and discuss in public situations and some are not okay/inappropriate (may embarrass others).

- A. **Have students list words** they know for different parts of the body (including genital anatomy), and different functions of body parts (including reproduction and toileting), and write them on the board.
- B. **Ask students to identify** whether or not the words or topics are OK/appropriate for discussion:
  1. in the classroom during **F.L.A.S.H.** class (Yes)
  2. when talking with their friends (Maybe)
  3. when talking with a trusted adult (Yes)
  4. at the dinner table with guests present (No)
  5. during a school assembly (No)

**This activity can be considered optional for non-verbal listeners.**

- C. **Identify situations where it is important to use whatever word you know in order to get your message across** (e.g. if you are hurt, if you have been touched in a bad or scary way and are telling someone you trust about it, if you have a question for the adult you trust).
- Explain further that in this class about how bodies work, students should try first to think of the medical word to ask their questions. If they only know the slang word, however, then students should use whatever word they know to ask questions; the teacher will answer using the correct medical word.
- 8. Hand out and discuss the *Trusted Adult* letter.**

# Dear Trusted Adult,

In class we talked about the concepts of Public and Private. We learned about places, parts of the body and behaviors that are considered public and private. We also learned about other people's reactions when someone does something private in a public place, or in an inappropriate way.

Since different people think differently about what is public and what is private, it would be helpful to discuss specific parts of your home that you consider public or private.

It would also help to identify topics of conversation that you consider appropriate or inappropriate/okay or not okay under different circumstances.

The following questions are provided for you to discuss to reinforce learning from class.

**Questions (use only the questions that seem appropriate to you):**

1. What is our home rule about using the toilet/shower?
2. What is our home rule about dress - what parts of our home can I be in without clothes, with only underwear on, with pants and shirt (fully dressed)?
3. What is our home rule about me touching my own body? What about touching my genitals? Where in our house is that okay?
4. What are the private places in our house? What are the private places in our neighborhood? What are the private places in our community?
5. What are the public places in our house? What are the public places in our neighborhood? What are the public places in our community?
6. What is ok to do in each of these places? (urinate, read a book, take a bath, get dressed, hug a friend)

If you have any questions or comments, please call me.

Sincerely,

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Teacher, Principal or Nurse

**NOTE: All Trusted Adult Exercises are Optional.**



# Body Parts Worksheet

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