

Session 6.3

Gender Reflection, Emotional Needs, Identity, and Self Concept

Session Overview:

1. Review Session 6.2 using Puberty Review PowerPoint.
2. Pass out blank question cards only to those students that need them.
3. Create teams by gender to complete the, What I Like About Being A Boy/Girl handout. Facilitators may also use Alternative Inclusive version What I Like About my Gender handout.
4. Discuss emotional needs using the PowerPoint, handout, and skits.
5. Distribute Emotional Needs cards for skits or Alternative Inclusive version and have participants present.
6. Discuss healthy and unhealthy ways to meet emotional needs and the importance of avoiding risky behavior.
7. Distribute I Am Poem.
8. Collect completed Parent/Trusted Adult Connection Form from Session 6.2: Puberty
9. Collect completed question cards.
10. Distribute the Parent/Trusted Adult Connection Form Session 6.3: Emotional Needs/Identity Reflection or Alternative Inclusive version.

Learning Objectives:

- Participants will recognize their emotional needs and identify positive personal character traits in healthy friendships.
- Participants will become familiar with the relationships between one's character, self-sufficiency, and maintaining the expected standard of abstinence from risky behaviors, including sexual activity as a teenager.
- Participants will identify different feelings and emotions that teens experience during puberty.
- Participants will be able to identify their own positive character traits that will help them grow into self-sufficient young adults.

Classroom Planning:

- Review the curriculum content for this session.
- Make copies of handouts.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Giant pad of paper, markers
- Puberty Review PowerPoint (6.3.1)
- Emotional Needs PowerPoint (6.3.3)
- Emotional Needs Scenarios/Skit Cards (6.3.4) or Alternative Inclusive version ([6.3.4 I](#))
- Handouts:
 - What I Like About Being a Boy/Girl (Handout 6.3.2) or Alternative Inclusive version What I Like About my Gender ([Handout 6.3.2 I](#))
 - Emotional Needs (Handout 6.3.3)
 - I Am Poem (Handout 6.3.5)
- Parent/Trusted Adult Connection Form Session 6.3: Emotional Needs/Identity Reflection or Alternative Inclusive version [Session 6.3 I](#)
- Question bag
- Question cards

The Standards:

- See Appendix E for a list of state and national standards met in this session. Individual State Standards by Request.



PPT Slides: Puberty Review



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Notes:

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Notes:

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Notes:

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[Let students know that if they need a question card or an extra one to please go see an educator.]

Notes:

Notes:**Educator states:**

Yesterday we talked about puberty and we talked about how boys and girls have experience some similar and some unique changes.

Today we are going to take some time and think about what you like most about being a boy or a girl. You can also think about what you like about your gender. We are going to break you up by gender. Choose someone to write the answers on paper for the group to come up with a list.

[Pass out one What I Like About Being a Boy (Handout 6.3.2) to the boy's group and pass out What I Like About Being a Girl (Handout 6.3.2) to the girl's group.

Suggested inclusion adaptation: Keep the group together and do this activity as a whole group using What I like about my gender [6.3.2 I](#).)]

[It's important to say that boys and girls or both genders may have some of the same things on their lists and that is OK. This is not a competition.]

Educator highlight:

When they are finished, make two large circles on the board and write "boys" or "girls" in the middle. Write the students' lists inside the respective circles. Discuss how there are special and unique things about each gender.

We can see that there are special and unique things about girls and boys.

(Inclusion adaptation: We can see that there are special and unique things about our genders.)

We can also see that there are a lot of things that we share in what we like about being ourselves. Remember, we need to respect each other and respect the ways that we are different.



Notes:**Educator states:**

Yesterday we talked about puberty and the changes that happen to both boys and girls. Physical changes aren't the only changes that happen during puberty. Your mind and emotions change as well. So the way you think about things and the way you feel isn't the same as it used to be. What you thought was cool and exciting at 8 years old probably isn't as exciting to you now; you're probably responsible for a lot more now than you were when you were younger.

The way you think about friends is different, too. Many of you might want to hang around your friends a lot more than you did when you were younger. We talked earlier about why we have friends.

This is because we all have emotional needs, whether we are girls or boys. We have friends because we want them to meet some of these needs. What are some of the needs that we are talking about? We have a handout that lists some of these needs. I am going to go over them now and then we are going to have an activity to help us better identify what those needs look like.

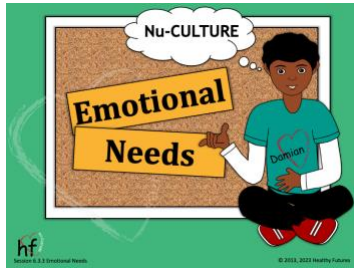
Educator highlight:

Refer to the "Script for Emotional Needs PPT" sheet as you prepare for the Emotional Needs Power Point presentation.

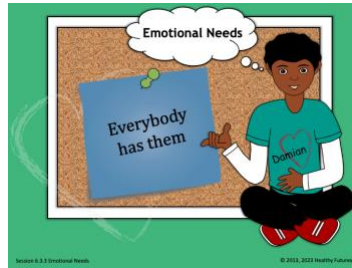
[Pass out Emotional Needs handout. Present Emotional Needs Power Point and have students follow along.]



PPT Slides: Emotional Needs



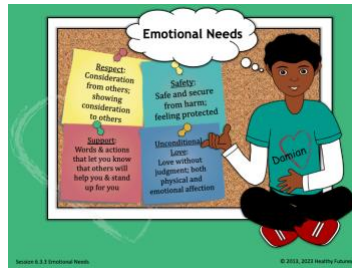
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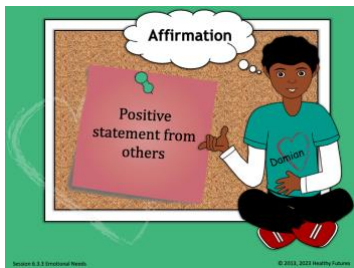
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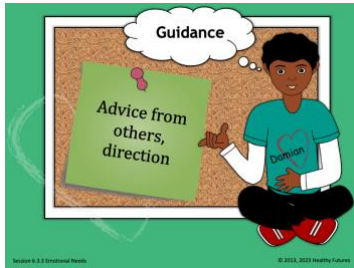
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Notes:

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Notes:

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Notes:

Notes:**Educator states:**

Now I am going to partner you up with a classmate for our next activity. I am going to pass out a card to each of you that has a different emotional need on it. One side has the emotional need with its definition. The other side provides a scenario and a skit that you and your partner will act out. Some of the skits show the emotional need being met, others show the need *not* being met. Even though what you will say is already written out, you can add your own personality and style to the character you play, make it fun!

Alternate option if time does not permit:

I will need a volunteer to act out a scenario in front of the class. Your classmates will answer what emotional need is being acted out and whether or not it is being met in a healthy way.

[Alternative Inclusive version of Emotional Needs Scenarios, Skit cards [6.3.4.1](#)]

Educator highlight:

The skits for Respect and Support show the emotional need **not being met**. Be sure that one of these is presented to class.

[Have 2-3 groups present skits, more if time allows. Educator read the scenario. Give positive feedback after each one.]

As we can see from these presentations, as well as in life, we all have these needs and there are positive and healthy ways to get them met. There are also unhealthy ways to get needs met.

For example, if we want to belong we might try to fit in with the people that are doing risky behaviors, just to feel like we are part of the crowd. If we want to be recognized, we might show off and try to do something that might be dangerous.

We need to remember to choose healthy ways to get our needs met. That's why we need to choose friends that are going to meet some of these needs in a healthy way. That's what being a real friend is about.



Notes:**Educator states:**

We are all unique individuals and we all have things about us that are special. Another activity that we want to do with you is to have you write a short poem about the things that you think are special about you. This will be something that you can bring home and show your parents/guardians or trusted adult if choose to share your poem.

To help you write this poem, we have a handout that we are going to pass out to you.

[Pass out the I Am Poem handout.]

Educator highlight:

Read over the handout and explain how students are to fill in the blanks. Give examples. It might be helpful for educators to write their own to share with the students so they have a better idea of the exercise.

We are going to take time now to share some of our poems.

[Have student volunteers share their poems or offer to read a student's poem for them if they do not wish to. Make sure the audience is respectful. Give lots of positive feedback after each one.]

You have all done a great job with your poems! Even though we didn't get to hear everyone's poem, we believe that they are all special and unique. We got to know each other a little better and now you all have poems you can bring home and share with your family and friends if you want to do that.



Notes:**Educator states:**

Today we discussed what's unique about boys and girls and the things that make us special as individuals. In your **I Am Poem**, you got the chance to think about yourself and reflect on what makes you special. The poems helped us look at the unique characteristics of each individual and the importance that can have in a relationship.

We also discussed emotional needs, which we all have, and that are the same for both boys and girls.

As you go through puberty, you will find your emotional needs are more and more important. As we learned today, we have to address emotional needs in a healthy way. By making good choices and choosing good friends, you are setting yourself up for a healthy and positive future. Remember, even in your relationships,

The choices you make...**NOW** will affect you...**LATER!**

[Pass out Parent/Trusted Adult Connection Form Session 6.3: Emotional Needs/Identity Reflection or Alternative Inclusive version [Session 6.3 I](#) and collect completed question cards.]

