

DIFFERING ABILITIES

Public and Private



SUPPLEMENTARY RESOURCES:

1. HANDOUT 1: Private vs. Public Checklist
2. HANDOUT 2: Private/Public Places Assessment
3. HANDOUT 3: Private/Public Activities
4. CARDS1: Private/Public Places
5. CARDS 2: Private/Public Activities



- Ensure that ground rules are established before starting your classes. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- To clarify the issue of privacy, it is extremely important that a student with different physical abilities be aided in toileting, dressing and hygiene in a private setting in a respectful and dignified fashion.



EXPERIENCE

Students will define their daily activities as either public or private or both.

MORNING DISCUSSION:

1. Ask your students:
 - a. What did you do this morning? List the activities / behaviours on the board.
 - brushing teeth, going to the bathroom, changing clothes, and eating breakfast.
 - b. Which of these behaviours / activities are “public” or “private”? On the board, circle those activities identified as “private.”



INFORMATION

Students will be able to list body parts, places and behaviours associated with public and private.

DEFINING PUBLIC AND PRIVATE

1. Define each of the following terms. Then ask your students to come up with examples for each term.

a. Private Body Parts: means three things.

- No one can touch your body without your permission.
- No one can see your body without your permission.
- Your body should not be shown to anyone who does not want to see it.
- These are parts that are covered by a bathing suit or underwear.

b. Public Place

- A place where there is more than 1 person.
- Places where you are likely to see other people.

c. Public Behaviour

- Things you can do when you are with or around other people.

d. Private Place

- A place where there is only one person.
- A place in which you are usually alone.

e. Private Behaviour

- Things you do only when you are by yourself.
- Should occur in an appropriate private place.
- brushing teeth, picking nose, adjusting underwear, going to the bathroom.

2. Go back to the list on the board from the Experience activity. Correct it by making sure the students have appropriately categorized their activities as “private” or “public.”



APPLICATION

Students will be able to determine places and activities that are private and public.

Choose one or two of the following options that best suit the level of your students.

OPTION 1: PUBLIC VERSUS PRIVATE PLACES / ACTIVITIES

1. Post the titles “Private” and “Public” on the wall.
2. Hand out Cards 1: **Private/Public Places**, one to each student. It may be best to laminate the cards for future use.
3. Have students place each card under the title which best fits the place described.
4. As a class, review the card placements and make the necessary changes.

PRIVATE	PUBLIC	
<ul style="list-style-type: none"> • Bathroom • Bedroom 	<ul style="list-style-type: none"> • Classroom • Kitchen • School yard • Park • Shopping mall • Church • Swimming pool • Cafeteria 	<ul style="list-style-type: none"> • Living room • Hospital • Computer chat rooms • Bus stop • Hallways • Restaurants • Football field • Library

5. Finally, ask your students to list places (at home or in other places) it is permissible to be without clothing.
6. Repeat steps 2 and 3 with Cards 2: **Private/Public Activities**.
7. As a class, review the card placements and make the necessary changes. Explain the activities that the students do not understand.

PRIVATE	PUBLIC
<ul style="list-style-type: none"> • Putting on make-up • Brushing teeth • Bathing • Going to the toilet • Getting dressed or undressed • Putting on deodorant • Shaving • Cleaning your nose • Cleaning your nails • Kissing 	<ul style="list-style-type: none"> • Eating lunch • Playing soccer • Riding the bus • Exercising • Talking on the phone (depending on the conversation) • Singing • Dancing • Watching TV • Reading a magazine • Playing video games

OPTION 2: WHAT'S PRIVATE AND PUBLIC

1. Have your students look through magazines and tear out pictures of various places indoors and outdoors.
2. Then have your students identify these locations as public or private. Pictures can be sorted into 2 separate boxes and then together, have your students glue the pictures on 2 large pieces of poster board marked "Public" and "Private."



- For purposes of this class, students should only identify the bedroom and the bathroom as private places. All other locations are public
- If students are able to understand more abstract concepts, they can also be told that other locations are considered private if the person is alone or with one other person and others can not see them or hear them. E.g. A living room can be a private place to talk to a parent about something private, if no one else is around.

3. Hang up the 2 posters on opposite sides of the room. Tell students that you are going to name some activities now. If the activity is private, go stand by the poster that says private. If the activity can be done in public, go stand by the sign that says public.

PRIVATE	PUBLIC
<ul style="list-style-type: none"> • Putting on make-up • Brushing teeth • Bathing • Going to the toilet • Getting dressed or undressed • Putting on deodorant • Shaving • Cleaning your nose • Cleaning your nails • Kissing 	<ul style="list-style-type: none"> • Eating lunch • Playing soccer • Riding the bus • Exercising • Talking on the phone (depending on the conversation) • Singing • Dancing • Watching TV • Reading a magazine • Playing video games

OPTION 3: MATCHING OPPOSITE BEHAVIOURS:

In this activity, students will be matching a “Private” behaviour with a “Public” behaviour.

1. Divide the class into pairs or groups of 3 to 4.
2. Using Cards 2: **Public versus Private Activities**, give each pair or group a complete set of 18 shuffled cards.
3. Have students place the cards face down in 3 rows of 6 in such a way that no-one sees what is written on any of the cards.
4. One player then begins by picking up any two cards and showing them to the group. If the player believes the cards are a match (one is a private behaviour and the other one is a public behaviour), he or she says so and keeps the cards. If the player believes the two cards are not a match, he or she returns them face down to the same positions from where they were taken. Then the next player to the left picks up any two cards, and so on.
5. The game continues until all the cards have been claimed as 'matches', with the player having the most cards at the end winning.
6. If players believe a pair of cards claimed as a 'match' is not, in fact, a match, they may ask for the teacher to check. If it is a match, the player picking up the cards keeps them. If not, they are returned to the same positions face down from where they were taken.



ACTION

Students will know the difference between public and private places and behaviours.

Choose one or two of the following options that best suit the level of your students.

OPTION 1: SCHOOL TOUR

1. Students will go on a school tour identifying “Private” and “Public” places. Places should include lockers, teacher’s desk, bathrooms, nurse’s room, main office, cafeteria, etc.

OPTION 2: PUBLIC AND PRIVATE PLACES IN THE HOME

1. As a homework assignment, have parents or guardians and students create a basic floor plan of their home.
2. On the floor plan, identify which rooms are private and which ones are public for the student.
3. Then have them identify rooms that are private for:
 - a. Parents
 - b. Siblings
 - c. Guests
 - d. Other members of the family
4. When back in class, have your students role-play knocking on closed doors or responding to a knock on a closed door.



ASSESSMENT

Choose one or two of the following options that best suit the level of your students.

OPTION 1: WHO CAN YOU TALK TO

Ask each student to tell you who they can talk to about this topic of sexuality and where it is okay to talk about this topic.

OPTION 2: PRIVATE VERSUS PUBLIC CHECKLIST

Using Handout 1: **Private versus Public Checklist**, have students determine if the activities listed are “Private” or “Public.” This handout can also be used as a homework assignment to be completed with a parent or guardian.

OPTION 3: PRIVATE/PUBLIC PLACES

Have students individually complete Handout 2: **Private / Public Places**.

OPTION 4: PRIVATE/PUBLIC ACTIVITIES

Have students individually complete Handout 3: **Private / Public Activities**.



Keep in mind that all students do not live in a “traditional” family nor do they have equal opportunities for open discussion with their “family.” Although it is best for students to complete this assignment with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.

REFERENCES

Rouse, G.R. and Birch, C.P. (1991). *Socialization & Sex Education: The Life Horizons*. James Stanfield Company, Inc.

Siegal, P.C. (1991). *Changes in You: An Introduction to Sexuality Education Through an Understanding of Puberty*. James Stanfield Company, Inc.

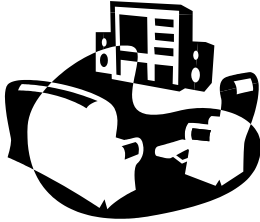
PUBLIC vs. PRIVATE CHECKLIST

- If the activity is Private, put a check mark in the **Private** box.
- If the activity is Public, put a check mark in the **Public** box.

	PRIVATE	PUBLIC
Kissing		
Getting dressed		
Watching TV		
Cleaning your nails		
Taking a shower		
Reading a magazine		
Brushing your teeth		
Talking on the phone		
Shaving		
Putting on make-up		

PRIVATE/PUBLIC PLACES

Living Room



Park



Kitchen



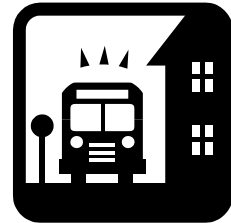
Bathroom



Classroom



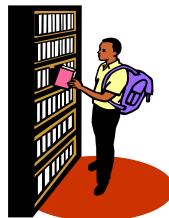
Bus Stop



Cafeteria



Library



Bedroom



PRIVATE/PUBLIC ACTIVITIES

In each box, check if the activity is “**Private**” or “**Public**.”

Dancing



___Private ___Public

Brushing Teeth



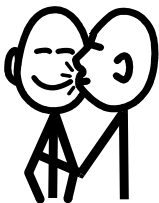
___Private ___Public

Taking a Bath



___Private ___Public

Kissing



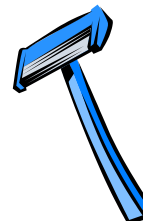
___Private ___Public

Reading



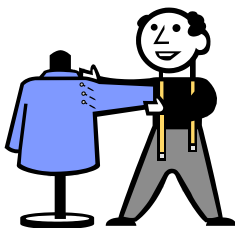
___Private ___Public

Shaving



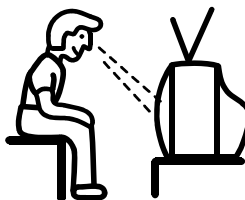
___Private ___Public

Getting Dressed



___Private ___Public

Watching TV



___Private ___Public

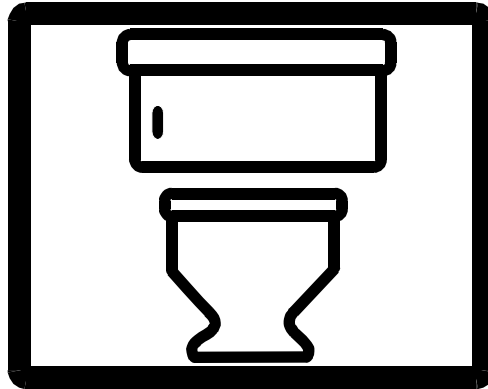
Putting on Makeup



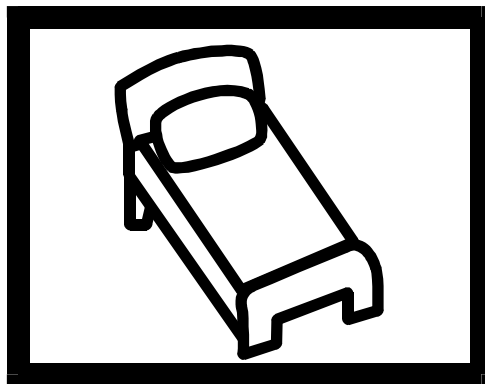
___Private ___Public

PRIVATE/PUBLIC PLACES CARDS

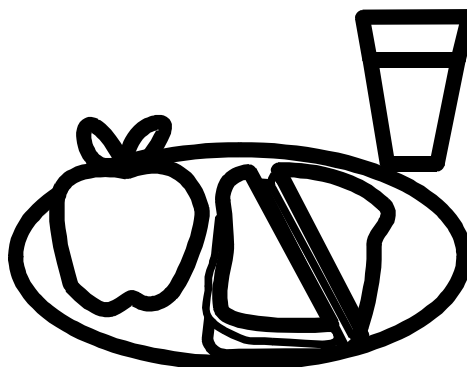
Bathroom



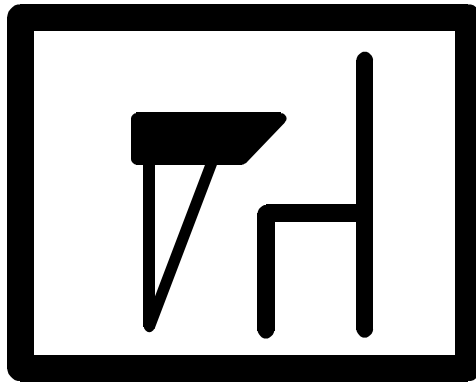
Bedroom



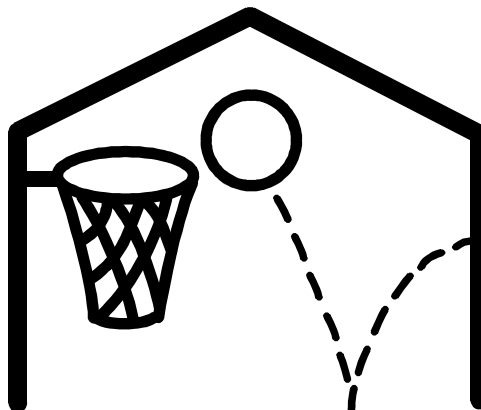
Cafeteria



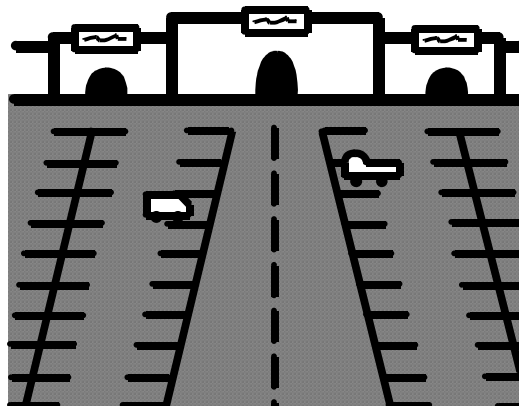
Classroom



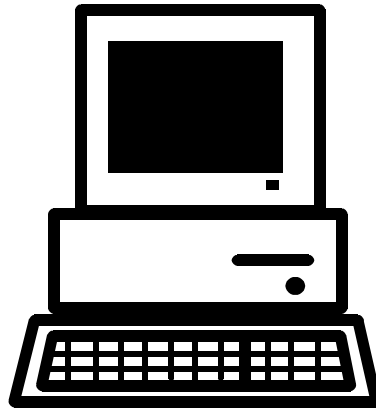
Gym



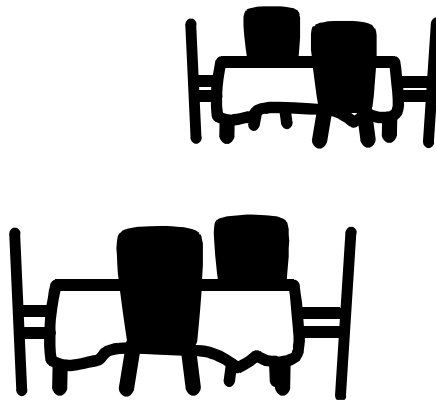
Shopping Mall



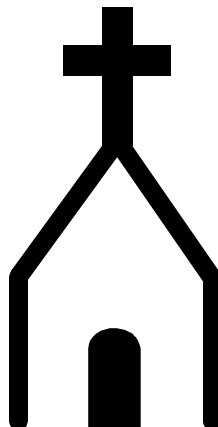
Computer Chat Room



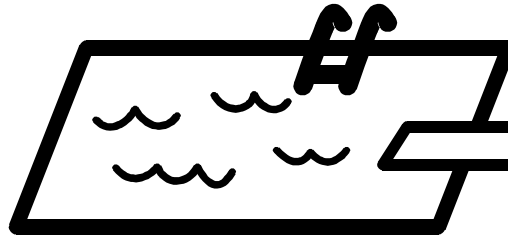
Restaurant



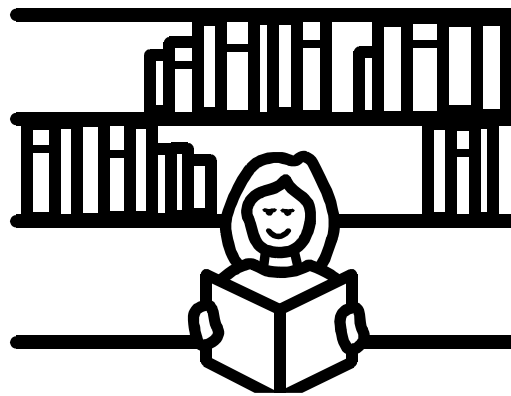
Church



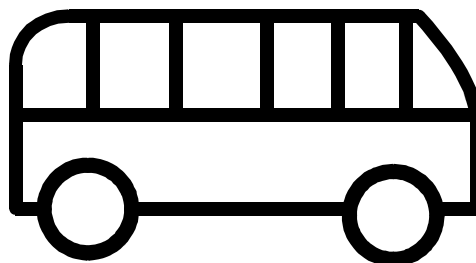
Swimming Pool



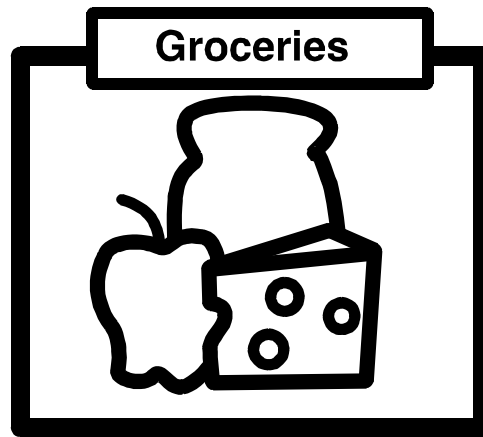
Library



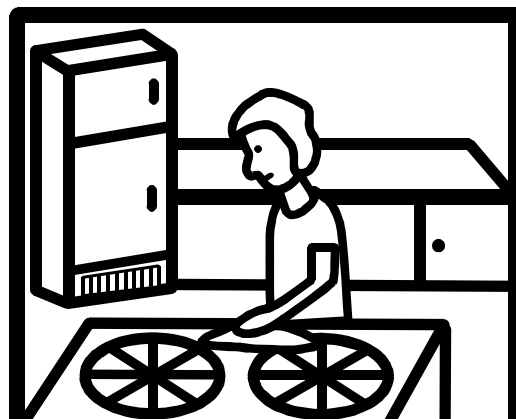
Bus Stop



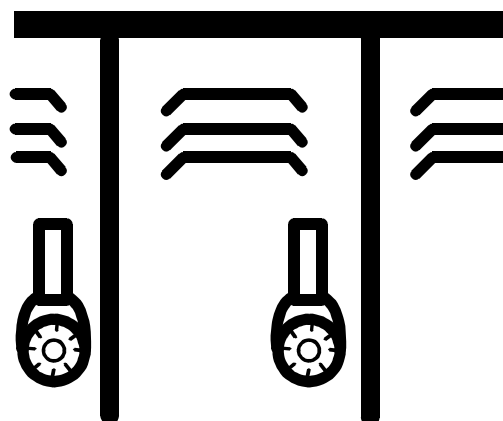
Grocery Store



Kitchen



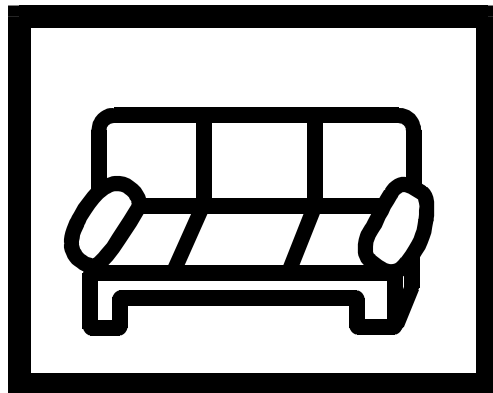
Locker



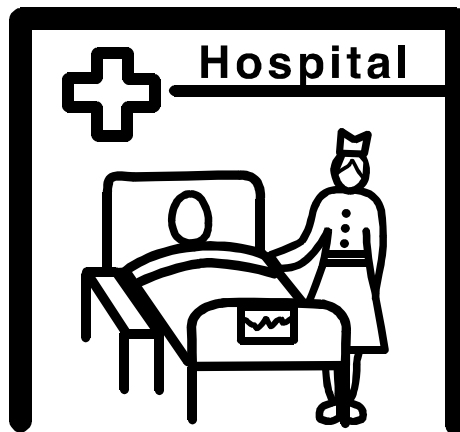
Park



Living Room

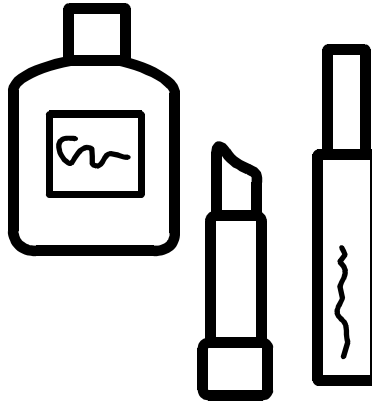


Hospital



PRIVATE/PUBLIC ACTIVITIES CARDS

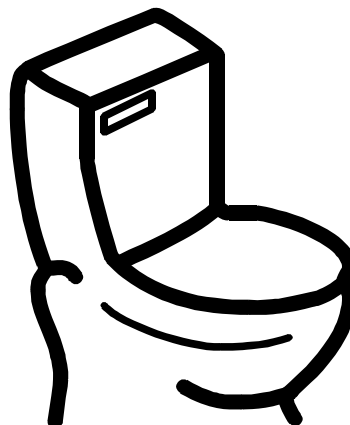
Putting on Makeup



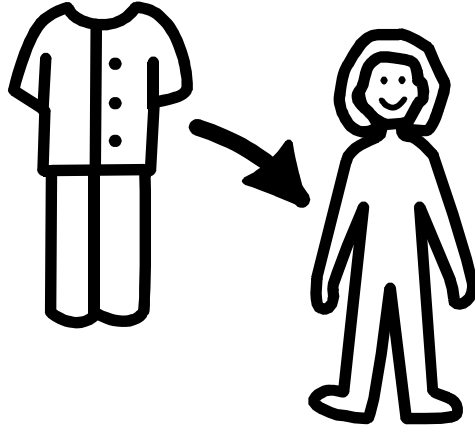
Bathing



Going to the Bathroom



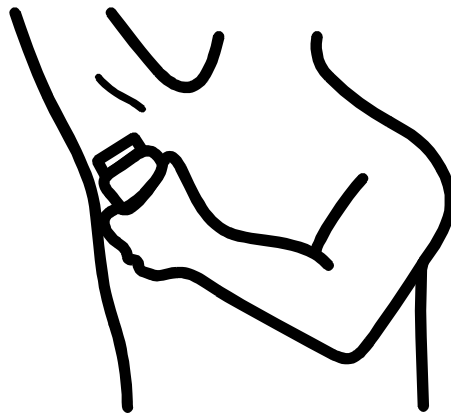
Getting Dressed



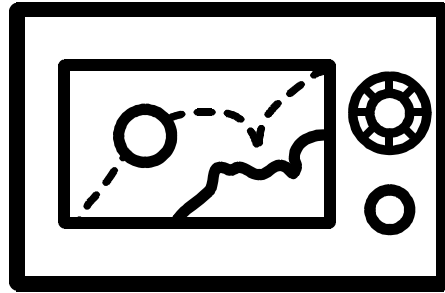
Shaving



Putting on Deodorant



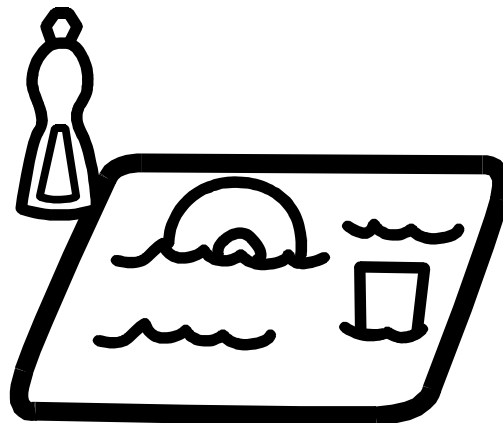
Playing Video Games



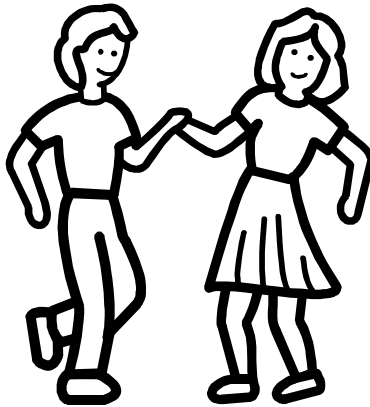
Cleaning Your Nose



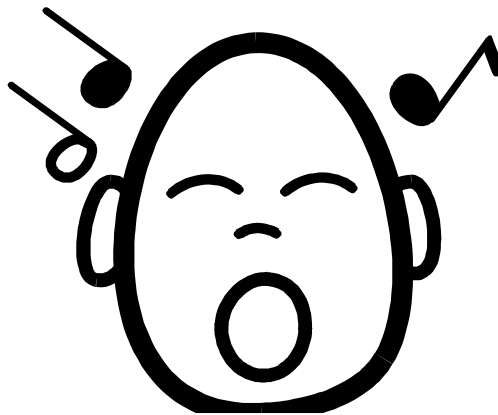
Washing Dishes



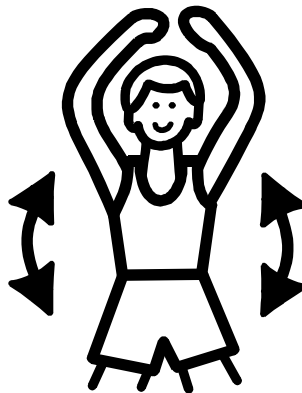
Dancing



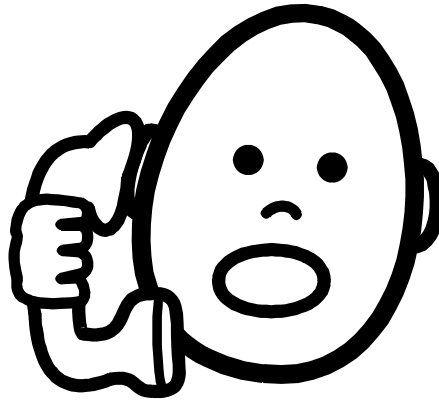
Singing



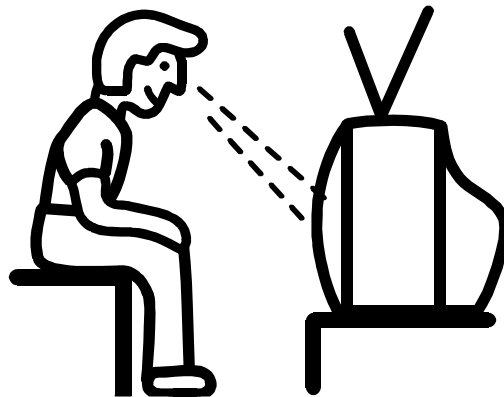
Exercising



Talking on the Phone



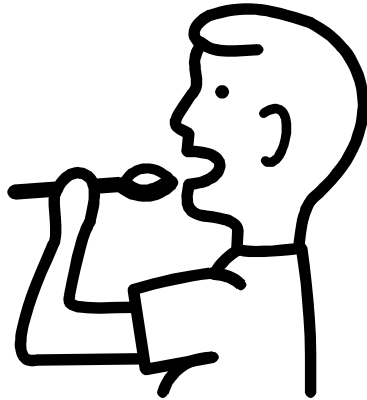
Watching TV



Reading a Magazine



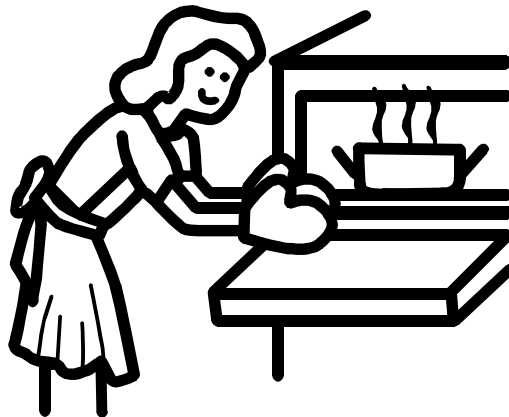
Eating Lunch



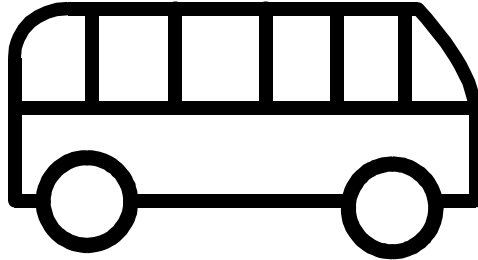
Cleaning Your Nails



Cooking



Riding the Bus



Brushing Your Hair

