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| **Topic** | *Sexual Education* | | | **Unit Title** | *FLASH-7th Grade* | |
| **Grade Level Outcomes** | | | | * For full standards refer to the Highline Curriculum Grid * H1.Se1.7a * H1.Se4.7b * H1.Se4.7c * H1.Se4.7a * H1.Se.3.7 * H1.Se5.8b * H1.Se6.7a * H3.Se5.HS * H4.Se5.7b * H1.Se4.HSb * H8.Se4.HS * H1.Se4.8c * H1.Se5.7 | | |
| **Lesson Description (Teacher Role)** | | | | | **Learning Outcomes** | **Lesson Activities (Student Role)** |
| **# 1** | **Title:** | **Introduction** | | | * Students will be able to explain the importance of APPLE for the FLASH Unit. * Students will be able to understand the process for anonymous questions. * Students will be able to demonstrate mutual respect for each other through positive participation. | * Students will fill out a chart on APPLE. * Students will brainstorm how APPLE will create a safe and respectful class environment through small group discussion * Students will have an all class discussion on the importance of FLASH for a positive learning environment. * Students will practice asking anonymous questions: They can use any topic to ask a question. |
| **Time:**  **50 min** | An introduction of the FLASH unit and class expectations. Students will learn how to interact with each other while learning about sensitive topics that require special consideration and mutual respect. The information students learn in this lesson will be the basis for the unit. Students will learn how to ask anonymous questions and how to talk about sexual health openly and honestly.  \*Link to full lesson below  <http://www.kingcounty.gov/depts/health/locations/family-planning/education/FLASH/middle-school/~/media/depts/health/family-planning/documents/middle-school/Grades78Lesson1.ashx> | | | |
| **# 2** | **Title:** | **Pregnancy and Reproduction** | | | * Students will describe basic reproductive organs and their functions. * Students will describe conception and its relation to the menstrual cycle. * Students will describe the signs and symptoms of pregnancy | 1. Students will fill in reproductive system diagrams (4). 2. Students will participate in a reproductive system and pregnancy game. 3. Students can ask pregnancy and reproductive system questions (Q&A) \*If time. 4. Students will complete the exit task |
| **Time:**  **50 min** | An overview of basic reproductive organs and their functions is provided in a lecture format, while students follow along on a worksheet. Small groups compete for points by answering questions related to pregnancy and the reproductive system. The lesson concludes with an explanation of FLASH Family Homework.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-1-reproductive-system-and-pregnancy/> | | | |
| **# 3** | **Title:** | **Sexual Orientation and Gender Identity** | | | * Students will explain that everyone has a gender identity and a sexual orientation, and differentiate between them. * Students will communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. | 1. Small group vocabulary definitions activity. 2. Teacher answers common questions\*\*\*\* (Use the answer cards for your own reference but ask for student volunteers for possible answers and then do the correcting/confirming of answers yourself.) 3. Student led questions \*\*\* (Give students time to develop and ask questions) 4. Students will complete the exit ticket |
| **Time:**  **50-60 min** | Students learn the definition of identity and the importance of feeling positively about our identities. Sexual orientation and gender identity are introduced as two categories of identity held by everyone. Students learn common terms and foundational information related to these concepts through small- and large-group activities. They discuss strategies that help people develop pride in any of their identities and practice applying these strategies to a scenario about sexual orientation and gender identity.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-2-sexual-orientation-and-gender-identity/> | | | |
| **# 4** | **Title:** | **Dating Rules** | | | * Explain the qualities of a healthy dating relationship. * Collaborate with others to advocate for safe, respectful and equitable relationships. | 1. Students will do the warm-up. 2. Students will brainstorm and discuss dating behaviors. 3. Students will review state law on consent. 4. Students watch “Consent for Tea” 5. Students complete exit task. |
| **Time:**  **50-60 min** | Students brainstorm common behaviors, both positive and negative, for each step of dating. Acting as the Presidential Teen Dating Commission, they work in small groups to develop dating rules that would result in healthier relationships. Students vote for their favorite new rules, setting positive norms for healthy dating behaviors.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-3-rules-of-dating/> | | | |
| **# 5** | **Title:** | | **Abstinence/Saying No** | | * Students will define sexual abstinence as it relates to pregnancy and STD prevention. * Students will demonstrate effective peer refusal skills to avoid sexual risk behaviors. | 1. Students will complete the warm-up. 2. Class discussion on Abstinence. 3. Students will learn the 4 steps for refusal skills. 4. Students will complete the scenarios in small groups. Review answers as a whole class. 5. Students will complete the exit task. |
| **Time:**  **50-60**  **min** | Students define abstinence and learn the steps to refusing effectively. In small groups, they practice using refusal skills and observe their peers modeling effective refusal skills.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-4-saying-no/>  \*\*Can show “Consent w/ Tea” video.  Consent for Tea: <https://www.youtube.com/watch?v=Gp6alIALDHA> | | | |
| **# 6** | **Title:** | | **HIV/STDs** | | * Student will describe the benefits of sexual abstinence as the safest, most effective risk avoidance method of protection from STDs. * Student will describe the benefits of condoms in reducing the risk of STDs. * Student will describe the benefits of testing in reducing the spread of STDs. * Student will state a health-enhancing position on the prevention of STDs supported with medically accurate information. | 1. Students will complete the warm-up activity. 2. Students will participate in the STD review activity. 3. Students will questions about HIV/STDs (Q&A). 4. Complete Exit Ticke |
| **Time:**  **50-60**  **min** | Students review STD transmission by doing a True/False activity. Students will then ask questions about HIV/STDs.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-5-preventing-stds/> | | | |
| **# 7** | **Title:** | | **Condoms** | | * Student will describe how condoms can reduce the risk of HIV and other STDs. * Student will describe how condoms can reduce the risk of pregnancy. | 1. Students will complete the warm-up. 2. Students will brainstorm condom benefits in a small group. 3. Students will participate in a whole class discussion creating norms for condom use. 4. Students complete the individual homework with a partner as classwork. 5. Students complete exit ticket. |
| **Time:**  **20-30**  **min** | The lesson focuses on encouraging the correct use of condoms for students who may need condoms now or in the future. The lesson opens with a brainstorm about the benefits of condoms, and sets positive norms for condom use. The lesson concludes with students setting their own goals with regard to condoms.  **\*Bulk of lesson (in below link) should be skipped because there is no state standard for knowing condom steps for 7th graders. Feel free to combine lesson 7 & 8 together.**  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-6-condoms-to-prevent-hiv-and-other-stds/> | | | |
| **# 8** | **Title:** | | **Birth Control Methods** | | * Students will describe how birth control methods can reduce the risk of pregnancy. * Students will define emergency contraception and its use. * Students will describe the benefits of birth control methods. * Students will identify resources for reproductive and sexual healthcare services. | 1. Students will complete the warm-up 2. Students will brainstorm types of birth control they have heard of. 3. Students will work in pairs to assign each method to the category that it belongs in. 4. Students will then participate in a walk around and write down their answers on the appropriate poster paper. 5. Students will participate in a whole class discussion talking about their answers and teacher will debrief on right/wrong answers and groupings. |
| **Time:**  **50-60**  **min** | The overall purpose of the lesson is for students to learn about birth control methods while developing positive attitudes and positive peer norms about birth control. Students first work in small groups to study their assigned method of birth control. In a full-class activity, the teacher reads aloud a statement about birth control and each small group must determine if the statement is true for their method. There is brief class discussion between statements. The class concludes with students making observations about the positive aspects of the different methods of birth control.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-7-birth-control-methods/> | | | |

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| **Topic** | *Sexual Education* | | | **Unit Title** | *FLASH-8th Grade* | |
| **Grade Level Outcomes** | | | | * For full standards refer to the Highline Curriculum Grid * H1.Se1.8a * H1.Se4.7b * H1.Se4.8c * H7.Se4.8 * H1.Se4.8a * H8.Se4.HS * H1.Se4.HSb * H4.Se5.7b * H3.Se5.HS * H1.Se6.8b * H1.Se5.8b | | |
| **Lesson Description (Teacher Role)** | | | | | **Learning Outcomes** | **Lesson Activities (Student Role)** |
| **# 1** | **Title:** | **Pregnancy and Reproduction** | | | * Students will describe basic reproductive organs and their functions. * Students will describe conception and its relation to the menstrual cycle. * Students will describe the signs and symptoms of pregnancy | 1. Students will fill in reproductive system diagrams as their warm-up. 2. Students will participate in a reproductive system and pregnancy game. 3. Students will summarize |
| **Time:**  **50-60 min** | **\*Add a brief introduction to FLASH from 7th grade lessons.**  An overview of basic reproductive organs and their functions is provided in a lecture format, while students follow along on a worksheet. Small groups compete for points by answering questions related to pregnancy and the reproductive system. The lesson concludes with an explanation of FLASH Family Homework.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-1-reproductive-system-and-pregnancy/> | | | |
| **# 2** | **Title:** | **Sexual Orientation and Gender Identity** | | | * Students will explain that everyone has a gender identity and a sexual orientation, and differentiate between them. * Students will communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations. * Students will explain why it’s important for people to feel proud of their identities, including their sexual orientation and gender identity. | 1. Students will do the vocabulary activity as a review. 2. Students will answer commonly asked questions w/ the provided answers. 3. Large group discussion on ways to develop pride in one’s identity. 4. Students will analyze a scenario. 5. Students will answer the exit ticket: Explain how a person can develop pride for their identity? |
| **Time:**  **50-60 min** | Students learn the definition of identity and the importance of feeling positively about our identities. Sexual orientation and gender identity are introduced as two categories of identity held by everyone. Students learn common terms and foundational information related to these concepts through small- and large-group activities. They discuss strategies that help people develop pride in any of their identities and practice applying these strategies to a scenario about sexual orientation and gender identity.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-2-sexual-orientation-and-gender-identity/> | | | |
| **# 3** | **Title:** | **Dating Rules** | | | * Explain the qualities of a healthy dating relationship. * Collaborate with others to advocate for safe, respectful and equitable relationships. | 1. Students will do the warm-up. 2. Students will brainstorm and discuss dating behaviors. 3. Students will review state law on consent. 4. Students watch “Consent for Tea” 5. Students complete the Presidential Teen Dating Commission Activity 6. Students complete exit task. \*\*(Use the assessment activity) |
| **Time:**  **50-60 min** | Students brainstorm common behaviors, both positive and negative, for each step of dating. Acting as the Presidential Teen Dating Commission, they work in small groups to develop dating rules that would result in healthier relationships. Students vote for their favorite new rules, setting positive norms for healthy dating behaviors.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-3-rules-of-dating/> | | | |
| **# 4** | **Title:** | **Abstinence/Saying No** | | | * Students will define sexual abstinence as it relates to pregnancy and STD prevention. * Students will demonstrate effective peer refusal skills to avoid sexual risk behaviors. | 1. Students will complete the warm-up. 2. Class discussion on Abstinence. 3. Review 4 steps for refusal skills. 4. Students will complete their assigned scenario and then 3-4 groups will present their scenario to the class. 5. Students will complete the exit task\* (Use the assessment questions) |
| **Time: 50-60**  **min** | Students define abstinence and learn the steps to refusing effectively. In small groups, they practice using refusal skills and observe their peers modeling effective refusal skills.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-4-saying-no/>  Consent for Tea video: <https://www.youtube.com/watch?v=Gp6alIALDHA> | | | |
| **# 5** | **Title:** | | **HIV/STDs** | | * Student will describe the benefits of sexual abstinence as the safest, most effective risk avoidance method of protection from STDs. * Student will describe the benefits of condoms in reducing the risk of STDs. * Student will describe the benefits of testing in reducing the spread of STDs. * Student will state a health-enhancing position on the prevention of STDs supported with medically accurate information. * Student will collaborate with others to advocate for behaviors that prevent STDs. | * Students will complete the warm-up activity. \*\* (What are 3 ways to protect yourself from HIV/STDs?) * Students will participate in the STD review activity.   \*\*Can turn this into a class competition\*\*   * Students will complete their persuasion map. * Students will use their persuasion maps to create a high quality PSA to be displayed or heard school wide. * Students complete exit ticket. (Use the assessment questions) |
| **Time:**  **50-60 min** | Students review STD transmission by doing a True/False activity. Working in pairs or triads, they use a persuasion map to develop convincing argument about preventing STDs. Then pairs/triads create STD prevention Public Service Announcements for social media and share them with the class.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-5-preventing-stds/> | | | |
| **# 6** | **Title:** | | **Condoms** | | * Student will describe how condoms can reduce the risk of HIV and other STDs. * Student will describe how condoms can reduce the risk of pregnancy. * Student will describe the steps to using a condom correctly. | 1. Students will complete the warm-up. 2. Students will participate in whole class review discussion on benefits and norms of condom use. 3. Students will compete in a card sort for the steps of condom use. (offer a reward for the winning group) 4. Students complete the condom solution scenarios. 5. Students will complete the goal setting for condom use. 6. Students complete exit ticket. (Use the assessment questions) |
| **Time:**  **50-60 min** | The lesson focuses on encouraging the correct use of condoms for students who may need condoms now or in the future. The lesson opens with a brainstorm about the benefits of condoms, and sets positive norms for condom use. Students learn correct condom use by assembling condom instructions in the correct order and by observing a teacher demonstration. In small groups, students come up with solutions to common problems related to correct and consistent condom use by responding to scenarios. The lesson concludes with students setting their own goals with regard to condoms.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-6-condoms-to-prevent-hiv-and-other-stds/> | | | |
| **# 7** | **Title:** | | **Birth Control Methods** | | * Students will describe how birth control methods can reduce the risk of pregnancy. * Students will define emergency contraception and its use. * Students will describe the benefits of birth control methods. * Students will identify resources for reproductive and sexual healthcare services. | 1. Students will complete the warm-up. 2. Students will participate in Birth Control Study Groups 3. Students will participate in “The truth about birth control” Activity 4. If time allows, students will participate in the Complete The Sentence activity. 5. Students complete the exit ticket. |
| **Time:**  **50-60 min** | The overall purpose of the lesson is for students to learn about birth control methods while developing positive attitudes and positive peer norms about birth control. Students first work in small groups to study their assigned method of birth control. In a full-class activity, the teacher reads aloud a statement about birth control and each small group must determine if the statement is true for their method. There is brief class discussion between statements. The class concludes with students making observations about the positive aspects of the different methods of birth control.  <http://www.etr.org/flash/flash-curriculum/lessons/middle-school/lesson-7-birth-control-methods/> | | | |