



NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

DIRECTIONS Check your understanding of today’s lesson by answering the following True-False questions.

- T F “Sexual orientation” and “gender identity” mean the same thing.
- T F It can be difficult to talk about sexual health, even though sexuality is a normal part of human development.
- T F Maintaining reproductive health includes getting checkups, monitoring your own symptoms, and seeking accurate health information.

## Part II. Ask a Friend

DIRECTIONS Turn to a partner to check your answers and tell her/him the most important thing you learned during this lesson.

## Part III. Ask Yourself Again

DIRECTIONS How positive are you that you can protect and maintain your sexual health? Circle your answer below.

*Not Positive*

*Very Positive*

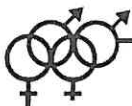
1      2      3      4      5

## Part IV. Ask a Parent or Trusted Adult

DIRECTIONS Discuss/Review with your parent(s) or trusted adult your worksheets from this lesson, and at what age they started seeing changes in their bodies, and what types of health issues run in your family (breast cancer, prostate cancer).

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# Activity Planner

**Step 1.** What activity would you like to do with a friend?

\_\_\_\_\_

Day: \_\_\_\_\_ Start time: \_\_\_\_\_ End Time: \_\_\_\_\_

Describe the activity completely:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Is this activity:** Safe? Yes  No  Healthy? Yes  No  Legal? Yes  No

What friendship skills can be developed by doing this activity?

\_\_\_\_\_  
\_\_\_\_\_

**Step 2.** Share your idea with a classmate, and agree upon an activity you both would enjoy doing.

\_\_\_\_\_

Day: \_\_\_\_\_ Start time: \_\_\_\_\_ End Time: \_\_\_\_\_

Describe the activity completely:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Is this activity:** Safe? Yes  No  Healthy? Yes  No  Legal? Yes  No

What friendship skills can be developed by doing this activity?

\_\_\_\_\_  
\_\_\_\_\_

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T    F    Friendship involves trust, honesty, and communication.
- T    F    The skills and characteristics needed for high quality friendship are the same skills and characteristics needed in a committed long-term relationship or marriage.
- T    F    Both liking and loving involve understanding another person's feelings.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How positive are you that you form safe and healthy friendships with others? Circle your answer below.

*Not Positive*

*Very Positive*

1      2      3      4      5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/Review with your parent(s) or trusted adult the **Friendship Inventory, Liking v. Loving, and Activity Planner** worksheets and ask your parent(s) or trusted adult about the activities that they planned and participated in when they were younger.





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T F If you are being bullied you should do nothing.
- T F Unhealthy relationships involve open communication, mutual respect, and consent.
- T F Calling someone a fag is a form of sexual harassment.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How positive are you that you can avoid unsafe situations?  
Circle your answer below.

*Not Positive*

*Very Positive*

1      2      3      4      5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/review with your parent(s) or trusted adult the **Protect Yourself** worksheet and ask your parents about how you should handle bullying or inappropriate sexual advances.





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T     F     Sexual abstinence is the only certain way to prevent an unplanned pregnancy and to prevent an STI or HIV infection.
- T     F     Planning if and when to have children is part of planning your life.
- T     F     In many states, teens can access free or low-cost reproductive health services.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How positive do you feel about your being able to delay or abstain from sex? Circle your answer below.

*Not Positive*

*Very Positive*

1            2            3            4            5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/Review with your parent(s) or trusted adult your worksheets from this lesson, as well as your family's values and beliefs regarding sexual activity.





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T    F    Three alternatives to keeping a baby include safe surrender, adoption, and abortion.
- T    F    When making an important decision, it is critical to explore your options, and consider the pro's and con's of each option.
- T    F    When making an important decision, it is not important to seek advice from your parent(s) or trusted adult.
- T    F    The Safe Surrender Law allows a parent to safely give her/his newborn baby to a hospital or fire department, no questions asked.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most interesting or important thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How positive are you that you can successfully use the decision-making model in this lesson when making important decisions in your life? Circle your answer below.

*Not Positive*

*Very Positive*

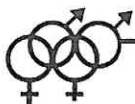
1            2            3            4            5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share/discuss with your parent(s) or a trusted adult your completed **Making Healthy Decisions** worksheet, and what were some important decisions they needed to make in their lives and how they made their decisions.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T    F    Being infected with HIV can cause emotional, social, and physical problems.
- T    F    Families facing a serious medical problem may need help and support from their friends and neighbors.
- T    F    If a person is infected with HIV, it is always their own fault.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important or interesting thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How committed are you to no longer stereotyping and labeling other people? Circle your answer below.

*Not Committed*

*Very Committed*

1            2            3            4            5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/Review with your parent(s) or a trusted adult your worksheets from this lesson, and how they would **feel** if they found out that a friend or family member was infected with HIV, and what they would **do** if they found out that a friend or family member was infected with HIV.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_



# Mismatch Activity

**NOTE:**

*Acknowledge that eyes are also a portal of entry and a concern in the medical setting.*

**NOTE:**

*This activity also allows students to openly practice discussing risk behaviors with each other.*

*For classroom management purposes, students may be directed to merely turn to a person seated nearby; also, pre-matched sets of cards may be used with cooperative learning groups.*

Using the **HIV Transmission** slide on the following page:

1. Explain that there are four body fluids which transmit HIV from one person to another: blood, semen or vaginal fluids, rectal fluids, and breast milk. These commonly enter another person's bloodstream through the mouth, genitals, anus, or breaks in the skin (including the use of contaminated injection drug needles).
2. State that it is important to remember how to avoid contact with HIV: by keeping infected blood, semen, vaginal fluids or breast milk out of your own or another person's mouth, genitals, anus or broken skin. This is a commitment we must all make, to protect ourselves as well as our friends, family members, and children.
3. Duplicate the activity cards listing body fluids and body openings/parts on two different colors of paper. Cut into half-sheets with one word per card. (If possible, laminate the cards.)
4. Distribute cards to students, and ask them to make a body fluid/body opening pair with someone else.
5. Ask students to examine the match they have made between body opening and body fluid, and discuss whether this match could transmit HIV.
6. In each case where the match could lead to HIV transmission or infection, ask students how the risk of transmission could be eliminated or reduced. (*Answer:* By not engaging in the behavior and by using barrier protection.)







NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T    F    The AIDS epidemic impacts men, women, and teens.
- T    F    The Human Immunodeficiency Virus (HIV) prevents the body from being able to fight off infections.
- T    F    Body fluids which can spread HIV include blood, semen, vaginal fluids, and urine.
- T    F    Anti-retroviral therapies (ART) including PrEP and PEP reduce the growth of HIV in the body.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important or interesting thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How committed are you to avoiding behaviors that spread HIV? Circle your answer below.

*Not Committed*

*Very Committed*

1      2      3      4      5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share/discuss with your parent(s) or trusted adult your worksheets from this lesson, and how old they were when they first heard about the AIDS epidemic, and what did they hear?

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_



## STI Bulletin Board Activity

For this activity you will be creating a bulletin board.

1. Post three signs on the wall: **VIRAL**, **BACTERIAL**, and **OTHER**.
2. Explain to the students that you are about to show them actual photographs of a variety of STIs.
3. Distribute STI information cards and photos randomly throughout the room. (ALTERNATIVE: Distribute matched sets of cards and photos to pairs or groups of students.)
4. Ask student(s) to describe and then place their STI card and photo under the correct STI activity card under the correct category of **VIRAL**, **BACTERIAL**, and **OTHER**. Discuss the STIs cause, symptoms, and treatment as they place the STI card in the proper category.

The bulletin board categories should be completed as below.

### **Bacterial**

- chlamydia
- gonorrhea
- syphilis

### **Viral**

- herpes
- HPV (Human Papilloma Virus)
- hepatitis A, B, and C
- HIV

### **Other**

- pubic lice (crabs)





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T    F    Common STIs in young adults include chlamydia, gonorrhea and human papilloma virus (HPV).
- T    F    The only way an STI can be spread from one person to another is through penis-vagina contact.
- T    F    The most common symptom of an STI is nothing.

## Part II. Ask a Partner

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important or interesting thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How committed are you to protect yourself and others from an STI? Circle your answer below.

*Not Committed*

*Very Committed*

1

2

3

4

5

## Part IV. Ask A Friend or Trusted Adult

**DIRECTIONS** Share your completed STI worksheet with your parent or a trusted adult and then ask them what STIs were they aware of as teens and what would they recommend to someone if he/she thought he/she might have an STI.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_



## PART A

# Introduction

### NOTE ALTERNATIVE:

*Write today's objectives on the board.*

1. Direct students to review their **Lesson Preview** from the end of the previous lesson. Ask several students to share their answers to the preview questions.
2. Using the slide provided, display and review today's learning objectives and evidence of achievement.

## PART B

# Red Light / Green Light Activity

### NOTE:

*Risk cards may be distributed one per student, or to small student groups.*

1. Post three traffic lights on a bulletin board or wall, one painted or labeled **green** (go), one painted or labeled **yellow** (caution), and one painted or labeled **red** (stop).
2. Distribute risk cards to students. Ask students to discuss whether this behavior or situation could place someone at risk for transmitting HIV.
3. Students should stand, pin or tape their risk card under the appropriate traffic light: green ("go"), yellow ("caution"), or red ("stop").
4. Ask each student to explain or justify their choice. Move risk cards as necessary. Minimize yellow (caution) items to those which relate to blood exposure, or may lead to risk behaviors.
5. Ask students to examine the activities in each group and discuss ways they can keep themselves safe from infections.
6. Emphasize that there are many no-risk (green) activities in which young people can engage, as they form social relationships with one another.
7. Explain to the class that by the end of today's lesson, they should be able to **identify** situations which put them at risk for HIV infection, including ways to **control** or **avoid** the risk.





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T     F     Sexual intercourse is a high risk activity when it comes to transmitting HIV.
- T     F     Universal Precautions help to protect a person from touching someone else's blood and body fluids.
- T     F     Worn packaging, oils, and storage at high temperatures can interfere with the effectiveness of condoms.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important or interesting thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How confident are you that you can avoid touching another person's blood and body fluids? Circle your answer below.

*Not Confident*

*Very Confident*

1       2       3       4       5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share your completed **How Do You Abstinance?** worksheet with your parent or a trusted adult and then ask your parent or a trusted adult if they know of ways to prevent the spread of HIV.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T    F    Sometimes pressure to do something can actually be good or healthy, like "stay in school," "don't use drugs," and "avoid an unplanned pregnancy."
- T    F    Using drugs or alcohol can prevent you from making safe sexual decisions.
- T    F    A way to avoid a risky sexual situation includes using assertive communication to firmly state your limits and expectations.

## Part II. Ask a Partner

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important or interesting thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How confident are you that you can resist peer and media pressures? Circle your answer below.

*Not Confident*

*Very Confident*

1

2

3

4

5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share with your parent or a trusted adult your completed **Pressure Lines** and **My Personal Escape Plan** worksheets and then discuss with your parent(s) or trusted adult what they would want you to do when you are being pressured to do something risky.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_



PART A

## Introduction

**NOTE ALTERNATIVE:**

*Write today's objectives on the board.*

1. Direct students to review their **Lesson Preview** from the end of the previous lesson. Ask several students to share their answers to the preview questions.
2. Using the slide provided, display and review today's learning objectives and evidence of achievement.

PART B

## Virus "Z" Activity

1. Place a very small "z" (or colored dot) on the back of two or three index cards.
2. Secure enough blank cards for the remainder of the class. On several write the large number "1"; on several others write the large letter "A"; on several write the large letter "G."
3. Handout the index cards, one per student.
4. Instruct students to move about the room, find and shake hands with 3 people. Students should have those people sign their names on their card. (**NOTE: Instruct students with an "A" to abstain from handshaking; students with a "1" should only shake hands with one partner.**)
5. After several minutes, ask the students to return to their seats.
6. Explain that a virus "z" has been spread around the room by handshaking.
7. Ask the students to now examine the back of their cards; those who have the "z" (or the colored dot) on their card should stand up.
8. Inform the class that the students with the "z" (or the colored dot) have the virus "z," which they may have spread to others by shaking hands.



9. Ask the students who wrote their name on the infected person's card (or who have the infected person's name on their card) to stand up also. However, students with the letter "G" (for glove) on their card were protected from the virus, and may sit down.
10. Inform the class that the standing students are infected because of their **behavior**, that is, because they came into direct contact with an infected person, without protection.
11. Repeat step 9 until all possible students are standing. Note the spread of the disease throughout the class.
12. Ask whether anyone who has an "A" on their card became infected. Why or why not?
13. Ask whether anyone who has a "I" on their card became infected. Why or why not?
14. Ask whether anyone who has a "G" on their card became infected. Why or why not?

## Debriefing

1. Ask how this infectious disease exercise is **similar to** the HIV/AIDS pandemic? Possible responses include:
  - It spreads as a result of specific behaviors.
  - You can't tell who has it.
  - There are ways to protect yourself (by abstaining, limiting partners, and/or using protection).
2. Ask how this infectious disease exercise **differs from** the HIV/AIDS pandemic? Possible responses include:
  - HIV/AIDS is not spread by casual contact (handshaking, hugging, even kissing).
  - HIV/AIDS is not a game.
3. Using the slide **Chain of STI Infections**, emphasize how an STI could spread through an entire population. Trace the pathway of infection from the person at the top of the diagram to others at the bottom.







NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T     F     There are clinics in the community where you can get confidential, low-cost or free HIV/STI and pregnancy tests.
- T     F     Methods to avoid HIV/STI infection include abstaining from sexual activity or using condoms consistently and correctly.
- T     F     Limiting sexual contact to only one person may reduce but not eliminate the risk of HIV/STI infection.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important or interesting thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How strongly are you committed to using reproductive services, if needed, to protect yourself and others from HIV/STI infection? Circle your answer below.

*Not Committed*

*Very Committed*

1            2            3            4            5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Share/discuss with your parent(s) or trusted adult your worksheet, and what they would want you to do if you thought you had a medical problem.

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_

