



Comprehensive Sexual Health Education

Schedule of Classes

These lessons are taught in mixed gender groups in 7th Grade Science classes. On Day 5, students will be in same-gender groups and will have their questions answered during Advisory classes. Some students will have Day 5 lessons that same day in their science classes; some will have Day 5 lessons the next day (depending on the A/B Schedule).

Day 1:

- Lesson 1: Everybody's Got Body Parts; Positive Self Image
- Lesson 2: Reproduction Basics

Day 2:

- Lesson 3: STIs/STDs, HIV and AIDS
- Lesson 4: Birth Control Basics

Day 3:

- Lesson 5: Pregnancy Basics
- Lesson 6: What If...?

Day 4:

- Lesson 7: Warning Signs: Understanding Sexual Abuse and Assault
- Lesson 8: Making Smart Choices
- Lesson 9: Let's Talk About Being Assertive

Day 5, Advisory for all participating students (same-gender groups):

- Questions from Days 1-4

Day 5:

- Lesson 10: Blue is for Boys, Pink is for Girls...or Are They?
- Lesson 11: Sexual Orientation, Behavior, and Identity: How I Feel, What I Do, and Who I Am
- Questions from Day 5 only

Ground Rules

What are some guidelines we want to follow in order to maintain a safe classroom environment during this instruction?

In addition to the guidelines we've just created, remember:

- Please share the information from class with parents.
- Do NOT share anything personal, such as someone's questions, stories, etc., with anyone.

Index Cards:

- Write down questions during the lesson.
- Use appropriate terms whenever possible.
- Do not write your name on it, unless you'd like to discuss the question privately.
- All questions will be collected and answered on the designated follow up day in Advisory class.

Lesson 1: Everybody's Got Body Parts

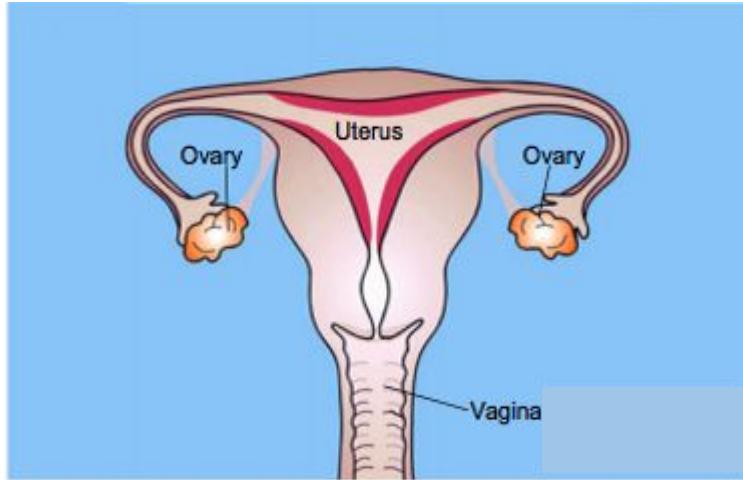
Day 1

Male and Female Reproductive Systems

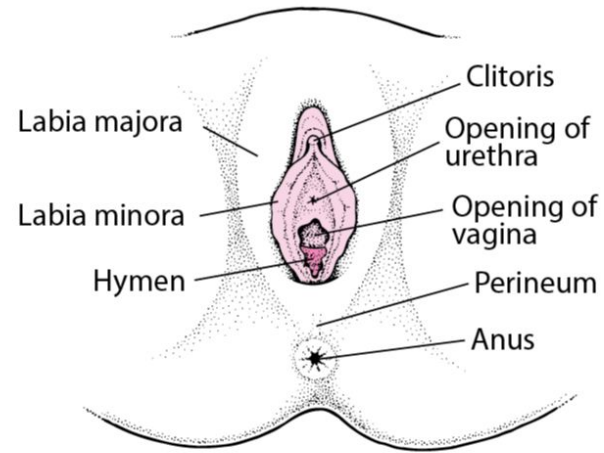
- You've learned a lot about your bodies over the years, but we are going to focus a bit more on your sexual and reproductive body parts.
- Today, we are going to talk about the sexual and reproductive systems for people who were born with certain body parts at birth.
- We are going to look at the [Female Reproductive System](#) first.
- Fill out your worksheet as we go through each of the parts.

Review of Female Anatomy

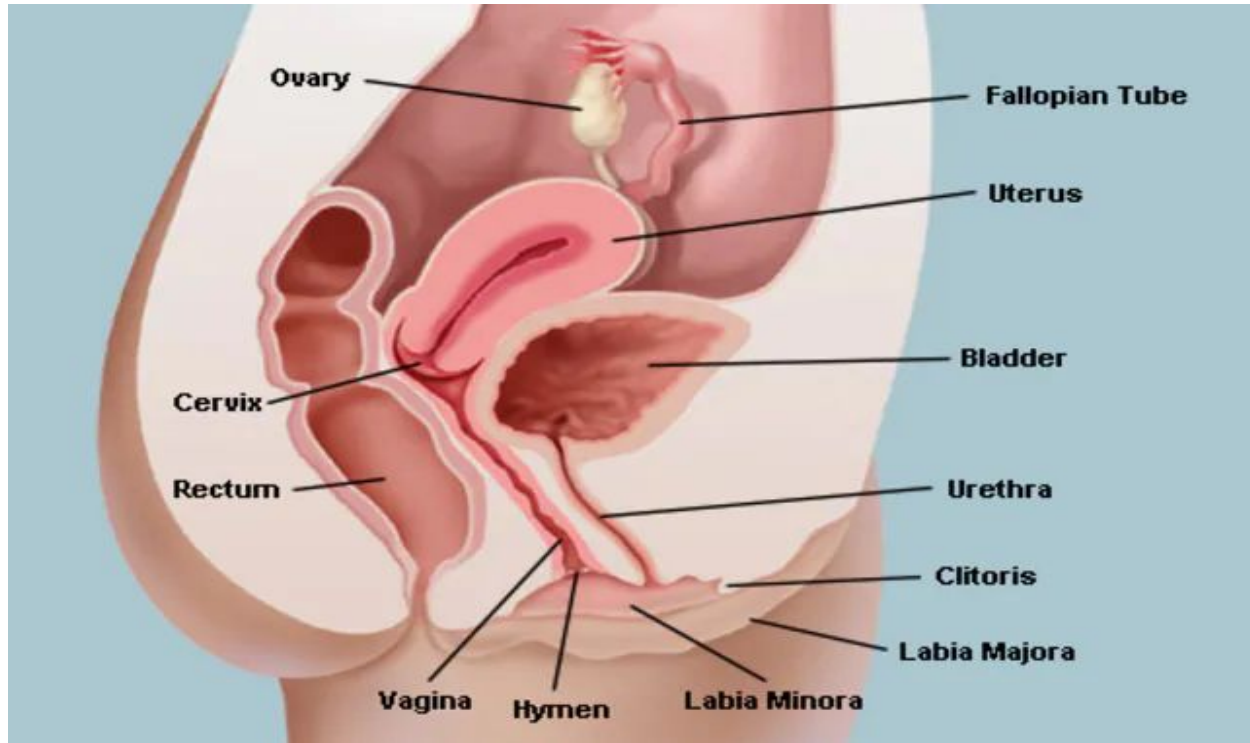
Internal View: Female Anatomy



External View: Female Anatomy



Internal View: Female Anatomy

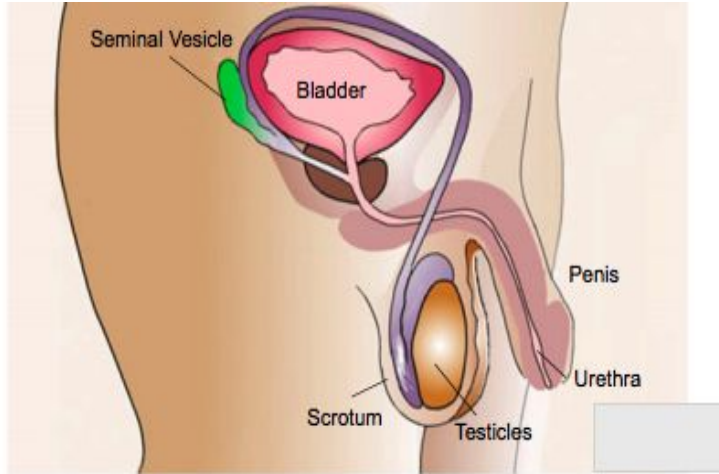


Male Reproductive Systems

- Now, we are going to look at the [Male Reproductive System](#).
- Fill out your worksheet as we go through each of the parts.
- Next, we will watch a [video](#) about the path of the sperm.

Review of Male Anatomy

Internal View: Male Anatomy



External View: Male Anatomy



Changes to Your Body

- During your time as a teenager, you may notice changes happening to your body.
- You might become more aware of your looks right around the time your body begins changing.
- Physical changes can be emotionally challenging too.
- Adjusting to your changing body is about more than how it looks.
- Lots of teens base their self image on how their bodies feel and perform.

Body Image

- People can be inundated with media images, social media, and marketing regarding body image and society's over-emphasis on the importance of being thin or maintaining an ideal body image.
- Let's take a look at a couple of examples of what the media promotes as an ideal image of girls:
<https://www.youtube.com/watch?v=KN2yunRynks>
- And of boys:
<https://www.youtube.com/watch?v=KF7OtqvlsV8>
- Why does the media do this?
- Remember there is no **ideal** body image or one look that everyone should have. All of our bodies are different, and our focus should be on keeping our bodies and minds healthy and safe through proper nutrition, sleep, and healthy social connections.

Positive Self Image

- **Beware - don't compare!**

Comparing ourselves to others (both in life and through social media) can be problematic because everyone develops at different times.

- **Treat your body well!**

Make healthy choices about food and exercise.

- **Befriend Your Body**

Get to know and love your new body.

- **Walk tall - even if you're not!**

What people notice is how you project your feelings about yourself (ex. confidence).

In Conclusion

- Being a teen can be a difficult time
- Teens are starting to:
 - Develop their own distinct identity
 - Accept the way they look
 - Understand and control their sexual impulses
 - Assume responsibilities for their decisions and actions
- Everyone develops at their own rate. It is important to accept and appreciate your body!

Lesson 2:

Reproduction Basics

Day 1

Reproduction Review

- Today, we are going to discuss human reproduction. This is a topic that some of you might know a lot about and some of you might be learning about for the first time.
- Let's start by seeing what everyone already knows about the topic of reproduction.

Reproduction Review

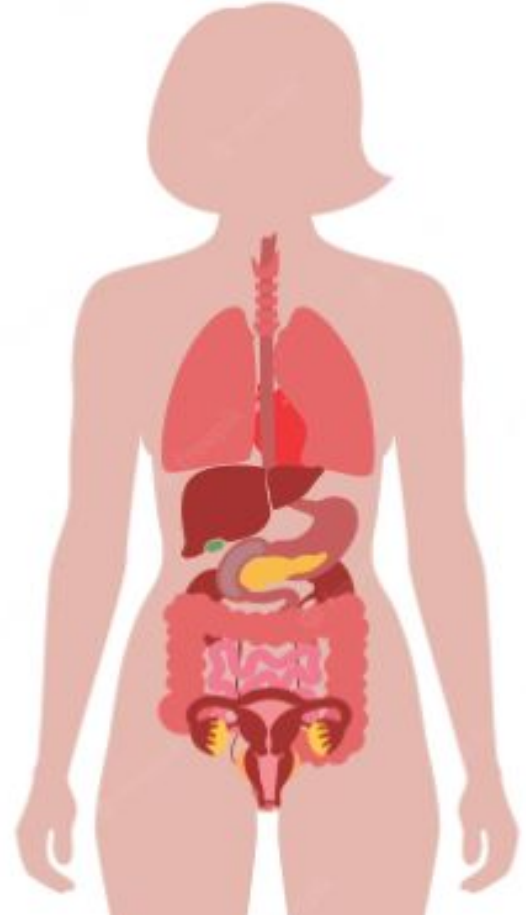
- Reproductive sexual intercourse is when a penis is inserted into a vagina. If this results in ejaculation, semen is released from the penis into the vagina.
- Semen contains hundreds of millions of sperm, so if an egg is present, a sperm and egg can unite. This is called fertilization.
- The fertilized egg then keeps going and, if it implants into the wall of the uterus, it becomes a pregnancy.
- If it doesn't, it results in a menstrual period.

Fertility and the Menstrual Cycle

Now that you have some general definitions for key terms related to human reproduction, we are going to go through the steps from start to finish.

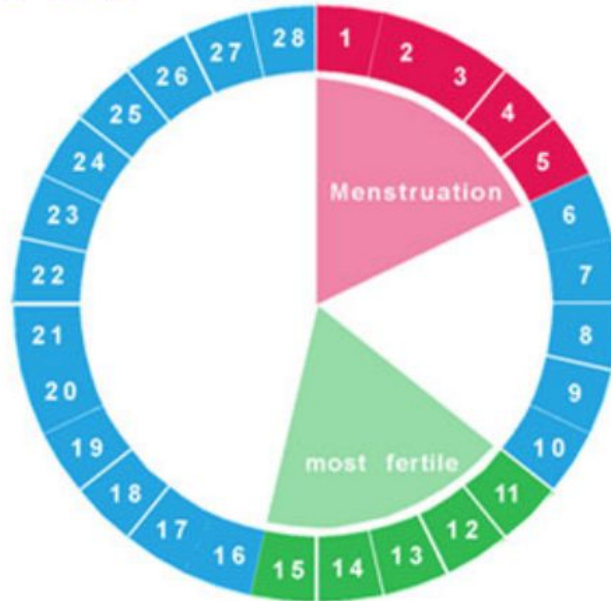
The female uterus is a hollow, pear-shaped organ located in the pelvis, between the bladder and the rectum.

It is involved in menstruation.

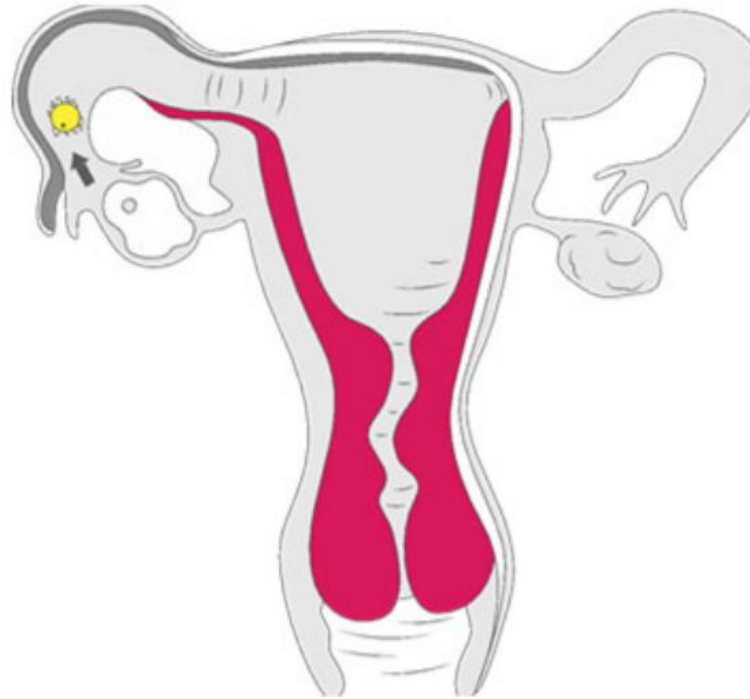


An average menstrual cycle is about 28 days, but this varies widely from person to person.

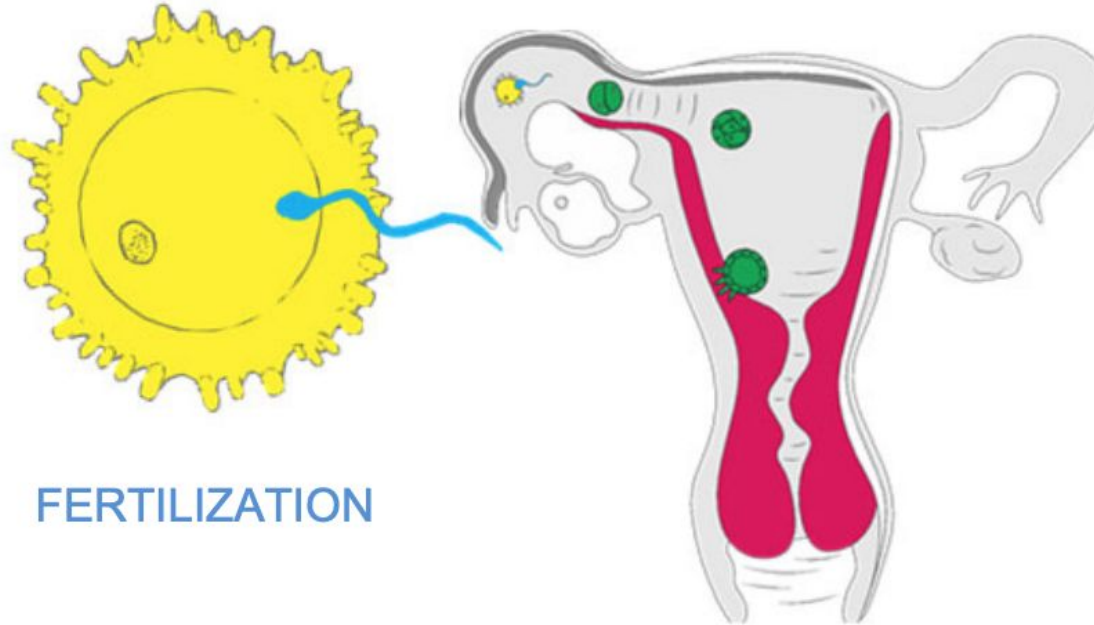
Menstrual periods usually start between the ages of 9-15 years old.



Each month, an ovary releases an ovum, or egg, into the fallopian tube.

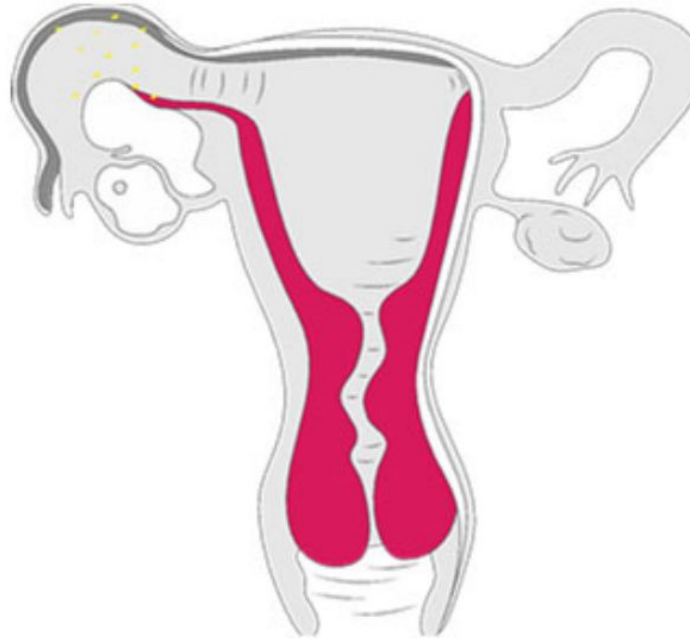


While the ovum (or egg) is traveling, if it unites with a sperm and implants in the uterus, a pregnancy can begin.

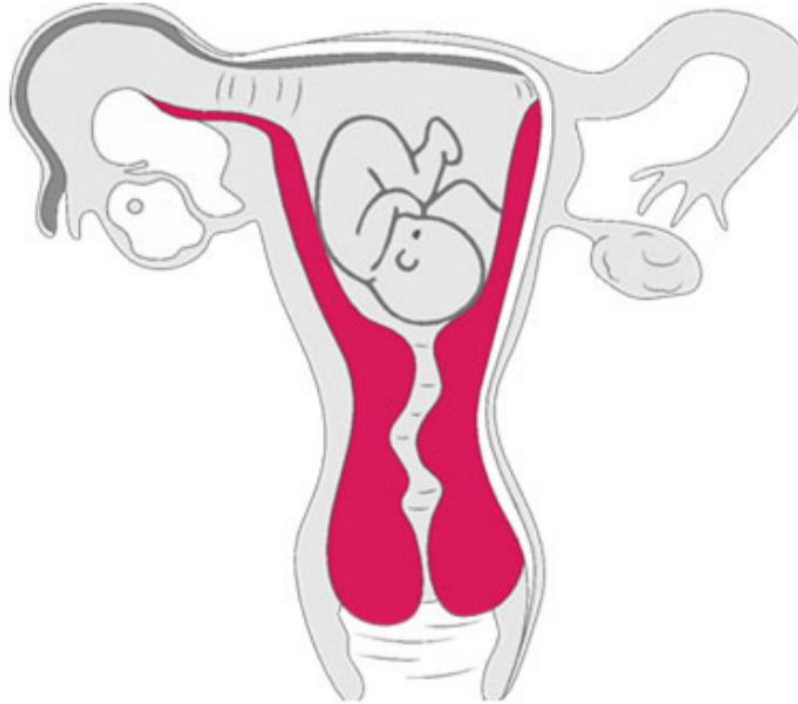


FERTILIZATION

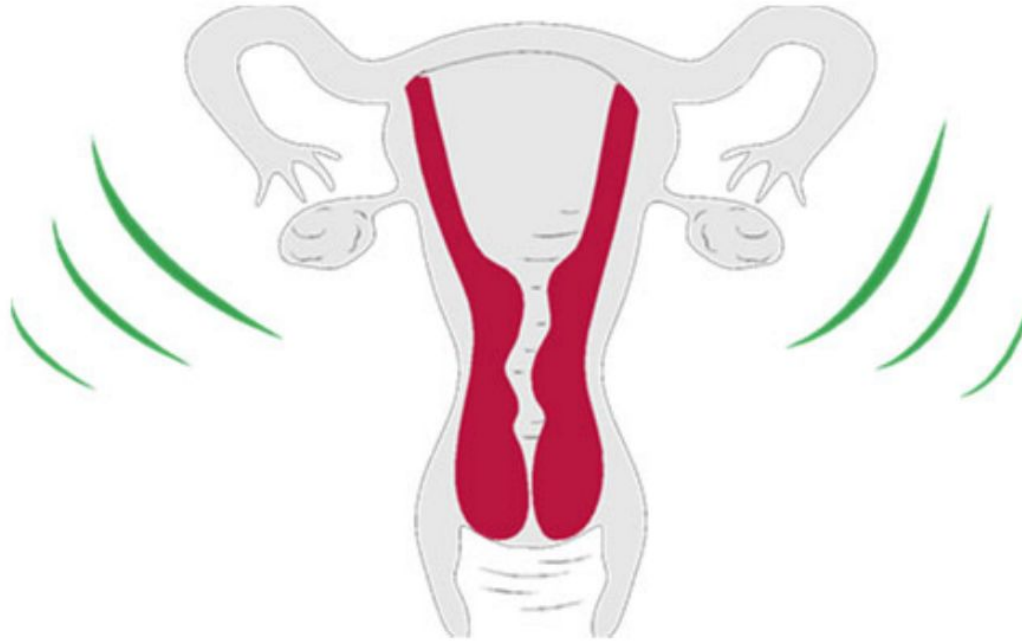
If the egg does not unite with a sperm within 24-48 hours, it will dissolve and be reabsorbed by the body.



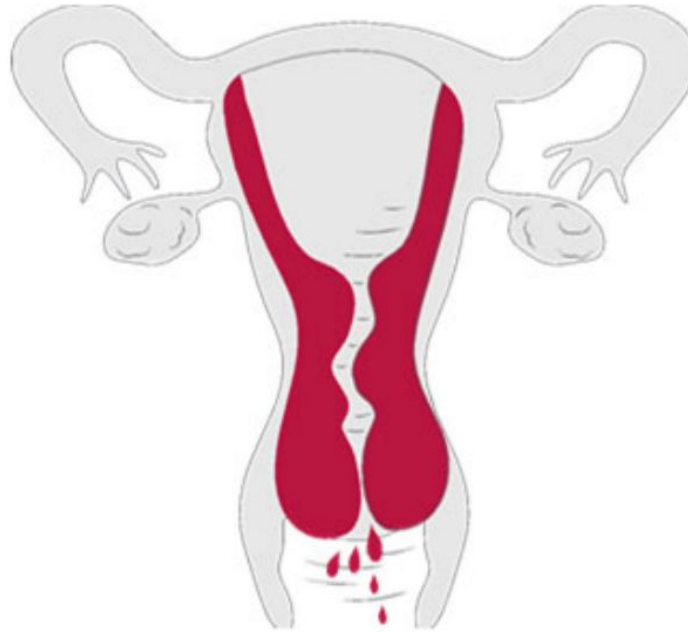
To prepare for a potential pregnancy, each month the uterus grows a thick lining to create a good environment for the potential fetus. (A “fetus” is what a baby is called before it’s born.)



If the egg and sperm do not unite, hormones signal the uterus to prepare to shed the lining causing someone to menstruate or have “a period.”



Menstruation, or having “a period,” is when the uterus rids itself of the lining because there was no fertilized egg.



Summary

- Ovulation might be unpredictable, and sperm can live inside another person's body for many days, so it is possible for someone to get pregnant at any point during the menstrual cycle.
- Birth control, if used correctly and consistently, prevents the sperm and egg from uniting by either blocking the sperm or preventing an egg from leaving the ovary.
- It is important to note that this is a *typical* menstrual cycle and we know that everyone is unique. If someone chooses to have sex but doesn't want it to result in a pregnancy, **it is most effective to either postpone sex or to use an effective form of birth control consistently and correctly.**

Lesson 3:

STIs, STDs, HIV and AIDS

Day 2

STIs, STDs, HIV and AIDS

Today, we will be learning about STIs/STDs and HIV and AIDS. We will cover:

- the body systems that are impacted by the viruses and diseases,
- and how the immune system works to protect our bodies from bacteria and viruses.

STIs/STDs are sexually transmitted infections or sexually transmitted diseases.

We will begin with information on all STIs/STDs, and then spend some time discussing HIV, which is an STI.

Sexually Transmitted Infections (STI)

- *Are STIs curable? It depends....*
- *Antibiotics can cure bacterial STI, but cannot reverse the long-term damage*
 - *Chlamydia*
 - *Gonorrhea*
 - *Syphilis*
 - *Trichomoniasis*
- *Treatment can improve the lives of many people with viral STI, but there is NO CURE*
 - *HIV*
 - *HPV*
 - *Herpes*

Chlamydia and Gonorrhea

- Both are bacterial infections spread through sex
- Most common and second-most common STIs in the United States
- Often asymptomatic (but still cause long-term harm)
 - Infertility
 - Pelvic inflammatory disease (long-term pain, scarring)
 - Ectopic pregnancy (dangerous pregnancy in the fallopian tube, can be life-threatening)

Human Papilloma Virus (HPV)

- Transmitted through sex, or through skin-to-skin contact
- Many types of HPV
 - Some cause genital warts, which can be recurring throughout life
 - Other types can lead to cancer (cervical, penile, anal cancer)
 - Cervical cancer is one of the most common causes of cancer deaths in women worldwide!
- There is no cure once you get HPV, but there is a vaccine that can prevent it

Herpes

- Spread through sex, or skin-to-skin contact
- Causes painful blisters, which may take weeks to heal
 - Blisters can recur repeatedly throughout your life
- Also causes “cold sores” in the mouth, which can be transmitted through kissing or sharing drinks/chapstick

Sexual Transmitted Infections (STI's) or Sexually Transmitted Diseases (STD's)

STI Transmission:

- Direct genital skin-to-skin contact
- Exchange of sexual fluids during unprotected sex
- Exchange of blood through needle sharing
- Passed on from infected mother to fetus or newborn before or during birth

Curable but Repeatable:

- Chlamydia
- Gonorrhea
- Syphilis
- Trichomoniasis
- Hepatitis C Virus

Incurable but Treatable:

- HPV - Human Papillomavirus (there is a vaccine for this)
- HSV - Herpes Simplex Virus
- HBV - Hepatitis B Virus (there is a vaccine for this)
- HIV - Human Immunodeficiency Virus

Prevention Methods:

Abstinence: No sexual contact - 100% effective

Condoms: Reduces the risk for most, but not all, STI's.

Get Tested at least once a year if sexually active.

HIV and AIDS

What is one thing you have heard about HIV?

What is HIV?

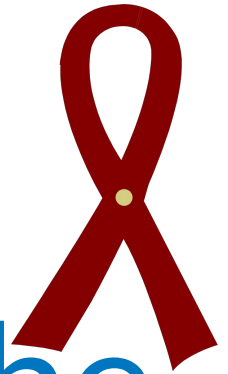
- Human
- Immunodeficiency
- Virus

What is AIDS?

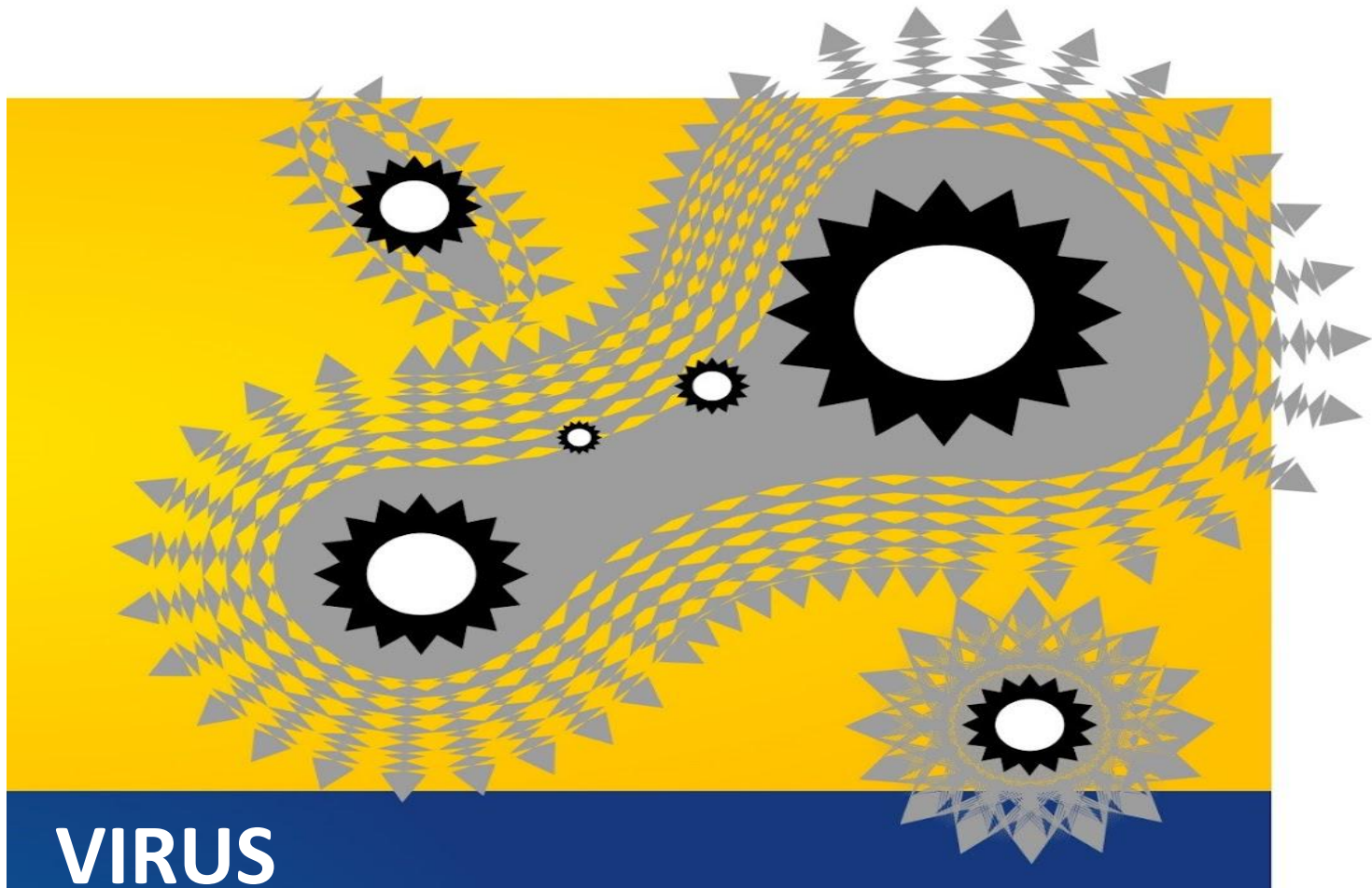
- Acquired
- Immune
- Deficiency
- Syndrome

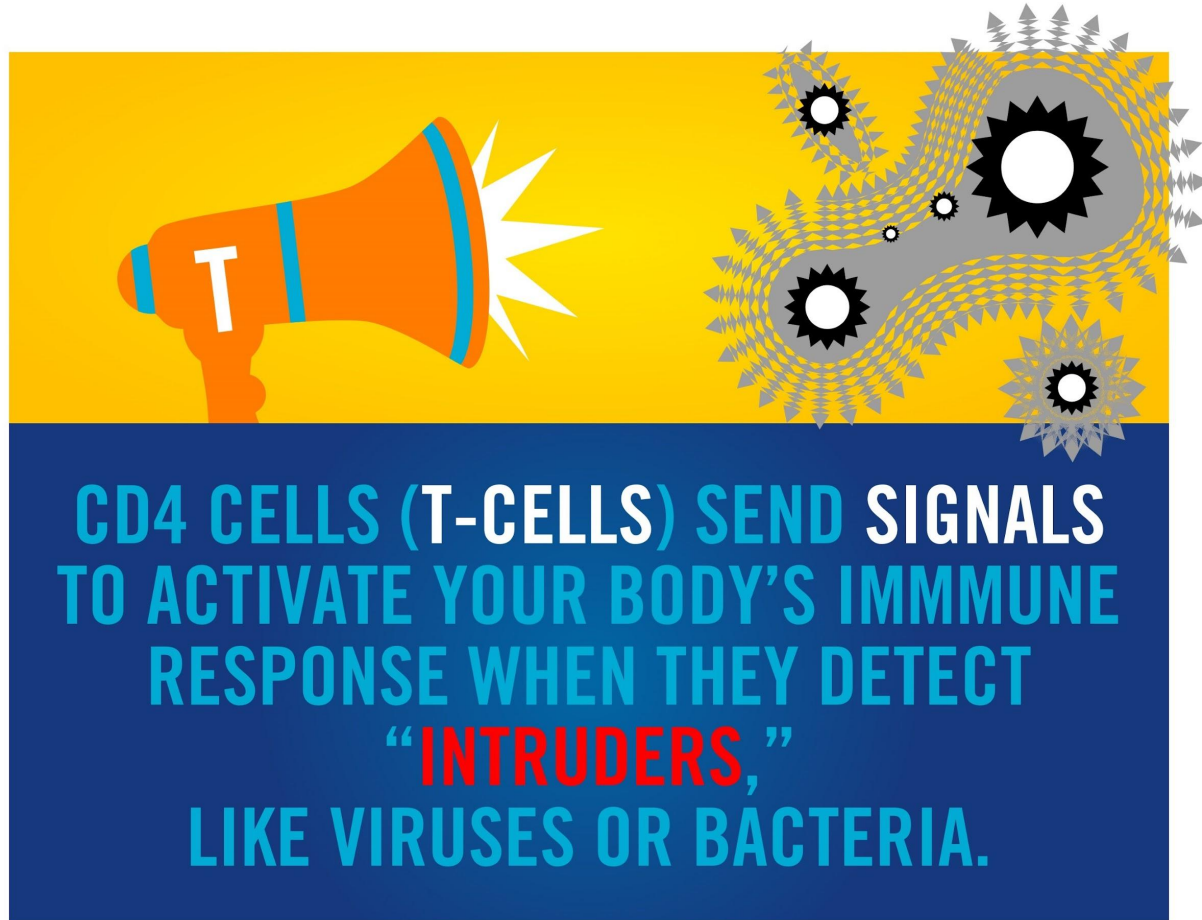
HIV vs. AIDS?

- HIV is a preventable viral STI.
- HIV is the **virus** that can cause AIDS if left untreated.
- If HIV is not kept under control, it can weaken the immune system, making it more difficult for a person to stay healthy.
- AIDS is the diagnosis someone would get if HIV has weakened the person's immune system and they can not fight off infection.
- HIV can be transmitted from one person to another through specific activities.
- AIDS cannot be transmitted and can be prevented.



How HIV Affects the Body



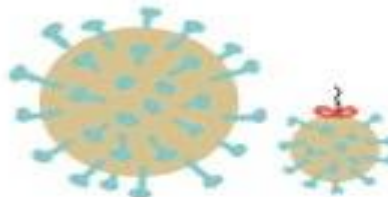


**CD4 CELLS (T-CELLS) SEND SIGNALS
TO ACTIVATE YOUR BODY'S IMMUNE
RESPONSE WHEN THEY DETECT
“INTRUDERS,”
LIKE VIRUSES OR BACTERIA.**

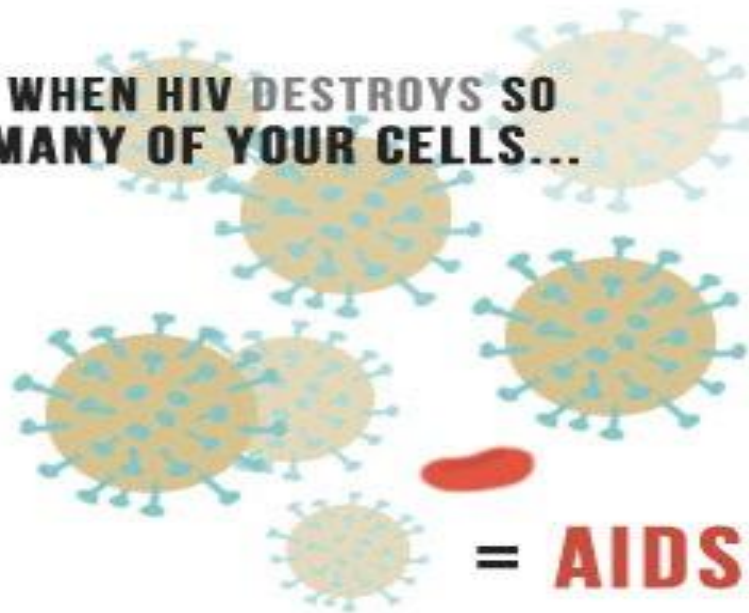
HIV **ATTACKS** YOUR T-CELLS



AND USES THEM TO
MAKE COPIES
OF ITSELF

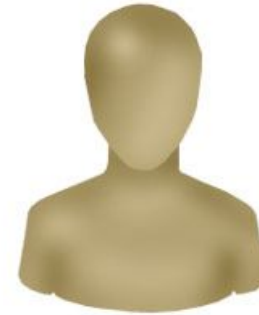


WHEN HIV DESTROYS SO
MANY OF YOUR CELLS...





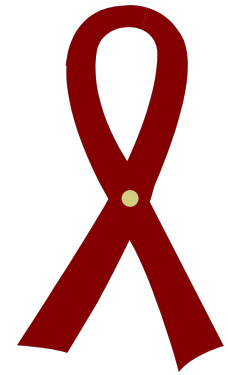
MANY HIV+ PEOPLE **DO NOT HAVE SYMPTOMS**.
OFTEN PEOPLE ONLY BEGIN TO FEEL SICK
WHEN THEY PROGRESS TOWARD **AIDS**



AFTER THE INITIAL INFECTION THE VIRUS
BECOMES LESS ACTIVE IN THE BODY.
THIS PERIOD CAN LAST UP TO 10+ YEARS



AS EARLY AS **2-4 WEEKS** AFTER EXPOSURE
TO HIV PEOPLE CAN EXPERIENCE **ARS**,
OFTEN DESCRIBED AS "THE WORST FLU EVER"



Transmission

HOW HIV CAN GET FROM ONE BODY INTO
ANOTHER



FLUIDS OF TRANSMISSION:

- BLOOD
- SEMEN
- PRE-EJACULATE
- VAGINAL & RECTAL FLUIDS
- BREASTMILK



HIV CAN ENTER THE BODY THROUGH:

- LINING OF THE ANUS OR RECTUM
- LINING OF THE VAGINA AND/OR CERVIX
- OPENING TO THE PENIS
- MOUTH THAT HAS SORES OR BLEEDING GUMS
- CUTS OR SORES

HIV can be spread through:



SEXUAL
CONTACT



SHARING
NEEDLES



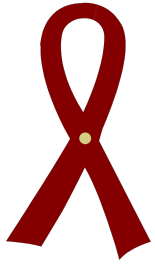
CHILDBIRTH &
BREASTFEEDING



OCCUPATIONAL
ACCIDENTS

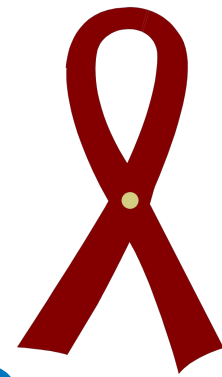
COMMON WAYS HIV IS TRANSMITTED:

- HAVING SEX WITH SOMEONE WHO IS HIV+
- SHARING NEEDLES OR INJECTION EQUIPMENT WITH A USER WHO IS HIV+
- HIV+ FEMALES TO THEIR BABIES BEFORE OR DURING BIRTH, OR THROUGH BREASTFEEDING.



THESE ACTIVITIES CARRY **NO RISK** OF HIV TRANSMISSION:

- hugging
- high fives
- cuddling
- sharing water bottles or food
- loving someone with HIV
- sharing a bathroom with someone who has HIV
- insect bites
- and many more...



How to Reduce the transmission

HARM REDUCTION STRATEGIES FOR HIV PREVENTION

Ways to Reduce the Risk of HIV



- Use barrier methods
- Know the status of sex partner(s)
- Avoid sharing needles



Practice Universal Precautions



HIV & AIDS Myth Busters

Myth or Fact?

1. Someone can get HIV from sharing swimming pools/hot tubs with people living with HIV.
2. Someone is very likely to get HIV from having a blood transfusion.
3. You can tell if someone has HIV or AIDS just by their appearance.
4. If someone gets HIV, they will most likely die very soon from the infection.
5. Only people who are gay get HIV.
6. It is not possible to get HIV from insects that have bitten an infected person.
7. The “window period” for HIV detection can be from 2 weeks to 6 months.
8. HIV can be transmitted through sweat, tears, and spit.
9. There is a cure for HIV.

What other myths have you heard about HIV or AIDS?

HIV & AIDS Myth Busters - ANSWERS

Myth or Fact?

1. Someone can get HIV from sharing swimming pools/hot tubs with people living with HIV.
MYTH. The chemical used in swimming pools and hot tubs would instantly kill the virus of HIV.
2. Someone is very likely to get HIV from having a blood transfusion.
MYTH. All donated blood has been tested for HIV since 1985.
3. You can tell if someone has HIV or AIDS just by their appearance.
MYTH. Some people don't show any external signs for 8-10 years of having the virus. Even then, it is almost impossible to tell if someone has the virus by looking at them.
4. If someone gets HIV, they will most likely die very soon from the infection.
MYTH. People are living with HIV longer today than ever before due to medications, treatment programs, and a better understanding of HIV.
5. Only people who are gay get HIV.
MYTH. Anyone can be susceptible to HIV/AIDS, regardless of their sexual orientation. Anyone who engages in behaviors that could transmit HIV is at risk.
6. It is not possible to get HIV from insects that have bitten an infected person.
FACT. Mosquitos, flies, ticks, or wasps do NOT transmit HIV. HIV can live only in human cells.
7. The "window period" for HIV detection can be from 2 weeks to 6 months.
FACT. The window period for HIV is the amount of time it takes for HIV to be detectable after someone has become infected.
8. HIV can be transmitted through sweat, tears, and spit.
MYTH. None of these fluids can transmit HIV.
9. There is a cure for HIV.
MYTH. As of right now, there is no cure, but there are many medical advancements that bring us closer to treatment and a vaccine.

Summary

- Abstinence from all sexual contact provides 100% protection against HIV and STI's.
- **Condoms** can greatly reduce the risk of infection from HIV and many STI's.
- **Get tested** often if you are sexually active.
- **HPV Vaccine** is available to all genders.
- **Do not share needles** for drug use, tattooing, or piercing.
- **STI's should be treated** immediately.
- **Minors in CA over the age of 12 can consent** to STI/HIV testing and treatment.

Lesson 4:

Birth Control Basics

Day 2

Benefits of Abstinence

- One behavior that people your age should wait to do together until they are older is *sexual intercourse*.
- Engaging in sexual activity increases your chances of becoming pregnant or getting an STD (Sexually Transmitted Disease).
- When someone waits to do something it's called ***abstinence***.
- When it comes to sexual behaviors, abstinence is the only 100% sure way for you to avoid getting pregnant, causing a pregnancy, or getting/giving someone an STI/STD.

Birth Control

- Birth control, sometimes called contraception, is a way to prevent pregnancy if a man and woman have sex.
- There are many different kinds of birth control that work by preventing the sperm and egg from joining, if they are used *consistently and correctly*.
- This means the method is used every *time*, the way it is intended.
- All birth control methods we will describe are FDA-approved, effective, and safe for young adults to use.

Timeline

- Do you think you may want to have children or become parents some day? Some of you might and some of you might not, either is fine. Your mind will also change as you get older.
- Many people wait until they are in a committed relationship, such as marriage, before having a child. It is important to know how to have and maintain a healthy and loving relationship with one partner.
- What would you need to do in order to be ready to have a child?
- According to all the things on this list, when would be the best age to have children, knowing that people's personal experiences can vary a lot?
- Now that we know when someone may want to have children, let's look at what they can do to reach those goals.

Birth Control

- There are many methods of birth control available to people who want to wait to have children until they are ready, or who may never want to have children.
- All of these methods work a little bit differently, but some protect right now, some protect for a short time like one month, and some protect for a long time, sometimes for several years.
- We are going to talk about each birth control method, and then place it in the correct column for how long it protects someone against an unintended pregnancy.

Types of birth control

Most Effective: Long-acting reversible contraception (LARC)	Medium Efficacy	Least Effective
<p>Intrauterine device (IUD): T-shaped device placed inside the uterus, lasts 3-12 years</p> <ul style="list-style-type: none">• 2 types (hormonal and non-hormonal) <p>Contraceptive implant (Nexplanon): small rod placed under the skin of the arm, lasts 3-5 years</p>	<p>Depo Provera shot: hormonal injection once every 3 months</p> <p>Birth control pills: daily pill (at the same time each day)</p> <p>Contraceptive ring: placed inside the vagina for 3 weeks out of the month</p> <p>Patch: placed on the skin, changed weekly</p> <p>Emergency Contraception: taken after unprotected sex to prevent pregnancy</p>	<p>Condoms: Latex covering on the penis</p> <ul style="list-style-type: none">• This is the only method to prevent STIs! <p>Diaphragm: Latex barrier in the vagina</p>

As you learn about the follow contraceptive methods, place them in the correct category.

Protects Right Now	Protects for a Month (Short-Acting Methods)	Protects for a Few Years (Long-Acting Methods)

Abstinence

Other Barrier Methods

Pills/Patch/Ring

Dual Use

Condoms

Shot

IUDs/Nexplanon

Emergency Contraception

Birth Control Activity

- Teachers will share birth control cards with students.
- They will read the three statements on the back of the cards they receive.
- One of the three statements is false.
- The group will try to guess the false statement.
- The reader will confirm the correct answer.

Birth Control Summary

Abstaining from sex is the only method that will prevent pregnancy and STI's 100%.

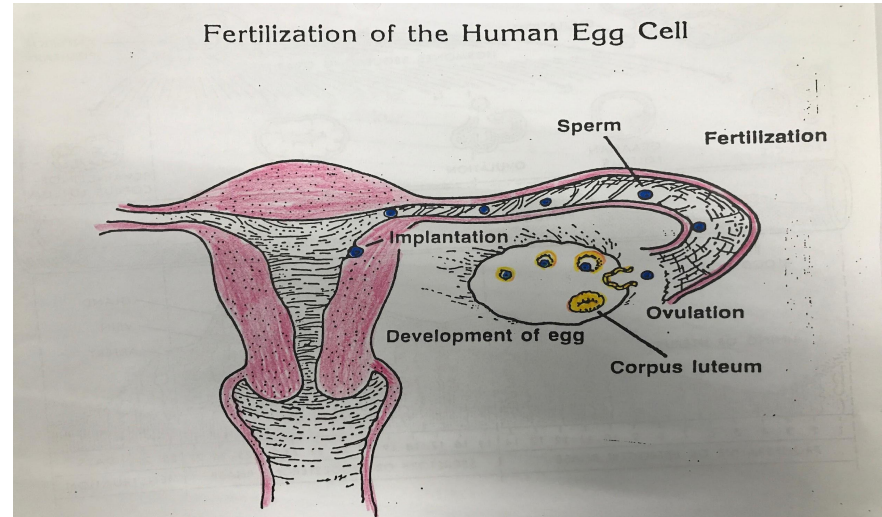
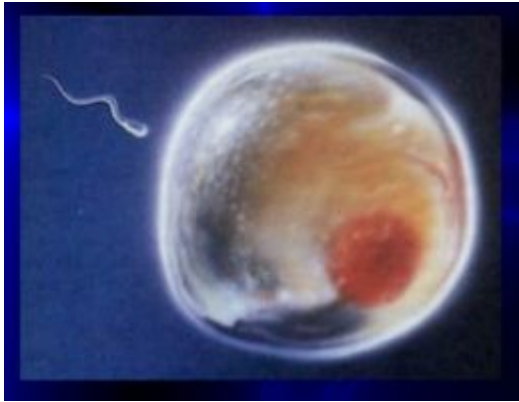
- Condoms are the only method that will prevent STIs, so it's still important to use condoms every time even if you're using another form of contraception
- Condoms are not the most effective method at preventing pregnancy, which is why you may opt for “dual use” (condoms + another form of birth control)

Lesson 5: Pregnancy Basics

Day 3

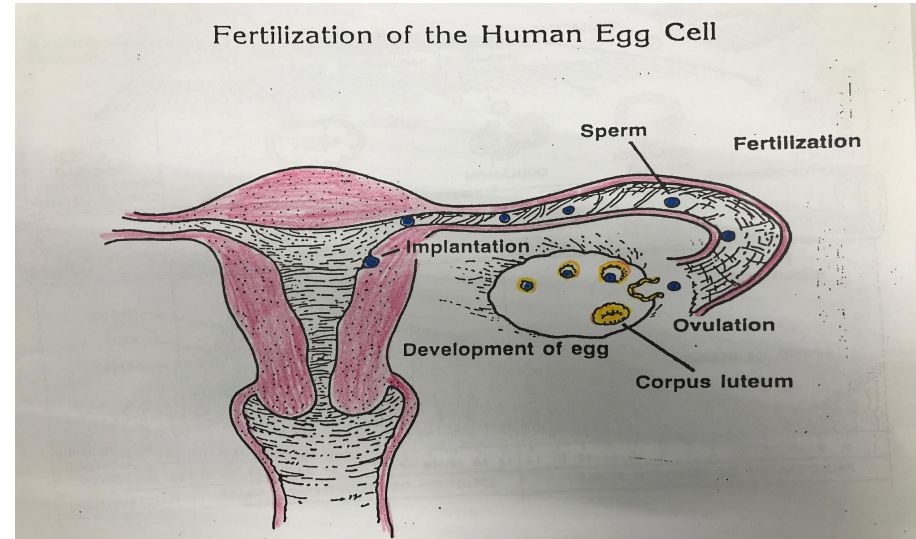
Pregnancy

- Zygote: Fertilized egg. Fertilization happens in the oviduct.
- Egg only lives for about 18 hours.
- Sperm already need to be there for fertilization.



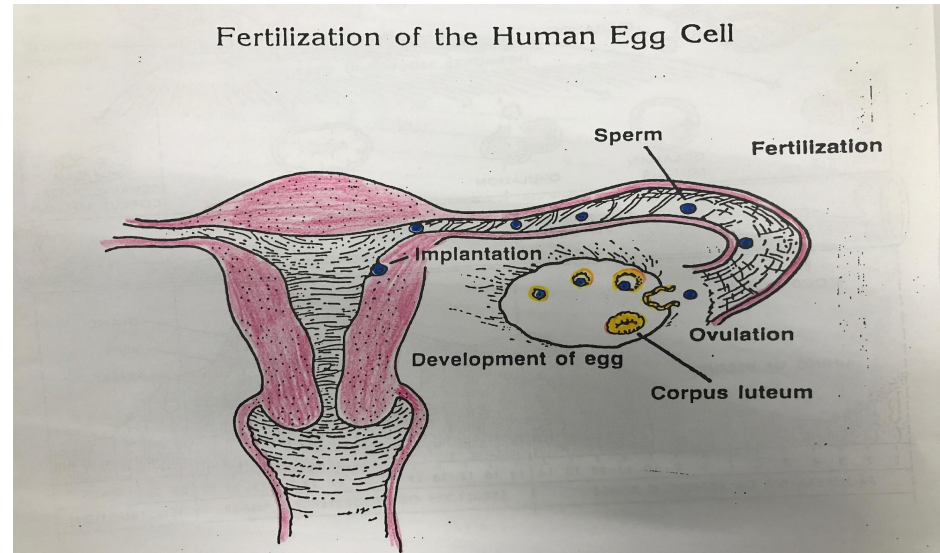
Pregnancy

- After fertilization, it takes 5 days to get to the uterus where the baby will develop.
- For the next 4 – 5 days, the zygote multiplies into hundreds of cells, called a blastula.



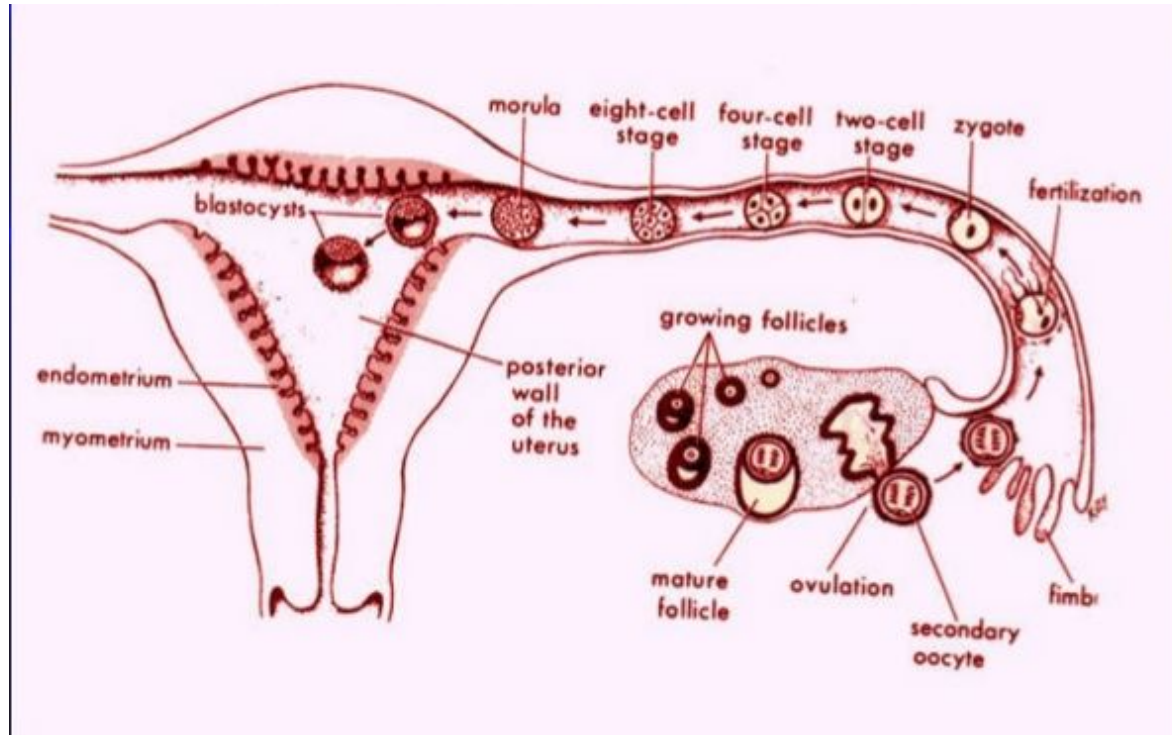
Pregnancy

- A ball of cells attaches to the uterus about day 5 after fertilization – now called an embryo.



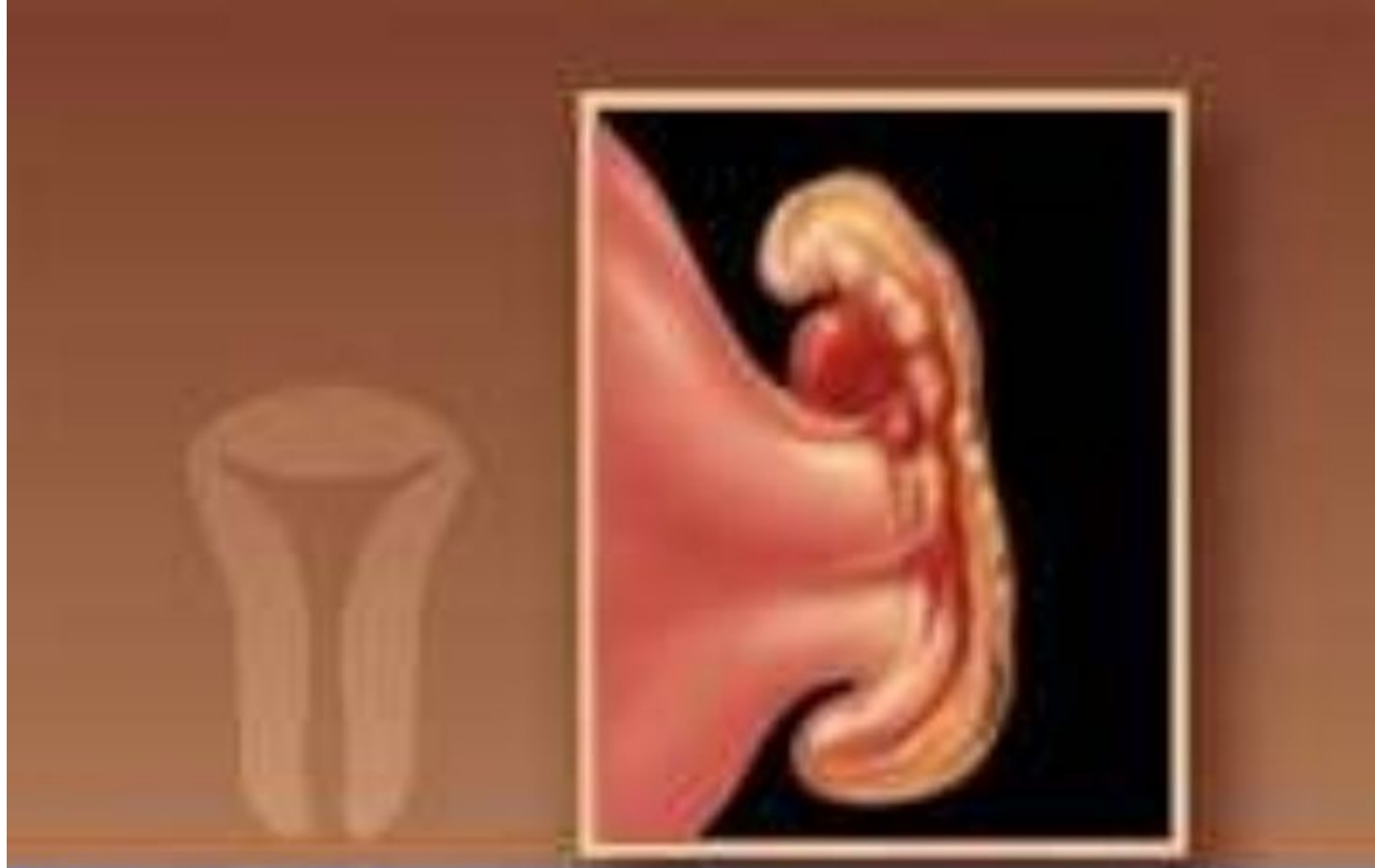
Fertilization

Title



Embryo: First 8 weeks of development

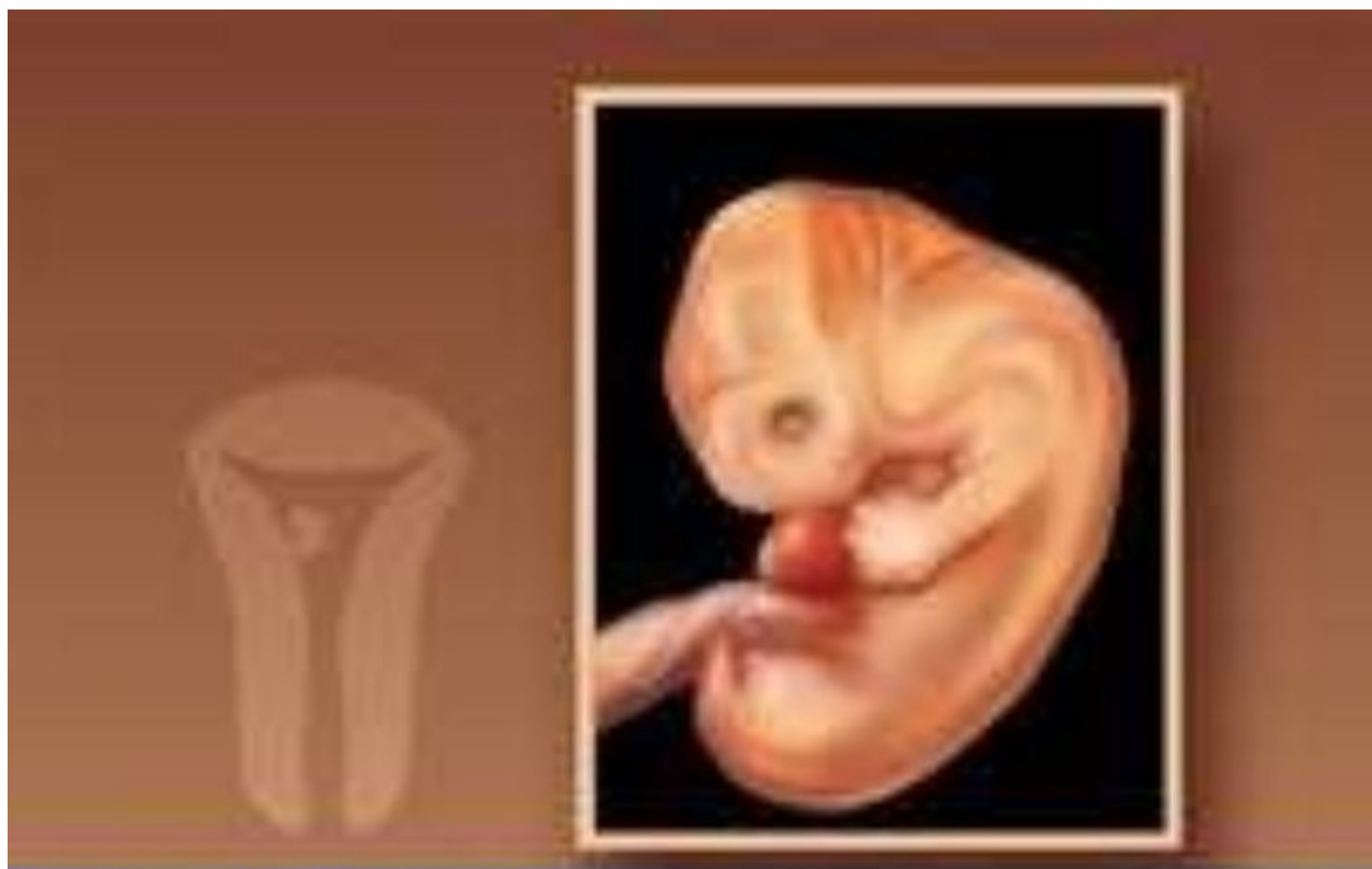
- Ball of cells attaches to the uterus about day 5 after fertilization – now called an embryo.
- Amniotic sac develops and fluid inside protect baby.
- Placenta is formed (made from lining of uterus and tissues from the baby).
- Placenta is the connection between mother and baby. The blood DOES NOT mix. The blood vessels from mom run next to those of the baby and materials pass back and forth through diffusion.
- Baby gets: food, oxygen, and other substances from the mother
- Baby gives mother: CO₂ and other wastes



5 weeks - Heart begins to beat

Human Embryo and Fetus at 49 Days

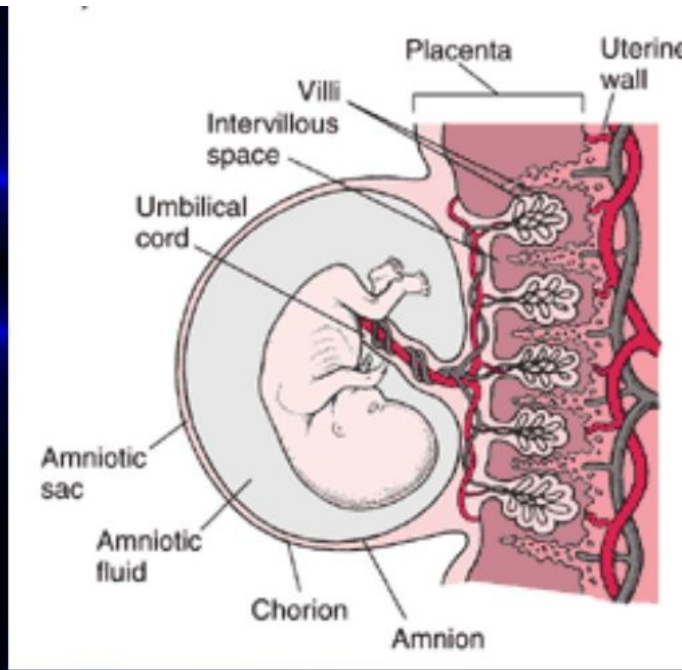




7 weeks - Umbilical cord appears



An embryo of few weeks inside the mothers womb.



Placenta and Embryo at 8 weeks

- The fact that the blood never mixes prevents the spread of most diseases from mother to embryo.
- Chemicals in tobacco smoke, alcohol, and other drugs (including caffeine and chemicals in foods) can pass through barrier to embryo.

Fetus: 9th week - birth

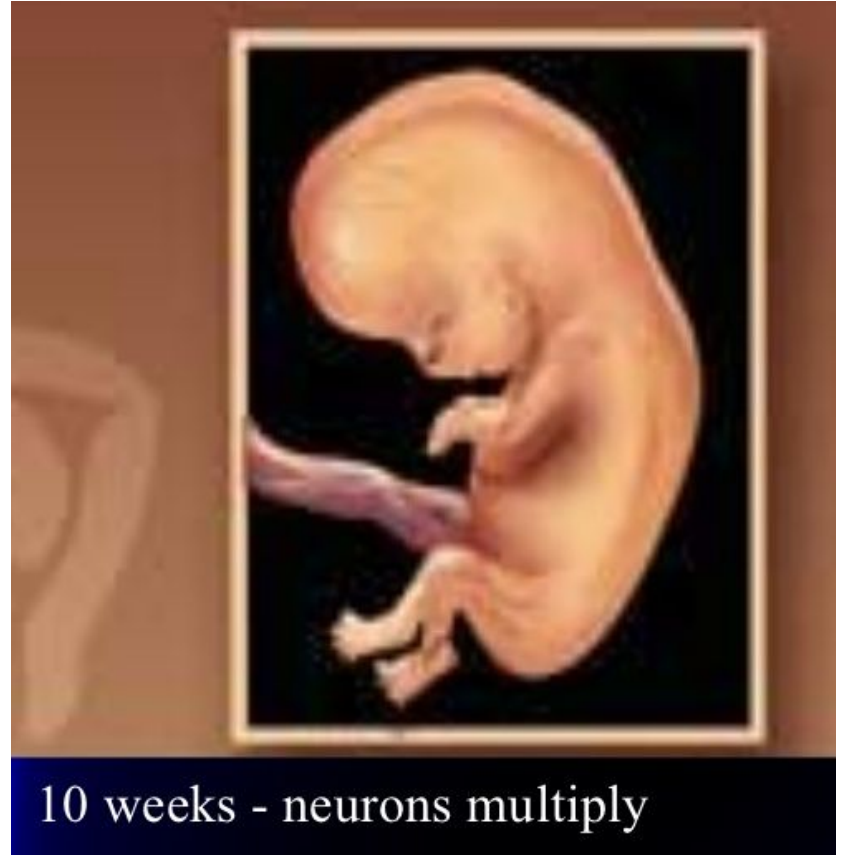




9 weeks - movement begins

Week 10: Eight weeks from conception

- By now, the baby's vital organs have a solid foundation. The embryonic tail has disappeared completely, and baby has fully separated fingers and toes.
- The bones of the baby's skeleton begins to form.
- This week, baby's brain will produce almost 250,000 new neurons every minute.



Week 16: Fourteen weeks from conception

- The baby is between 4 and 5 inches long and weighs a bit less than 3 ounces.
- The baby can now make a fist.
- The baby's eyes are becoming sensitive to light.
- More developed facial muscles may lead to various expressions, such as squinting and frowning.
- The baby may have frequent bouts of hiccups as well.
- For girls, millions of eggs are forming in the ovaries.



Week 17: Fat accumulates

- Fat stores begin to develop under the baby's skin.
- The fat will provide energy and help keep the baby warm after birth.

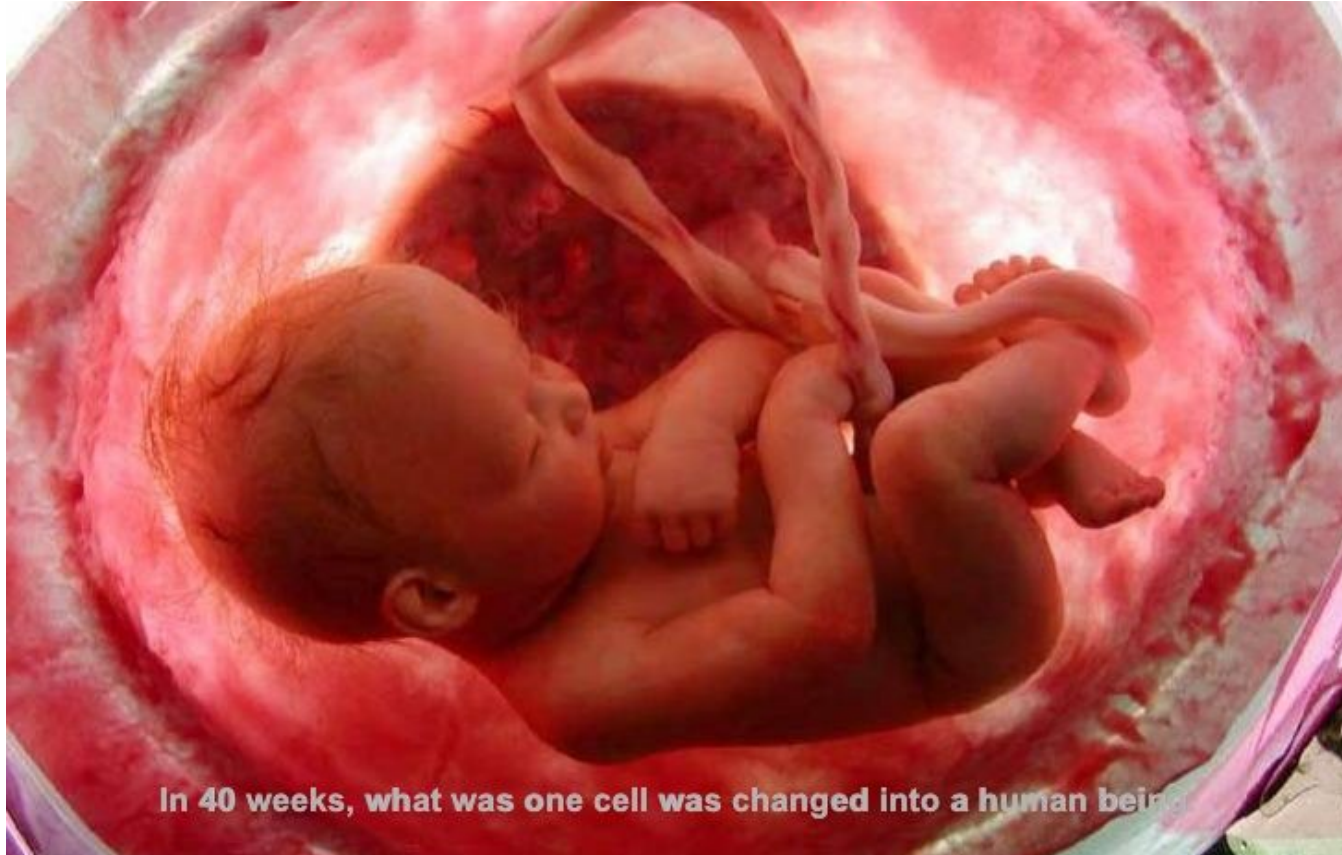
Week 18: Baby begins to hear

- As the nerve endings from baby's brain "hook up" to the ears, the baby may hear the mother's heart beating, stomach rumbling or blood moving through the umbilical cord, and may even be startled by loud noises.
- The baby can now swallow.



23 weeks - lungs prepare for life outside the womb

Complete at Nine Months



In 40 weeks, what was one cell was changed into a human being.

Birth: Labor

- Strong muscular contractions of the uterus (a muscle)
- Cervix enlarges (to 10 cm)
- Contractions push amniotic fluid out of baby's lungs preparing it for breathing air.

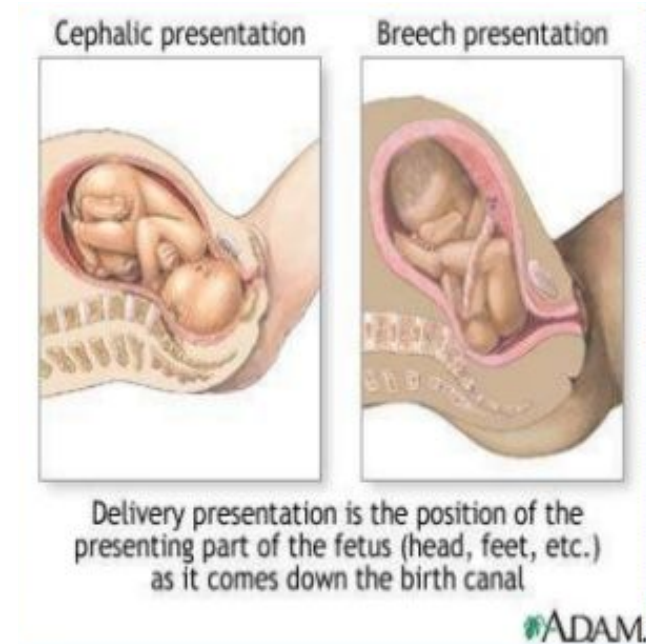
Birth: Delivery



Normal Vaginal Delivery

Birth: Delivery

- Presentation - Fetal part that emerges first
- Normal is head, face down
- Abnormal - face up (baby's face can get caught in mom's pubic bones), buttocks, leg(s), arm(s)

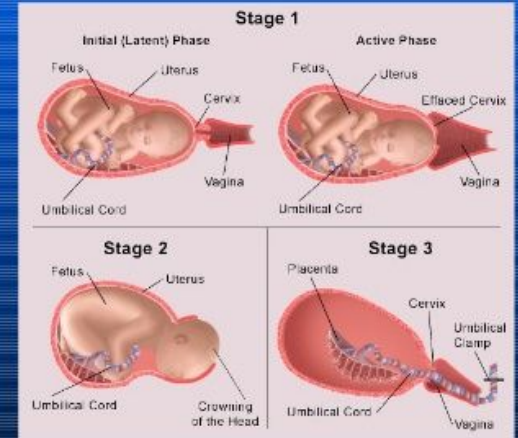


Birth: Afterbirth

- Placenta detaches and contractions push this out as well.

Labor and Delivery

- Process by which infant is born
- Uterus progressively more irritable
- Cervix begins to dilate:
 - Complete dilation is 10 cm
- Amniotic sac rupture
- Fetus and then placenta are expelled



Lesson 6: What if . . . ?

Day 3

Pregnancy

Today's lesson is about pregnancy - how someone knows whether they're pregnant or whether their partner is pregnant, and once they do know, what their choices are.

To begin, let's view the following video:

<https://www.youtube.com/watch?v=XUcNmU-ucCY>

Emily was tested to see if she was pregnant. Why do people get tested to determine if they are pregnant?

- They didn't use protection when having sex.
- The condom slipped off or broke while having sex.
- They forgot to take the pill.
- They were the victim of a sexual assault.
- They are a week late for their period.

Sometimes, someone thinks they haven't done anything that would result in pregnancy, but if they did engage in some kind of sexual activity, they might have put themselves or their partner at risk. People might not realize that there was any risk involved in what they did with their partner, until a person starts experiencing symptoms.

Symptoms of Pregnancy

Early symptoms of pregnancy are as follows:

- Nausea or throwing up for seemingly no reason, especially in the morning
- Urinating/peeing more frequently
- Sensitive or painful breasts
- Fatigue
- Dizziness
- Abdominal cramping
- Missing a period or a very light period when that's not typical for that person

Sometimes people ignore these symptoms because they are similar to what people experience when they are getting their period.

If a person has symptoms, it is important that they test. This can even be an at home pregnancy test that you can get in a local pharmacy.

Pregnancy Options

A person has options of what to do if they are pregnant and need to carefully consider the one that is right for them. Each of these options has reasons why someone would want to do it, and reasons why someone would not want to do it.

It is important to make the decision as early in the pregnancy as possible and to involve parents and/or trusted adults with the process.

Options if you are pregnant:

- Become a young parent
 - Make sure that you have appropriate prenatal care
- Give the baby up for adoption
 - Make sure that you have appropriate prenatal care
- Terminate the pregnancy
 - Options are limited later in pregnancy

Lesson 7:

Warning Signs: Understanding Sexual Abuse and Assault

Day 4

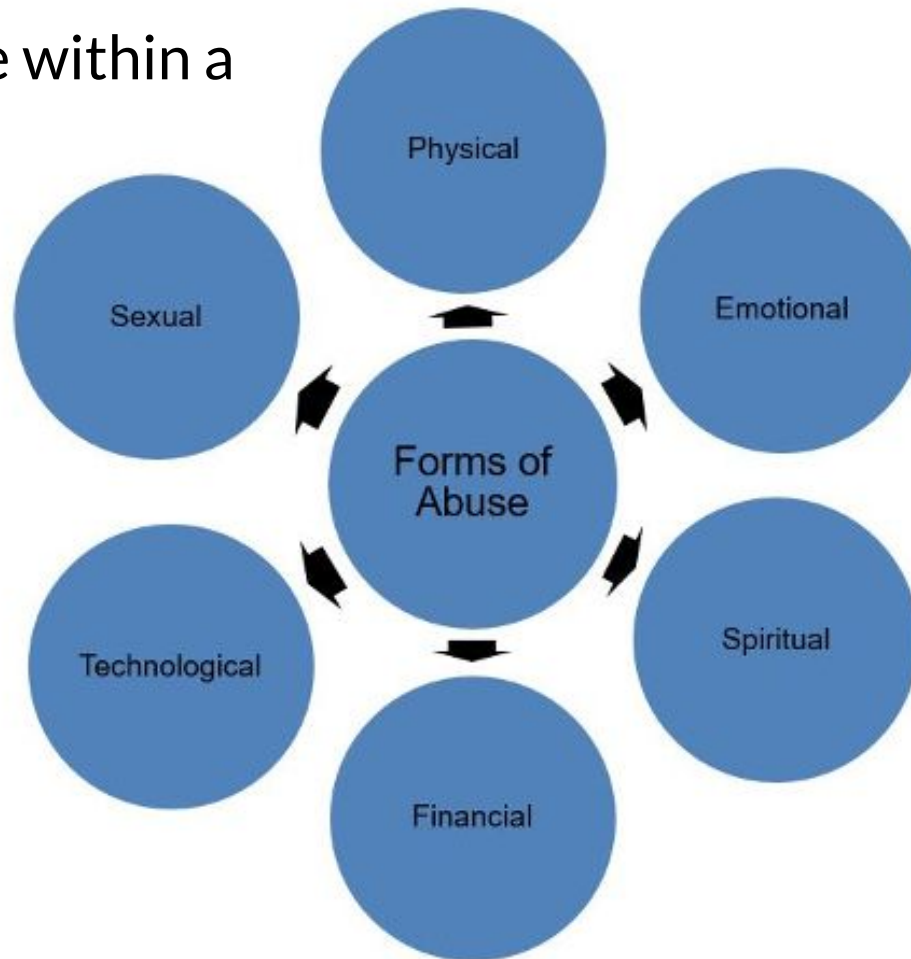
Introduction

- We are going to be talking about particularly intense topics today - sexual abuse, assault, harassment, and trafficking.
- Please be especially respectful and sensitive today, and if you find yourself upset, please stop the lesson and contact a trusted adult.
- Talking about sexual abuse, assault, harassment, and trafficking can sometimes be clear and straightforward, and sometimes it is not.
- Let's first review the components of a healthy relationship and then those of relationships that are abusive.

Components of a healthy relationship:



Forms of abuse within a relationship:



Signs of Healthy and Unhealthy Relationships:

Healthy	Concerning	Abusive
<ul style="list-style-type: none">• I hang out with who I want.• I can have my own opinion.• I decide what I want to do.• I feel good about myself.	<ul style="list-style-type: none">• I get permission to be with friends.• I avoid making them mad.• I feel bad about us.• I am ashamed.	<ul style="list-style-type: none">• I get threatened.• I get hit.• I am scared.• I am forced to do things I don't want to do.

Rape/Sexual Assault

- Watch the following video clip, "[RAPE: Get the Facts](#)"
Stop the video at 2:00 after McPherson says, "It's a men's issue."
- What facts stood out to you about this clip?
- What do you think one of the women interviewed meant when she said, "rape is about power and control, it's not about sex?"
- The social worker talking about boys and men who are sexually assaulted said, "For a boy or man to report a sexual assault really takes a lot." Why do you think it may feel more difficult for boys and men to report sexual assault?
- Don McPherson, the last person who spoke in the clip, talked about how people often think of rape and sexual assault as women's issues, since the majority of the people who report being assaulted are women. What do you think he meant when he said that rape is a men's issue?

Discussion

- When someone forces someone to do something they don't want to do, it's pretty clear cut it's sexual assault.
- What happens when it's unclear?
- What about when someone tells you sexual jokes over and over even after you tell that person to stop?
- What if someone teases someone else for being "gay"?
- When anyone is on the receiving end of something sexual like this - such as sexual notes, jokes, innuendos, texts, comments, or gestures - or if any of these are about someone's sexual orientation, these are considered incidents of sexual harassment.

Consent

- We're going to look at what's okay and what's not okay when it comes to sexual touch and behaviors.
- How can we be clear to someone else about what we want to do and don't want to do?
- How can we be sure to recognize whether the other person is really giving their consent - meaning actively saying "Yes" - and that you are sure they want to be kissed, or touched by you, or talked to in that manner?
- **No one should do anything sexual in a relationship that they do not feel 100% ready to do.**

Consent Spectrum

Mutual
Consent

Unfair
Pressure/
Threats

Aggression/
Harassment

Trafficking

Rape/
Assault

Rape/Assault: When someone forces another person to perform a sexual act.

- Can be done by a stranger, but is usually someone the victim knows.
- Even if people are in a romantic relationship, if one person does not consent, this is still considered rape.

Consent Spectrum

Mutual
Consent

Unfair
Pressure/
Threats

Aggression/
Harassment

Trafficking

Rape/
Assault

Trafficking: This crime occurs when a trafficker uses force, fraud, or coercion to control another person for the purpose of engaging in sex acts against their will in exchange for money or other goods.

Consent Spectrum



Aggression/Harassment: For example, when someone walks by and a person pinches them or touches a sexual body part, where the act is over before they even could have given consent.

- Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature such as sexual notes, jokes, unwanted texts, etc.
- If the recipient tells someone to stop this type of harassment even once, and it continues, it's defined as sexual harassment.
- Both sexual aggression (if it's physical) and sexual harassment are illegal.

Consent Spectrum



Threats: Refers to when someone tells the other person that if they don't do something sexual with them, there will be consequences.

For example:

- If you don't have sex with me, I'll go find someone who will.
- If you don't have sex with me, I'll just tell people you did anyway.
- If you don't do this, I'll forward those sexy pics you texted me to everyone you know.

Consent Spectrum



Mutual Consent: When both people actively say what they want, and both people agree to any behavior they are going to do together. This is *essential* in any healthy relationship.

- When talking about doing something sexual in nature, partners need to ask each other if they want to do it. Do they both want the same thing?
- Never assume that just because someone doesn't say "no" that means they are ok with it. **Wait for an enthusiastic "Yes!"**
- If someone can tell that their partner isn't comfortable or isn't sure, they need to stop.
- If someone doesn't feel right about doing something, they should speak up.

Different Types of Sexual Harassment

VISUAL: Inappropriate and insistent messages or email, bathroom wall graffiti, showing someone inappropriate pictures that makes them feel uncomfortable, obscene gestures.

VERBAL: Sexually explicit jokes, comments about someone's body, spreading rumors of a sexual nature, comments about sexual orientation, asking someone to go out repeatedly after being turned down, unwanted communication.

PHYSICAL: Grabbing or touching someone in a way that makes them feel uncomfortable, unwanted hugging or kissing, pulling down someone's pants ("panting")

Flirting vs. Sexual Harassment

FLIRTING

- Flirting is welcome attention
- Flirting goes both ways
- Flirting makes you feel attractive
- Flirting makes you feel in control
- Flirting makes you feel good about yourself
- Flirting is legal

SEXUAL HARASSMENT

- Sexual harassment makes you feel uncomfortable
- Sexual harassment is one-sided
- Sexual harassment feels degrading
- Sexual harassment makes you feel bad about yourself
- Sexual harassment is a violation of school rules AND is illegal

Activity

- Remember when it said that in most cases sexual assaults are committed by someone who knows the person they assault? This can, unfortunately, also be a family member.
- When it's committed by a family member it's called 'incest.'
- Sometimes, it can be a partner, girlfriend, boyfriend, or spouse who is abusive, whether physically or not.
- Now, we are going to take a look at some of the abuse that can happen in those types of relationships.

- Watch the following video clips, "The Signs"
<https://www.youtube.com/watch?v=He1pu4VwKdM>
- Talk about the following questions:
 - How do you think Amanda is feeling when Nick first asked her out?
 - What was the first sign that there was something off about the relationship?
 - How did Nick respond after their first argument?
 - Do you think this was a healthy way to respond or not?
 - Where would you put the different interactions between them on our consent chart?

Discussion

- We often hear the term ‘dating or domestic violence,’ when abusive relationships may not be physically abusive at all.
- Most of what we have been discussing today is about **power** and **control**.
- While this may be something you think you want, it’s not something that should be part of a healthy relationship.
- Even if you’re the one doing the manipulating and controlling, your relationship isn’t healthy.
- Keep in mind, some of the behaviors we’ve been discussing are also illegal.

Lesson 8: Making SMART Choices

Day 4

Let's share a story:

Let's say you were in the lunch area here at school and you saw two students who clearly didn't like each other.

They start out giving each other mean looks as they get their food and go to sit down; then one makes a rude comment a little too loudly about the other.

That student gets up, walks over to the first student and asks, also loudly, "Are you talking to ME?" The first student stands up and says, "Sure am. What are you going to do about it?"

What are ALL the different things you can POSSIBLY do in this situation? Don't worry if they sound unrealistic or might not be what YOU would do. What are all the possible options?

Responsible Decision-Making

Clearly, there are things people need to think about before making a decision. We are now going to talk about a model that can guide us in making difficult decisions. And we're also going to be talking about how we can use this model to decide about whether to be in a sexual relationship with another person.

The Smart Choices Model

S - Slow Down

You have the right to take as much time as you need to make a good decision that is right for you.

M - Make a list of your options

Looking at every possible choice will help you know that you've really thought everything through.

A - Analyze your choices

Be honest with yourself and think about the pros and cons of each option. Make sure to weigh your options because not all will have equal value.

R - Reach a decision

Pick the best choice and consider what will help you STICK to your decision.

T - Think and evaluate

Depending on the choice you make, you may need to check in from time to time and see how things are going.

Putting the SMART Choices Model into Practice

Let's take the scenario we just talked about. Just to remind you, the scene is this:

You are in the lunch area here at school and you see two students who clearly don't like each other. They start out giving each other mean looks as they get their food and go to sit down; then one makes a rude comment a little too loudly about the other. That student gets up, walks over to the first student and asks, also loudly, "Are you talking to ME?" The first student stands up and says, "Sure am. What are you going to do about it?"

- Let's go through the model together.
- First, we need to **SLOW DOWN** for a minute because this is a big decision to make.
- Second, you want to **MAKE A LIST OF ALL YOUR POSSIBLE OPTIONS**—which we did at the beginning of class.
- Now comes the fun part: **ANALYZING YOUR OPTIONS, OR CHOICES.**"
- Let's circle the one we think is best.
- We analyzed our options, and with the one that I circled, we **REACHED A DECISION**, which is the next letter—or step—in the model.
- The last step or letter, T, comes after you've already made your decision. You need to **THINK ABOUT AND EVALUATE** whether this was a good decision for you, or whether you feel that this maybe wasn't the best decision for you, and determine what, if anything, you might want to do differently.

Now it's your turn to practice using the model

- Divide into groups of three.
- You will each be given a scenario.
- Walk through the Making SMART Choices Model as if you were the character in the scenario. You will need to make the decision for the character based on the SMART process.
- You will have ten minutes to do this work.
- Groups will be asked to share their work.
- You will be asked to give the group feedback on their work.

Scenario 1

There is a new student in your class at school. This student just moved to the area and does not know anyone. Your friends do not like this new student and refuse to speak to him/her and will not include him/her in their activities. What do you do?

Scenario 2

You and your closest friend have been friends for a long time. Lately, you are growing upset with your friend. He/she has canceled several times that you were getting together, so that he/she could hang out with his/her boyfriend/girlfriend. You don't know what to do, but you're not sure you want to be friends with him/her any longer. What do you do?

Scenario 3

Every day, when classes are over, you play basketball with the boys in your friend group. Usually, everyone enjoys the game. One day, Luke suggests something else. Knowing that his parents aren't home, he says, "Let's go to my house instead." When everybody is sitting in his bedroom, Luke says, "See that window leading onto the roof? Let's see who can climb down from the window the fastest. Whoever reaches the ground first is the winner." Some boys think it is a great idea, but you don't think so. You say, in a very loud voice, "That's a stupid idea. I'm going home." Luke starts to laugh at you and calls you a coward. Soon the other boys join in too. You are scared. You know that climbing out on the roof is dangerous and you don't want to do it. You just want to play basketball. What do you do?

Scenario 4

You can hardly wait for the end of class because you hope you will see someone you like in the hallway. When you peek out of the classroom, you see him/her with a group of boys and girls from his/her class. Nevertheless, you bravely go into the hallway and start walking toward the group. Suddenly, everyone turns to look at you. Someone in his/her group says something that you can't hear, and all the kids start to laugh and point at you. You don't think there is anything unusual in the way you look and nothing has happened between you and the people in the group that you are aware of. What do you do?

Scenario 5

You invite a bunch of friends over when your parents are out of town. You are all in one main room together and people start kissing. At some point you hear someone say, “I think we all need some more privacy,” and soon all of the other people disappear. Your boyfriend or girlfriend looks at you and says, “Now that we’re alone, maybe we can finally take things further.” What do you do?

Lesson 9: Let's Talk About Being Assertive

Day 4

Introduction

- We can't read each other's minds, so if we want to have good relationships with people, we need to learn how to communicate with them effectively.
- This includes all kinds of relationships: friendships, family, romantic relationships, and committed relationships such as marriage.

Types of Communication

- Being **aggressive** is when someone tries to get what they want through bullying.
- Being **passive** is when a person is timid or unclear - or they won't speak up and just go along with what the other person wants.
- Being **assertive** is when we say what we want or how we feel without being hurtful to the other person.

Types of Communication

What if someone asked you out and you weren't interested in that person?

If you were **passive**, how might you react?

Why isn't that an effective way to respond?

If you were **aggressive**, how would you respond?

Why isn't that an effective way to respond?

How would you respond if you were **assertive**?

Why IS this an effective way to respond?

Activity: Assertive Communication

Now you know the definitions of each term, we are going to practice communicating in an assertive way.

- I am going to give each group a sheet that has a statement made by a student. Pretend he/she is in your friend group.
- This person's name is 'Partner A'. You are 'Partner B'. Your job is to respond to Partner A in an **ASSERTIVE** way. Partner B wants to maintain the friendship with Partner A.
- Once you get your sheet, discuss what would be an effective, assertive response.
- Then, imagine how Partner A would react and write an additional response.

Activity Prompts:

Prompt 1:

Partner A: **“I can write my own paper, but I have traveling soccer this weekend. If I pay you \$100 will you write the paper for me?”**

Partner B:

Partner A:

Prompt 2:

Partner A: **“Everyone is doing this text chain where we make jokes about how ____ looks. You should join in. You don’t want people to think you’re not part of our friend group.”**

Partner B:

Partner A:

Prompt 3:

Partner A: **“My parents said that I have to be home by 9:00 p.m. They’re out of town and I can do what I want. I know you have a curfew too, but your parents aren’t home and won’t know if you don’t follow it.”**

Partner B:

Partner A:

Prompt 4:

Partner A: **“I don’t want to go to school today. You should skip class, too, and spend the day with me.”**

Partner B:

Partner A:

Prompt 5:

Partner A: **“Send me a nude picture of you. I promise not to show it to anyone else.”**

Partner B:

Partner A:

Summary

- Being in a relationship does not mean that a person has to give up who they are and their own needs.
- In a healthy relationship, both people should be able to express themselves openly and be able to listen to, appreciate, and accept the other person's needs.
- Compromise is a part of every relationship. This means that both people give in at times. But if one person is giving in more often than the other, it is an unequal and unhealthy relationship.
- It is important to stick to what you believe and the decisions you make, even if they're different from what people around you are saying.
- These negotiation skills can help people form strong friendships and healthy, committed relationships in the future, such as marriage.

Review your questions, add any additional ones you may have, and give them to your teacher for our follow up session.

Day 5:

Questions in Advisory

Lesson 10:

Blue Is for Boys, Pink Is for Girls ...or Are They?

Day 5

Let's start with some definitions:

- **Sex** means the biological condition or quality of being a female or male human being.
- **Gender** is the behavioral, cultural, or psychological traits typically associated with one sex. It includes a person's **gender identity** and **gender expression**.
 - **Gender identity** - what a person knows their gender to be
This might or might not match their biological sex.
 - **Gender expression** - how a person expresses what gender they are (dress, hair, name, etc.)
Everyone has the right to express their gender however they wish, we cannot necessarily assume a person's gender identity based on what we see on the outside.
- **Gender attribution** is the attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female and that are often labeled as “masculine” or “feminine.”
- Peer and media (including social media) influences may have become more prominent in shaping your sense of self and others. We're going to explore that topic today.
- There are many stereotypes we hold about people based on their gender. These gender expectations can affect a person's social, work, and legal rights.
 - **Examples:** We expect perceived males to be “tough” and perceived females to be “gentle”, girls are passive and boys are aggressive, girls are weak, boys are strong, etc.

Let's start with a quiz!

- We're going to be talking today about gender - how we understand our maleness, our femaleness or a combination of that - who we are and how we express that to others.
- I'm going to show you a series of pictures, and I'd like you to tell me whether, *stereotypically*, if what you see is for girls or for boys.
- Remember, I said *stereotypically*. So I'm asking you to tell me which gender comes to mind **first**.

Boys or Girls?

















Discussion: Boys or Girls?

How did you know whether to classify something as “boy” or “girl”?

Activity: Boys or Girls?

- I am going to ask you to come up with examples of messages about gender that you've received in your lives. These can be about any gender, not just your own.
 - For example, sometimes the media (shows, advertisements, etc.) will show mostly boys working out or mostly girls engaged in dance lessons.

Class Activity: Gender Messages

Message

Boys are supposed to be tough and not show emotion.

Source

Society, friends, media

Can you come up with any other gender messages and their sources?

Gender Attribution Stereotypes

- We talked about things people associate with a particular gender.
- These next pictures show some examples of people breaking those stereotypes.
- As you look at them, I'd like you to think about your reaction. How does seeing these pictures make you feel?

















Discussion

Let's look at the Boys and Girls lists we generated earlier.

- Look at the “boys” list. Are any of these things something a girl could do as well?
- Look at the “girls” list. Are any of these things something a boy could do as well?
- If a girl does any of the things on the “boys” list, what are the consequences for her?
- If a boy does any of the things on the “girls” list, what are the consequences for him?
- Why do you think that is?
- Why is it that people are impressed by a girl who is a good athlete, but wonder whether a boy who is a good ballet dancer is gay?

Discussion

- We've been talking about messages that people receive about how they "should" act as boys and girls.
- There are also people who do not identify as the gender they were born as.
- This means that even if they were called a boy or girl at birth and may have body parts that are associated with that gender, on the inside they feel like a different gender.
- Think about the experience of hearing these gendered messages and feeling like you were a different gender. How might you feel?

Discussion Activity

Read the following story about Martin and Tia. There are two versions of the story. Please read both, and then respond to the questions at the end.

Version 1:

Martin and Tia go to the same school. One of Tia's friends tells her that she heard from her boyfriend's best friend that Martin likes Tia. Tia likes Martin, too, but she would never say anything. She asks her friend to tell her boyfriend to say something to Martin, and that if Martin asked her out she'd say yes.

Martin hears from his friend that Tia is interested in him. He finds her outside of school at the end of the day and asks her if she wants to hang out during the coming weekend, and Tia says yes. When he asks her what she wants to do, Tia says, "I don't know, whatever you want."

Martin picks out a movie he's been wanting to see – the new Avengers movie. He texts Tia to meet him at the movie theater. When she gets there, he's already bought the tickets, then holds the door open for her. Tia is really not interested in seeing the Avengers movie but goes along with it because Martin has already bought the tickets. He buys them both popcorn, and when they sit down in the theater and the lights go down, Martin puts his arm around Tia. Tia really wants Martin to kiss her, but she doesn't say anything.

Discussion Activity

Version 2:

Martin and Tia go to the same school. One of Martin's friends tells him that he heard from his girlfriend's best friend that Tia likes Martin. Martin likes Tia, too, but he would never say anything. He asks his friend to tell his girlfriend to say something to Tia, and that if Tia asked him out he'd say yes.

Tia hears from her friend that Martin is interested in her. She finds him outside of school at the end of the day and asks him if he wants to hang out during the coming weekend, and Martin says yes. When she asks him what he wants to do, Martin says, "I don't know, whatever you want."

Tia picks out a movie she's been wanting to see – a love story that all her friends have said will make her cry like a baby. She texts Martin to meet her at the movie theater. When he gets there, she's already bought the tickets, then holds the door open for him. Martin is really not interested in seeing a romantic movie, but goes along with it because Tia has already bought the tickets. She buys them both popcorn, and when they sit down in the theater and the lights go down, Tia puts her arm around Martin. Martin really wants Tia to kiss him, but he doesn't say anything.

Discussion Activity

- Which of the versions feels more familiar or realistic?
- Could Version 2 ever happen in a relationship between a guy and a girl? Why or why not?
- If you were to create your own version of this story, how would you combine the two? What would you change or keep? Why would you make these changes?

Summary

- We've talked about some really complicated issues today! Keep thinking about this stuff as you go through your own lives.
- The most important thing to keep in mind is that every person has a right to express their gender as it makes most sense to them.
- No one has the right to make fun of someone else for how they express their gender.

Lesson 11:

Sexual Orientation, Behavior and Identity: How I feel, What I Do, and Who I Am

Day 5

Language Regarding Sexual Orientation

- We are going to look at some of the language around sexual orientation and discuss misconceptions.
- Certain language around sexual orientation can be offensive or incorrect.
- What words or phrases have you heard to describe someone's gender identity or sexual orientation?
- If you're not sure of a correct way to address someone, what should you do?

What Is “Sexual Orientation”?

“The gender(s) of the people to whom we are attracted, physically and romantically”

What Is “Sexual Orientation”?

“The gender(s) of the people to whom we are attracted, physically and romantically.”

- ▷ Can include more than one gender
- ▷ Can know one’s orientation without necessarily doing something sexual with another person

Sexual Orientation Has Three Parts to It

- ▶ **Orientation** – Who we're attracted to
- ▶ **Behavior** – How we behave sexually
- ▶ **Identity** – What we call ourselves

What Names Do We Have?

Who you are attracted to? (Orientation)

- Heterosexual
- Lesbian or Gay
- Bisexual

What gender do you identify with?

- Female
- Male
- Queer
- Nonbinary
- Transgender

Matching....

Most of the time someone's identity, behavior, and sexual orientation match, but when they don't match ...

- ▶ Identity “wins”!
- ▶ People have the right to call themselves whatever they wish, even if it may not make sense to others.

Bottom Line?

- ▶ It is every person's **RIGHT** to identify however they wish.
- ▶ We should **RESPECT** who that person is, even if that person's identity does not make sense to us.

Resources for Students About Gender Identity and Sexual Orientation

- Parents, Grandparents, Other Family Members
- Trusted Adults
 - School staff - teachers, counselors, nurse, etc.
- Caregivers

Day 5 Questions:

Review your questions, add any additional ones you may have, and give them to your teacher to answer in this session.