

## High School Health Comprehensive Human Sexual Education Unit Lesson Overview

This is an overview of each lesson in the Comprehensive Human Sexual Education unit. These lesson outlines provide a guide for the key concepts and topics addressed.

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**Lesson Title:** Climate Setting and Intro (1 Day)

**Brief Lesson Description**

This climate-setting lesson develops a safe, respectful and engaging learning environment for this unit. The lesson will begin by collaboratively developing ground rules to ensure a climate of safety and respect. The lesson concludes with application to the home environment, focusing on the role of family as an avenue to promote family communication about these topics.

**Learning Intentions:**

- Advocate to improve or maintain positive mental emotional well-being for self and others.
- Birth Control and condoms are effective at preventing pregnancy and sexually transmitted infections.
- Many teens successfully use birth control and condoms.
- Teens of every sexual orientation and gender identity need to learn about birth control and STI prevention, for themselves or to help a friend or family member.
- Condoms are easy to get and easy to use.
- Abstaining from oral, anal and vaginal sex means a person does not have to worry about pregnancy or STI
- People of every sexual orientation and gender identity choose abstinence.

**Lesson Plans**

**Day 1 - Instruction:**

1. Lesson 1- Warm Up

In this sexual health unit, we will learn about ways to prevent pregnancy, STIs including HIV. We will also increase our knowledge of sexual health and the reproductive systems.

*Check 3 topics you already know the most about (for example, from a previous health class, books, your family, other resources, etc.)*

- Reproductive Systems
- Pregnancy
- Sexual Orientation and Gender Identity
- Healthy Relationships
- Preventing Sexual Violence
- Abstinence
- Birth Control
- Condoms
- HIV and other Sexually Transmitted Infections (STIs)

*Check 3 topics you think will be the most interesting to learn more about:*

- Reproductive Systems

- Pregnancy
- Sexual Orientation and Gender Identity
- Healthy Relationships
- Preventing Sexual Violence
- Abstinence
- Birth Control
- Condoms
- HIV and other Sexually Transmitted Infections (STIs)

2. *Set classroom expectations-*

- a. Explain that students will generate additional ground rules to help ensure that everyone has these rights and will follow these during class.
- b. Write student suggestions on a piece of large paper. If students miss any ground rules you think are important, suggest them yourself. Examples:
  - Respect a variety of viewpoints
  - Speak for yourself (use "I statements")
  - Use correct terminology
  - Listen to one another
  - Don't yuck my yum
  - What's said here stays here, what's learned here leaves here.
- c. Describe the situations when a teacher, as a mandated reporter, cannot maintain confidentiality; non-negotiables. If students are thinking about hurting themselves or someone else, or that someone is being abused or neglected, you must try to get help. This is an important law that all teachers must follow.
- d. Conclude the ground rules. Keep the Bill of Rights, non-negotiables and student generated ground rules posted for the entire unit.

3. *Lead 4 Corners Activity-* Ask students to imagine that they are leading a campaign to prevent pregnancy and STIs and need to choose the main messages. Their choices are posted in the 4 corners of the room from Round 1 and 2.

- a. Unfold or uncover the Round 1 messages on condoms and birth control
- b. Tell students to walk to the corner with the message that they think is best for the campaign. Allow discussion time for decision making and then ask to share reasoning with the class.
- c. Repeat for Round 2
- d. There are no incorrect answers. The purpose of this is to introduce students to important prevention concepts.
- e. Allow discussion without debating. Remind students of the ground rules.

4. *Students Write Anonymous Questions-* Hand out the anonymous questions and review with students. Students will need 1-3 slips of paper per student.

- a. Without writing their names, ask students to write at least one question on a slip of paper. If they do not know the medical term for something, they can use

whatever word they know, and the medical term will be introduced when the question is discussed.

- b. The questions can be about any topic in this unit.
- c. The goal is to have everyone write something. If students can't think of a question, instruct them to either write a question they think other students would be interested in or write a piece of factual information.
- d. Collect the questions in a box or envelope. These questions will be answered throughout the unit.

5. *Exit Ticket*- This can be in a student notebook, scratch paper or simply call out before the class period ends.

- a. Prompt: Today we discussed several ways to promote respectful behavior and a good learning environment during this sexual health unit. Describe one ground rule from class today.
- b. Students can describe any ground rule generated during class or a statement from the Bill of Rights/Non-Negotiables.

**Lesson Title:** Understanding Sexuality and Gender (2-4 Days)

**Brief Lesson Description:** These lessons are designed to help students understand that everyone has a sexual orientation and a gender identity, and to develop language to talk respectfully and completely about these aspects of sexuality. It is further designed to help students recognize that the stigma and discrimination often directed toward lesbian, gay, bisexual, transgender, and LGBT+ people are harmful and limiting to everyone. This content is foundational for a comprehensive sexual health curriculum and aligns with standards.

<b>Learning Intention:</b>
<ul style="list-style-type: none"><li>● Identify the aspects that make up a person's sexuality</li><li>● Explain how biological sex is assigned</li><li>● Describe how gender identity and expression influence a person's sexuality</li><li>● Analyze different sexual and romantic orientations</li><li>● Assess the importance of support for individuals who are LGBT+</li></ul>

<b>Lesson Plans</b>
<b>Day 1 - Activities/Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>● What aspects make up a person's sexuality?</li></ul>
Vocabulary Worksheet from textbook - column 1 and 2
Slide Presentation from textbook
Formative Assessment Exit ticket <ul style="list-style-type: none"><li>● Why is biological sex sometimes called assigned sex?</li><li>● What is the term for people who are unsure about their orientation?</li></ul>
<b>Day 2 - Activities/Instruction:</b>
Bell Ringer/QT <ul style="list-style-type: none"><li>● How do gender identity and expression influence a person's sexuality</li></ul>
Vocab Worksheet from textbook - Column 3
Warm-up: Value Statements. - Teacher-Directed Activity
Exit Ticket: Small Group Discussion <ul style="list-style-type: none"><li>● What responses matched what you expected? Why?</li><li>● What responses surprised you? Why?</li><li>● Do you think your peers were honest in their responses? Why or why not?</li></ul>
<b>Day 3 - Activities/Instruction:</b>

Bell Ringer/QT

- Polls show that young people today are more accepting of lesbian, gay, bisexual and transgender people more than ever before. Why do you think that is?

Warm-Up: 4 Corners (Definitions activity)

What Would You Do? Skill Development: Decision-Making Worksheet

- Pick 2 of the 4 scenarios to answer

Formative Assessment - Gender, sex, expression continuum

**Lesson Title:** Reproductive Systems and Conception (3 Days)

**Brief Lesson Description:** In this lesson students will develop a clear understanding of the human reproductive systems; outlining the purpose of these systems and how they work together to conceive. After introducing both reproductive systems, this lesson will explain fertilization/conception. It is important to understand how and where this takes place once hormonal birth control is introduced. Students need to know and understand how their bodies work, how to care for them and how to protect them. Knowledge of the reproductive system will help students better understand upcoming lessons on pregnancy, birth control, STIs HIV and AIDS.

<b>Learning Intention:</b>
<ul style="list-style-type: none"><li>● Explain how the reproductive systems work together to produce new life.</li><li>● Analyze the role of the person with a penis reproductive system in producing new life.</li><li>● Describe the menstrual cycle.</li><li>● Identify the organs of both reproductive systems.</li><li>● Explain what happens during conception.</li></ul>

<b>Lesson Plans</b>
<b>Day 1 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>● What are the different kinds of sex organs?</li></ul>
Pre-test
Person with a penis Reproductive System
Person with a penis Analogy
<b>Day 2 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>● What must be present in order to become pregnant?</li></ul>
Person with a Vagina Reproductive System
Matching Reproductive Systems <ul style="list-style-type: none"><li>● 2 activity options to choose from for each review</li></ul>
Anatomy Worksheets Review
<b>Day 3 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time:

- What is conception?

Review both anatomy systems:

- students label the parts for both systems

Introduce conception and explain

Using the labeled worksheet, map out and color code the pathway of the sperm and egg and where fertilization happens.



**Lesson Title:** Abstinence and Birth Control (4 days)

**Brief Lesson Description:** In this lesson students will learn that physical intimacy can lead to sexual activity as teens become more curious about sex. Sexual abstinence, the decision to refrain from sexual activity, has many benefits, including no risk of pregnancy or STIs. Sexual abstinence also benefits mental, emotional, and social health. Students need to identify challenges, risky situations and also discuss with dating partners and reach out for help if needed. These lessons also include contraceptives methods meant to prevent pregnancy. Having reliable information about contraception is important. Barrier, hormonal, natural, sterilization and emergency contraception are all methods for contraception. Demonstration of the use of an external condom will be shown along with other hormonal methods.

<b>Learning Intention:</b>
<ul style="list-style-type: none"><li>• Discuss why abstinence is a healthy choice for teens.</li><li>• Employ strategies for practicing abstinence.</li><li>• Identify factors that can challenge a person's commitment to abstinence.</li><li>• Assess the effectiveness of different methods of preventing pregnancy.</li><li>• Identify factors to consider when choosing a contraceptive method.</li></ul>

<b>Lesson Plans</b>
<b>Day 1 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>• What are the benefits of choosing sexual abstinence?</li></ul>
Factors Affecting Abstinence <ul style="list-style-type: none"><li>- 3 Scenarios listed in the activity</li><li>- Use these for the class activity</li><li>- Teacher discretion as to how to implement with students<ul style="list-style-type: none"><li>- Turn and talk</li><li>- Walk about</li></ul></li></ul>
What is contraception? <ul style="list-style-type: none"><li>- Abstinence vs.Barrier vs. Hormonal</li></ul>
<b>Day 2 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>• What is contraception and how might a person's values impact their choices around contraception?</li></ul>
Types of Contraception
Condom Demonstration

**Day 3 - Instruction:**

Bell Ringer/Quick Thought/Question Time:

- How do barrier methods prevent pregnancy?

Continue notes and slides on Barrier Methods

Notes on Hormonal Methods

**Day 4 - Instruction:**

Bell Ringer/Quick Thought/Question Time:

- How do hormonal methods prevent pregnancy?

Continue notes- Natural, Sterilization and Emergency

Hormonal Methods assignment

- Divide the scenarios up however necessary (small groups, 2 per person, etc.)
- Come back for a group discussion to talk about all of the scenarios

Closure- What Should They Do? Performance Assessment

- Small group or partners

**Lesson Title:** STIs/HIV/AIDS

**Brief Lesson Description:** In this lesson students will develop a clear understanding of STI's and the impacts they have on their personal health. Students need to know and understand how to protect themselves from STI's if choosing to become sexually active, and resources available in their community to receive help if they were exposed to an STI. Students will also learn skills for preventing STIs.

<b>Learning Intention:</b>
<ul style="list-style-type: none"><li>● analyze how STIs spread and affect the body.</li><li>● describe the symptoms of various STIs.</li><li>● summarize the serious health effects of bacterial and viral STIs.</li><li>● identify resources for STI testing and treatment.</li><li>● summarize treatment options for different STIs including HIV/AIDS.</li><li>● Understand how HIV/AIDS are transmitted and treatment methods.</li></ul>

<b>Lesson Plans</b>
<b>Day 1 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>● How do sexually transmitted infections (STIs) affect the reproductive system?</li></ul>
Students Complete KWL: <ul style="list-style-type: none"><li>● K- know, W- want to know sections on the worksheet</li></ul>
Notes and Video <ul style="list-style-type: none"><li>● Slides 1-18: Teachers will discuss and explain common STIs</li></ul>
<b>Day 2 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>● How do you think STIs are similar to other communicable diseases? How are they different?</li></ul>
Students complete STI chart
<b>Day 3 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>● What skills can you use to prevent and get treatment for STIs?</li></ul>
Notes <ul style="list-style-type: none"><li>● Slides 20-28: Teachers will discuss and explain preventing and treating STIs</li></ul>
Staying STI Free Activity:

- Reference warm-up Activity

**Day 4 and 5 - Instruction:**

Bell Ringer/Quick Thought/Question Time:

- How is HIV/AIDS transmitted?

Continue Notes

- Slides 29-39: Teachers will discuss and explain HIV/AIDS

Students complete KWL

- L- what have you learned section

Promoting Awareness About STIs Activity:

- Students create a campaign to advocate for awareness about STIs

**Day 5- Extra day if needed for for guest speaker or finishing day 4 lesson**

**Guest Speaker from Children's Hospital**

**\*scheduling may depend on availability with other AD12 schools**

**Lesson Title:** Pregnancy (1-2 Days)

**Brief Lesson Description:** In this lesson you will gain knowledge about the impacts and challenges of pregnancy. All options that are available for unplanned pregnancy will be discussed and the pros and cons for each option will be outlined.

<b>Learning Intention:</b>
<ul style="list-style-type: none"><li>• Explain the physical, social, emotional, and economic challenges of unintended pregnancy.</li><li>• Describe the options available if an unplanned pregnancy occurs.</li></ul>

<b>Lesson Plans</b>
<b>Day 1 - Instruction:</b>
Bell Ringer/Quick Thought/Question Time: <ul style="list-style-type: none"><li>• What are the challenges of pregnancy?</li></ul>
Notes <ul style="list-style-type: none"><li>• Slide 1-11: Teachers will discuss and explain Pregnancy and Parenthood as well as Pregnancy Options</li></ul>
Group Activity (Slides 12-13) - Factors Affecting Pregnancy
Notes <ul style="list-style-type: none"><li>• Slides 14-18: Teachers will discuss and explain the possible physical, social and emotional, financial, and educational challenges of pregnancy as well as resources for teen parents</li></ul>
Pregnancy Prevention Goals Review