



FEDERAL WAY PUBLIC SCHOOLS

Each Scholar: A voice. A dream. A **BRIGHT** future.

SCHOLAR PAGES

GRADES 9-12

SEXUAL HEALTH LESSONS

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High School Health

Lesson 1

Learning Targets:

- I will learn how to support a safe and respectful classroom environment.
- I will learn about positive and healthy relationships, including abstinence and birth control.
- I will learn about the male and female reproductive systems.

Success Criteria:

- I can list classroom ground rules that promote safety and respect.
- I can describe various forms of birth control and the benefits of positive and healthy relationships.
- I can list the parts of the reproductive system, the 3 components of sexual response, and describe the path of the egg during the menstrual cycle and sperm during ejaculation.

Standards:

- Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a
- Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa
- Describe behaviors that impact reproductive health. H1.Se1.HSc

Warm-Up

- From the list below write down one topic you know the most about and one topic that sounds the most interesting.

- Reproductive System
- Pregnancy
- Sexual Orientation & Gender Identity
- Healthy Relationships
- Preventing Sexual Violence
- Abstinence
- Birth Control
- Condoms
- HIV & Other STDs

Day 1: Climate Setting and Reproductive System

- **SC:** I can list class ground rules that promote and create a safe learning environment.
- I can describe the path of the egg during menstrual cycle and the path of the sperm during ejaculation.

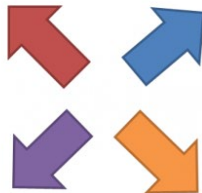
FLASH Bill of Rights

1. The right to be treated with respect
2. The right to protect the privacy of oneself, one's family and friends
3. The right to ask questions about sexual health without being judged

FLASH Bill of Rights

4. The right to receive accurate answers
5. The right to one's beliefs, including the beliefs of one's family, culture and faith

4 Corners Exercise



Anonymous Questions

1. Write at least one question. Don't write your name.

2. The question can be about any topic in this un

- Sexual health
- Sexually transmitted diseases
- HIV and AIDS
- Birth control
- Abstinence and decisions about sex
- Sexual abuse and rape
- Gay, lesbian, bisexual and transgender issues
- Relationships and love
- Pregnancy, becoming a parent, abortion, adoption
- Men's and women's bodies

3. Here are some common ways to start anonymous questions.

- Is it true that...?
- Should you worry if...?
- What do they mean by...?
- How do you know if...?
- Is it normal...?
- What should you do if...?

4. Use medical words, if you know them.

- Don't worry if you can't think of the right word for something or can't spell it.
- Just use the word you know, even if it's slang.

Exit Ticket

Climate Setting, Lesson 1

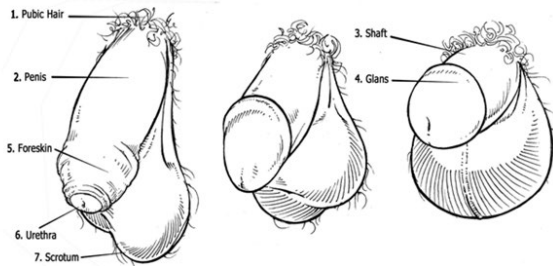
Today we discussed several ways to promote respectful behavior and a good learning environment during the sexual health unit. Describe one ground rule from class today.

Warm-Up

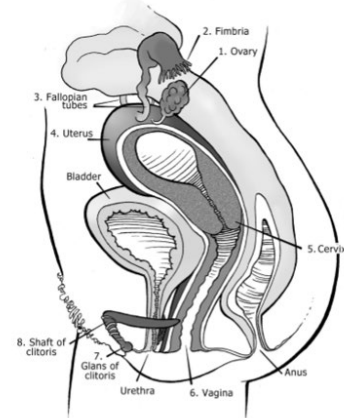
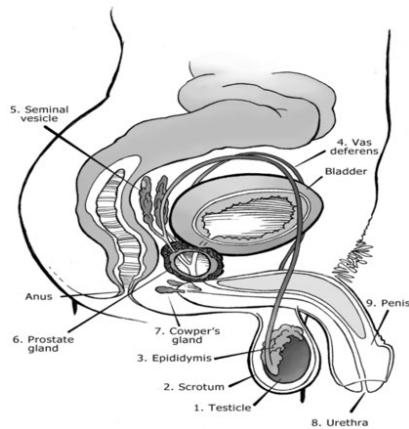
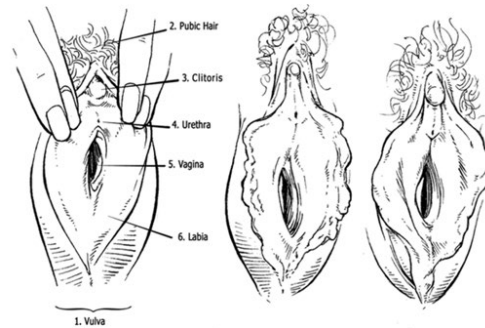
Reproductive System, Lesson 2

Today we are reviewing the parts of the body involved in sexual reproduction. List all the parts of the male and female reproductive systems that you can remember.

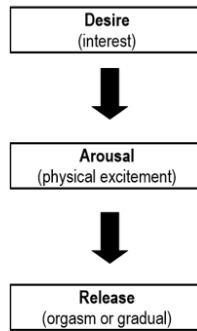
Male Genital Variation



Female Genital Variation



Human Sexual Response



Review Questions

- 1. What do the ovaries and testicles have in common?
- 2. What do the sperm and eggs have in common?
- 3. What do the fallopian tubes and vas deferens have in common?
- 4. What do the penis and clitoris have in common?

Hand out Homework

Anatomy

1. Do most people's bodies have 1 or 2 of each body part listed below? The first one is done for you as an example.

Cervix	1	2	Scrotum	1	2
Clitoris	1	2	Testicle	1	2
Epididymis	1	2	Urethra	1	2
Fallopian tube	1	2	Uterus	1	2
Labia	1	2	Vagina	1	2
Ovary	1	2	Vas deferens	1	2
Penis	1	2	Vulva	1	2

Hand out Exit Ticket

Exit Ticket

Reproductive System, Lesson 2

Draw a line connecting the body parts and processes that have similar roles in male and female bodies.

Egg	Ejaculation
Testicle	Sperm
Ovulation	Shaft of Clitoris
Shaft of Penis	Fallopian Tube
Vas Deferens	Ovary
Glans of Penis	Glans of Clitoris

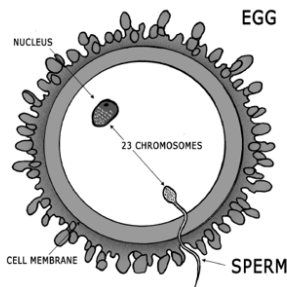
Lesson 3– Pregnancy

- **SC:** I can identify laws related to reproductive and sexual health care services.
- I can describe the signs of pregnancy.
- I can describe prenatal practices that can contribute or threaten a healthy pregnancy.
- I can access medically accurate information about pregnancy, pregnancy options and prenatal care services.

Warm-Up - Pregnancy

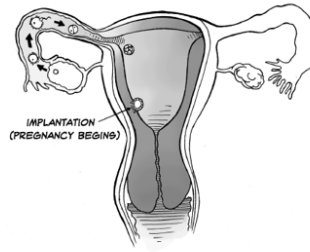
- There are many changes to the body that happen during a pregnancy. List as many as you can in your notebook.

Sperm and the Egg



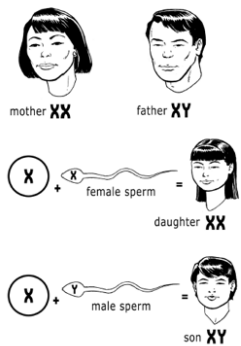
- Human Body is made up for billions of cells.
- It takes an egg cell and a sperm cell to start a pregnancy.
- They have half as many chromosomes than your other cells.
- **Chromosomes** are parts inside a cell that determine which characteristics are passed from generation to generation.
- When they join together they make a pair, with two sets of 23 chromosomes for a total of 46

The First Week



- Sperm and Egg Cells can join in 3 ways: vaginal intercourse, donation of sperm and the help of medical technology
- Semen contains 300 million sperm and it takes 2 days for the sperm to reach the fallopian tubes
- Fertilization is complete when the egg and sperm have joined
- Over half of fertilized eggs die for various reasons
- By the 4-5 day the fertilized egg burrows into the lining, implantation.

Sex Determination



- Two sex chromosomes determine a person's biological sex.
- X + Y are male
- X + X are female
- Half sperm cells have an X and the other half have a Y.
- All eggs have an X

Early Signs of Pregnancy

- No Period
- Tender, Swollen Breasts
- Feeling Tired
- Nausea
- Urinate more often

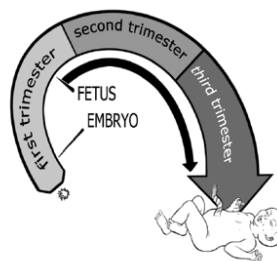
Sexual Health Resources

• Federal Way Public Health Center Teen Clinic

33431 13th Place S. Federal Way, WA 98003
206-477-6800

Walk-in Hours: Wednesday 1:00 – 5:00 p.m.
Appointments Available Monday – Friday

Fetal Development



- First 2 months– embryo
- After that it is a fetus
- **1st Trimester:**
- Most risk for damage from infections and substances
- Prenatal care
- Most abortions take place
- At the end weigh 1 ounce (1 quarter)
- **2nd trimester**
- Organs grow and mature
- End of 6th month weighs 2 pounds (can of soda)
- Prenatal care important
- **3rd Trimester**
- Can open and close eyes, suck thumb and respond to light
- 7 ½ pounds average
- Safe Haven or Harbor Laws
- Adoption plans can be made at anytime

Two Truths and a Lie Game

Hand out homework

Individual Homework: Pregnancy

Name: _____ Period: _____

Directions: Imagine that a friend has just come to you and thinks she might be pregnant. What would you say to her? Think about things you learned in today's class about pregnancy and resources.

Write her an e-mail, text or note as a supportive friend. Include information about a reliable clinic she could go to for a pregnancy test, and whether or not the law says she can go on her own. Use this page or attach it to this page.

Due: _____

Exit Ticket

Exit Ticket Pregnancy, Lesson 3

Can teens get a pregnancy test confidentially at a doctor's office or clinic in this state?

Where can teens and adults get a pregnancy test in our community?

Warm-Up

Climate Setting, Lesson 1

In this sexual health unit, we will learn about ways to pregnancy, STDs, including HIV, and sexual violence. We will also increase our knowledge of sexual health and have opportunities to talk more about these topics with family members.

Check the 1 topic you already know the most about (for example, from health class, books, your family, etc.):

- ☐ Reproductive System
- ☐ Pregnancy
- ☐ Sexual Orientation and Gender Identity
- ☐ Healthy Relationships
- ☐ Preventing Sexual Violence
- ☐ Abstinence
- ☐ Birth Control
- ☐ Condoms
- ☐ HIV and Other STDs

Check the 1 topic you think will be most interesting to learn more about:

- ☐ Reproductive System
- ☐ Pregnancy
- ☐ Sexual Orientation and Gender Identity
- ☐ Healthy Relationships
- ☐ Preventing Sexual Violence
- ☐ Abstinence
- ☐ Birth Control
- ☐ Condoms
- ☐ HIV and Other STDs

FLASH Bill of Rights

- 1. The right to be treated with respect**

- 2. The right to protect the privacy of oneself,
one's family and friends**

- 3. The right to ask questions about sexual
health without being judged**

- 4. The right to receive accurate answers**

- 5. The right to one's beliefs, including the
beliefs of one's family, culture and faith**

Anonymous Questions

1. Write at least one question. Don't write your name.

2. The question can be about any topic in this unit.

- Sexual health
- Sexually transmitted diseases
- HIV and AIDS
- Birth control
- Abstinence and decisions about sex
- Sexual abuse and rape
- Gay, lesbian, bisexual and transgender issues
- Relationships and love
- Pregnancy, becoming a parent, abortion, adoption
- Men's and women's bodies

3. Here are some common ways to start anonymous questions.

- Is it true that...?
- Should you worry if...?
- What do they mean by...?
- How do you know if...?
- Is it normal...?
- What should you do if...?

4. Use medical words, if you know them.

- Don't worry if you can't think of the right word for something or can't spell it.
- Just use the word you know, even if it's slang.

Exit Ticket

Climate Setting, Lesson 1

Today we discussed several ways to promote respectful behavior and a good learning environment during the sexual health unit.

Describe one ground rule from class today.

To Parents & Guardians: Introducing *FLASH* Family Homework

An important part of the FLASH sexual health unit is Family Homework. Family Homework is completed by the student and an adult family member together. This letter explains the purpose of FLASH Family Homework and what you can expect.

One of the goals of the FLASH unit is to increase parent and teen communication about sexual health. Even though teens don't always show it, surveys show that they would like to talk more about these issues with a parent or other trusted adult, and research shows that these conversations play a very important role in helping teens prevent pregnancy, STDs and HIV. The FLASH program includes Family Homework to make these discussions easier and more frequent.

Family Homework is completed by the student and an adult family member, or with an adult who is like family (e.g. foster parent, guardian, etc.). The questions in the Family Homework ask about your thoughts and beliefs on a topic related to the classroom lesson. You don't need to have any information about sexual health to do the homework. No one is required to ask or answer any personal questions. Each Family Homework takes about 10 minutes. To get credit, the adult signs a slip saying that the homework was completed. Students will not be asked to share anything you talked about.

Young people are surrounded by messages in the media telling them how to behave sexually. Although the power of the media is huge, we know that family communication is also very powerful. Family Homework is intended to help adults talk clearly and directly with teens about their beliefs and hopes for them.

Family Homework is recommended but not required. If a family decides not to do Family Homework, students will be offered an individual homework assignment that can be completed for the same credit.

Thank you for taking the time to look at the Family Homework. We hope it helps you and your teen have these valuable discussions.



Family Homework Letter Confirmation Slip

Due: _____

I received the Family Homework Letter.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Warm-Up

Pregnancy, Lesson 3

There are many changes to the body that happen during a pregnancy. List as many as you can.

Exit Ticket

Reproductive System, Lesson 2

Draw a line connecting the body parts and processes that have similar roles in male and female bodies.

Egg

Ejaculation

Testicle

Sperm

Ovulation

Shaft of Clitoris

Shaft of Penis

Fallopian Tube

Vas Deferens

Ovary

Glans of Penis

Glans of Clitoris

Family Homework: Talking About the Reproductive System

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: Are there words or names for the reproductive system body parts that are unique to our culture or family? Are there any names we give to body parts that have special meaning to you?

Ask the student: What body part names and functions did you learn about in class?

Ask each other: Do you have any funny stories about names for body parts? (For example, not being able to pronounce the word *penis* as a child and calling it a "peepee" instead.)



Family Homework Confirmation Slip: Talking About the Reproductive System

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework: Anatomy

1. Do most people's bodies have 1 or 2 of each body part listed below? The first one is done for you as an example.

Cervix	1	2	Scrotum	1	2
Clitoris	1	2	Testicle	1	2
Epididymis	1	2	Urethra	1	2
Fallopian tube	1	2	Uterus	1	2
Labia	1	2	Vagina	1	2
Ovary	1	2	Vas deferens	1	2
Penis	1	2	Vulva	1	2

2. Write the word that describes each body process listed below.

A. The process of sperm leaving the body

B. The process of the egg leaving the ovary

C. The process of blood and tissue leaving the uterus when a woman is not pregnant

Two Truths and a Lie

Name: _____

Period: _____

Directions: Each topic below has two correct statements and one false statement. With your team, circle the statements you think are false.

A. Pregnancy symptoms

1. Periods stop as soon as a person gets pregnant.
2. Common pregnancy symptoms include breast tenderness, nausea and feeling tired.
3. Having to urinate more often than usual is common during pregnancy.

B. Pregnancy testing

1. A pregnancy test can be purchased at a drug store or done at a health clinic.
2. Pregnancy tests can show results as soon as 1 hour after conception.
3. A pregnancy test involves testing the woman's urine.

C. Clinics and laws *(Note: Teachers outside of Washington State will need to adapt this item.)*

1. In Washington State, a person can get a pregnancy test at any clinic or doctor's office, even if under age 18.
2. The results of a pregnancy test are kept confidential in Washington State.
3. All states have the same laws about minors (people under age 18) and reproductive health care.

D. Fertilization and conception

1. The ovum and the sperm meet in the fallopian tube.
2. Fertilization and conception usually take place within moments of vaginal intercourse.
3. *Implantation* is when the fertilized egg attaches to the lining of the uterus.

E. Prenatal care

1. Prenatal care includes avoiding nicotine, alcohol and other drugs during pregnancy.
2. Prenatal care includes seeing a doctor or midwife during pregnancy.
3. Prenatal care includes testing to find out why a person is having trouble getting pregnant.

Exit Ticket

Pregnancy, Lesson 3

Can teens get a pregnancy test confidentially at a doctor's office or clinic in this state?

Where can teens and adults get a pregnancy test in our community?

Family Homework: Talking About Pregnancy

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: What information did you receive about pregnancy when you were in school?

Ask the student: Tell me about some of the things you discussed in class today, including the following terms: *trimester*, *conception* and *sex determination*.

Adults who have been pregnant can share stories of the pregnancy with the student.



Family Homework Confirmation Slip: Talking About Pregnancy

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework: Pregnancy

Name: _____

Period: _____

Directions: Imagine that a friend has just come to you and thinks she might be pregnant. What would you say to her? Think about things you learned in today's class about pregnancy and resources.

Write her an e-mail, text or note as a supportive friend. Include information about a reliable clinic she could go to for a pregnancy test, and whether or not the law says she can go on her own. Use this page or attach it to this page.

Due: _____

High School Health

Lesson 2

Learning Targets:

- I will learn about gender identity and sexual orientation, and how to communicate respectfully with and about people of all gender identities and sexual orientations.
- I will learn how various influences affect the expression of gender and healthy or unhealthy behaviors in relationships.

Success Criteria:

- I can explain the difference between gender identity and sexual orientation, and why it is important to treat all people respectfully and for all people to feel proud of their identities.
- I can explain how various influences and stereotypes affect one's ability to express their gender and their decision-making.

Standards:

- Understand the range of gender roles, identity, and expression across cultures. H2.Se3.6
- Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7
- Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H1.Se3.8
- Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS

Day 2- Gender and Sexual Orientation

- **SC:** I will be able to understand how various influences affect one's ability to express themselves due to gender
- **SC:** I will be able to comprehend how norms affect decision-making.
- **SC:** I will understand how stereotypes may affect the decision-making process.

Warm-Up

- A person's identity refers to their sense of who they are as individuals and members of social groups. People have many identities. Their identities might include their gender, their race, their nationality, their sexual orientation, their family identity (sister, uncle, etc.), their religious identity if they have one, their work, or an important interest.
- **Name 3 of your most important identities. Would you pick the same identities now as when you were in kindergarten?**

Identity

- Why is it important to be proud of your identity?
- How can you develop pride in your identity?

Definitions Activity

- 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?

Definitions Activity

Review the Key Terms

- Biological Sex
- Gender Identity
- Sexual Orientation
- Sexual Behavior

Gender Identity

- *Gender identity* is a deep feeling people have about whether they are a guy, a girl, both or neither.
- People usually know their *gender identity* when they are very little, before they start kindergarten.
- People's *gender identity* is sometimes the same as their biological sex, and sometimes different.
- A person's *gender identity* is cisgender if it matches the person's biological sex.
- A person's *gender identity* is transgender if it does not match the person's biological sex.

Biological Sex

- When a baby is born, the doctor says the baby is male or female. This is the baby's *biological sex*.
- *Biological sex* is based on chromosomes, either XX (female) or XY (male).
- *Biological sex* is based on genitals, such as whether someone has a vulva and clitoris or a penis and scrotum.

Sexual Orientation

- *Sexual orientation* is determined by whether a person is attracted to the same gender, another gender, or all genders.
- Some examples of *sexual orientation* are gay, lesbian, bisexual, straight, queer, etc.
- *Sexual orientation* is based on whom people are romantically attracted to, not necessarily whom they have sex with or make out with.

Sexual Behavior

- *Sexual behavior* describes what someone does sexually—oral, anal or vaginal sex, making out, etc.
- Sometimes *sexual behavior* matches a person's sexual orientation, and sometimes it does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

Key Concepts

- **People know that they are gay, lesbian, bisexual, or straight because of how they feel, not because of who they have sex with.**
 - People do not need to have sex with someone to know what their sexual orientation is.
 - Having sex with someone of another gender does not necessarily mean someone is straight, nor does having sex with someone of the same gender necessarily mean that someone is gay.
- **Gender expression doesn't determine sexual orientation.**
 - Sometimes it is hard to tell if someone is a girl or a boy by looking. That doesn't mean that person is gay.
- **Gay, lesbian, bisexual and straight teens need to learn about birth control and STD prevention.**
 - At some point in most people's lives they need to know about how to prevent pregnancy and STDs, for themselves or for a friend.
- **Science doesn't know why people develop their specific sexual orientation or gender identity.**
 - Most scientific organizations think that sexual orientation and gender identity are already formed at birth.
 - People with all sexual orientations and gender identities have existed throughout history.

Video

- <https://youtu.be/-Okix97TIXs>

Discussion Questions

- In his dream, how does the main character know he's in a world where being straight is the minority?
- The main character was bullied and teased for being straight. How could that negatively impact him?
- In our society, how are people given the message that being straight is the "right" or "normal" way to be?
- How can these messages harm or limit people? (including straight, gay, lesbian, bisexual, transgender and cisgender people)

Dear Advice Columnist

I've recently been having some trouble with my friends. It seems like we don't have very much in common lately. All they want to do is look at magazines and talk about musicians they like and think are cute, or they want to do each other's hair and makeup. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike, or just read a book that I like. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Lonely

Dear Lonely,

It sounds like you are going through a rough time with your friends! Are there any popular musicians that you like or think are cute? If so, maybe you could bring them up in conversation with your friends. Also, perhaps your friends would like to go on a hike with you if you also participated in the things that they like, such as doing each other's hair and makeup. As for what your friends' said about dating, I don't think that is true. There are lots of boys who are interested in girls who like reading and the outdoors. As long as you are careful not to lose touch with your feminine side, I don't think you will have any trouble. I am sure this is just a bump in your friendship with these girls, just hang in there and it will likely pass.

- Do we know Lonely's gender identity? Their sexual orientation? Does the advice columnist make any assumptions about Lonely's gender identity or sexual orientation?
- How does the advice columnist send the message that being straight is the preferred way to be?
- How does the advice columnist send the message that Lonely should act more feminine?
- What is one piece of advice you would give Lonely? Be careful not to make assumptions about Lonely's gender identity or sexual orientation, and not to pressure Lonely to conform to gender expectations or a specific sexual orientation.

Individual Homework: Advice Column

Name: _____ Period: _____

Instructions: Write a response to Lonely that does not make assumptions about Lonely's gender or sexual orientation, and does not pressure Lonely to conform to gender expectations or a specific sexual orientation.

Dear Advice Columnist

I've recently been having some trouble with my friends. It seems like we don't have very much in common lately. All they want to do is look at magazines and talk about musicians they like and think are cute, or they want to do each other's hair and makeup. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike, or just read a book that I like. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Lonely

Exit Ticket

Sexual Orientation & Gender Identity, Lesson 4

Write 1–2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.

Warm Up

- Define the word stereotype, in your own words. Please give a definition, not an example in your notebook.

Stereotype: an assumption or widely held belief about an entire group of people.

- What are some examples of stereotypes about teens?

Stereotypes of Men

“Act Like a Man”



Stereotypes of Women

“Act Like a Lady”



Analyze Gender Pressures- Men

- If this is how a guy is supposed to act, then what kinds of things is a guy called if he steps outside of this box? What names might people call him?
- For example, what if a guy gets hurt and starts to cry?
- What if he isn't always interested in sex?
- What if he doesn't want to be in charge or always make the decisions?

Analyze Gender Pressures- Women

- If this is how a girl is supposed to act, then what kinds of things is a girl called if she steps outside of this box? What names might people call her?
- For example, what if a girl has had several boyfriends, or if people think she's had sex with several guys?
- What if a girl is tough, or wants to make the decisions?
- What if a girl doesn't want to go out with a guy who likes her, or if she shows that she feels confident in herself?

Scenarios

- *“Bruno is feeling sad and hurt because his girlfriend broke up with him, but when his friends ask him how he is, he says he's glad they broke up and that he never cared about her anyway.”*
- *Which traditional expectation of men is likely influencing Bruno's actions?*
- *What problems could this expectation cause for Bruno?*
- *What advice would you give to Bruno to challenge this gender expectation?*

Take the Sexual Attitudes Survey

- This data will be used to create graphs for our consent lesson next class
- https://docs.google.com/forms/d/1pN-YD8OThuLcvZm-wJOw-VoqKU45YUTk4T2Q_ze7msA/edit?ts=5db9cdd2
- How do we QR code?

Individual Homework: Thinking About Gender Stereotypes

Instructions: Review the *Traditional Gender Expectations* handout you received today in class.

The gender stereotypes listed on your handout:

- **Men** are expected to be tough, in charge, sexually in control.
- **Women** are expected to be submissive or weak, emotionally unstable or irrational, sexually available/sexually pure.

Write a two or three paragraph essay about **ONE** of the following. Be sure to discuss the stereotypes on the handout in your response.

1. Describe a movie, show or video game that you think really highlights gender stereotypes and explain how this example uses these stereotypes. In your essay, discuss what ways, if any, people can challenge gender stereotypes they see in this form of media.
2. Describe a time when you felt pressure to act in a certain way because of your gender. Review the *Traditional Gender Expectations* to help you think of an example. In your essay, please explain whether you were able to challenge the gender stereotype and why.

Exit Ticket

Undoing Gender Stereotypes, Lesson 5

Think about one stereotype we talked about today that comes from the media.

Write 1 or 2 sentences explaining how the media creates or reinforces that stereotype.

Warm-Up

Sexual Orientation & Gender Identity,

Lesson 4

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

Definition Strips

When a baby is born, the doctor says the baby is male or female. This is the baby's _____.

_____ is based on chromosomes, either XX (female) or XY (male).

_____ is based on genitals, such as whether someone has a vulva and clitoris or a penis and scrotum.

_____ is a deep feeling people have about whether they are a guy, a girl, both or neither.

People usually know their _____ when they are very little, before they start kindergarten.

People's _____ is sometimes the same as their biological sex, and sometimes different.

A person's _____ is cisgender if it matches the person's biological sex.

A person's _____ is transgender if it does not match the person's biological sex.

_____ is determined by whether a person is attracted to the same gender, a different gender, or all genders.

Some examples of _____ are gay, lesbian, bisexual, straight, queer, etc.

_____ is based on whom people are romantically attracted to, not necessarily whom they have sex with or make out with.

_____ describes what someone does sexually – oral, anal or vaginal sex, making out, etc.

Sometimes _____ matches a person's sexual orientation, and sometimes does not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

Discussion Questions Visual

1. In his dream, how does the main character know he's in a world where being straight is the minority?
2. The main character was bullied and teased for being straight. How could that negatively impact him?
3. In our society, how are people given the message that being straight is the "right" or "normal" way to be?
4. How can these messages harm or limit people? (including straight, gay, lesbian, bisexual, transgender and cisgender people)

Advice Column Handout

Dear Advice Columnist

I've recently been having some trouble with my friends. It seems like we don't have very much in common lately. All they want to do is look at magazines and talk about musicians they like and think are cute, or they want to do each other's hair and makeup. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike, or just read a book that I like. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Lonely

Dear Lonely,

It sounds like you are going through a rough time with your friends! Are there any popular musicians that you like or think are cute? If so, maybe you could bring them up in conversation with your friends. Also, perhaps your friends would like to go on a hike with you if you also participated in the things that they like, such as doing each other's hair and makeup. As for what your friends' said about dating, I don't think that is true. There are lots of boys who are interested in girls who like reading and the outdoors. As long as you are careful not to lose touch with your feminine side, I don't think you will have any trouble. I am sure this is just a bump in your friendship with these girls, just hang in there and it will likely pass.

- Do we know Lonely's gender identity? Their sexual orientation? Does the advice columnist make any assumptions about Lonely's gender identity or sexual orientation?
- How does the advice columnist send the message that being straight is the preferred way to be?
- How does the advice columnist send the message that Lonely should act more feminine?
- What is one piece of advice you would give Lonely? Be careful not to make assumptions about Lonely's gender identity or sexual orientation, and not to pressure Lonely to conform to gender expectations or a specific sexual orientation.

Exit Ticket

Sexual Orientation & Gender Identity, Lesson 4

Write 1–2 sentences explaining why it is wrong to tease or bully people because of their sexual orientation or gender identity.

Family Homework: Talking About Sexual Orientation and Gender Identity

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: Do you think it is right or wrong for two guys or two girls to be in an intimate relationship? What makes it right or wrong?

Ask the student: Did you use to believe any stereotypes about LGBT people that you don't believe any more? What changed your thinking?

Ask the adult: Do you think it should be legal for two men or two women to get married? Why or why not?

Ask the student: Suppose a good friend told you they were transgender. How would you feel? What would you say or do? Why?



Family Homework Confirmation Slip: Talking About Sexual Orientation and Gender Identity

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework: Advice Column

Name: _____

Period: _____

Instructions: Write a response to Lonely that does not make assumptions about Lonely's gender or sexual orientation, and does not pressure Lonely to conform to gender expectations or a specific sexual orientation.

Dear Advice Columnist

I've recently been having some trouble with my friends. It seems like we don't have very much in common lately. All they want to do is look at magazines and talk about musicians they like and think are cute, or they want to do each other's hair and makeup. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike, or just read a book that I like. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Lonely

Warm-Up

Undoing Gender Stereotypes, Lesson 5

Define the word *stereotype*, in your own words.

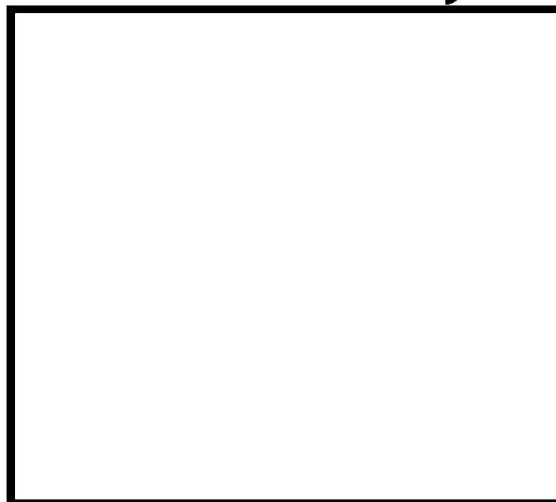
Please give a definition, not an example.

Gender Boxes Worksheet

“Act Like a Man”



“Act Like a Lady”



Sexual Attitudes Survey

Instructions: Rank each of the following 5 statements. In the first column, record how strongly *you* agree or disagree with each of them. In the second column, record how strongly you believe *other people your age* would agree or disagree with the statement. There are no right or wrong answers. Just write what you honestly think. **DO NOT** put your name on this survey.

Statement	YOUR answer	How you THINK YOUR PEERS would answer
1. I would stop sexual activity when asked to, even if I were already aroused or “turned on.”	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
2. It is important to get consent, or permission, before sexual touch with a partner.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
3. I think people should stop the first time their partner says no to sexual activity.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
4. Even if two people have had sex in the past, it's still important to make sure the other person is giving consent the next time they want to have sex.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree
5. In a sexual relationship, it's important for partners to talk about what they are comfortable with and respect the other person's boundaries.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Somewhat agree <input type="checkbox"/> Somewhat disagree <input type="checkbox"/> Strongly disagree

This survey was adapted with permission from “*Violence Related Behaviors and Beliefs (VRBB) Insert*” created by Western Washington University’s Prevention and Wellness Services.

Traditional Gender Expectations

Gender stereotypes are very common in U.S. culture, as well as many cultures worldwide. They are rigid ideas about how people should act, based on their gender. Gender stereotypes can be harmful to men and women. They can pressure people to stay in the “gender box,” which is limiting.

When people believe the stereotypes it can lead to treating other people badly, or to making poor health decisions. In extreme cases, gender stereotypes can make sexual violence more likely to happen.

Individuals and families may not hold to these traditional gender expectations, but the expectations are so common they can influence people without their even knowing it. Many young people today see the harm these stereotypes can cause and are challenging them.

Traditional Expectations of Men

Tough - Men are expected to be tough and not show weakness, even when they are in danger or hurt. Men are expected to act and dress manly. Men are expected to sometimes settle problems with violence.

In charge - Men are expected to be decision makers, including in relationships. Men are expected to be dominant.

Sexually in control – Men are expected to be the initiators of dating and sex. Men are expected to always want sex. They are taught to believe that women want sexual attention from them.

Traditional Expectations of Women

Submissive or weak - Women are expected to do what others say. Women are expected to be weaker than men, both physically and emotionally.

Emotionally unstable or irrational - Women are labeled as being hormonal, moody, jealous, clingy and dramatic. Women are perceived as unstable and not able to be in control of major decisions.

Sexually available / sexually pure - Women are expected to live up to two conflicting values. They are expected to be virgins, but also to be sexually available and experienced. Women's value is based largely on their sexuality and beauty. They are labeled “sluts” if they are perceived to dress in sexy ways or be interested in sex. They are labeled “teases” if they do not want to have sex.

Gender Expectations Scenarios

Instructions: Complete the example scenario with the whole class. Be sure to fill in the answers on your sheet. You will complete one of the other scenarios with your group.

EXAMPLE: Bruno is feeling sad and hurt because his girlfriend broke up with him, but when his friends ask him how he is, he says he's glad they broke up and that he never cared about her anyway.

Which traditional expectation of men is likely influencing Bruno's actions?

What problems could this expectation cause for Bruno?

What advice would you give to Bruno to challenge this gender expectation?

1. On Saturday night, Aleesha had sex with her girlfriend even though she wasn't in the mood because she didn't want to hurt her girlfriend's feelings.

Which traditional expectation of women is likely influencing Aleesha's actions?

How might Aleesha feel in this situation?

What problems could this expectation cause for Aleesha?

What advice would you give to Aleesha to challenge this gender expectation?

2. When Jenny tells her boyfriend Rafael she's mad at him because he hasn't returned her calls, he asks her if she is on her period.

Which traditional expectation of women is likely influencing Rafael's actions?

What problems could this expectation cause for Rafael in this situation?

What advice would you give to Rafael to challenge this gender expectation?

Gender Expectations Scenarios *(continued)*

- 3. Adriana has been going out with her boyfriend for 6 months. Her cousin Jorge is visiting from out of town, so she goes out to the movies with him on Friday night. Some teens from school see her with Jorge, and when she comes to school on Monday morning those people start calling her a slut.**

Which traditional expectation of women is likely influencing the teens at school who are calling Adriana a slut?

How might Adriana feel in this situation?

What problems could this expectation cause for the teens who are calling Adriana a slut?

What advice would you give to the teens at school to challenge this gender expectation?

- 4. When Jin and his girlfriend talk about what to do on their date, Jin always makes the final decision.**

Which traditional expectation of men is likely influencing Jin's actions?

What problems could this expectation cause for Jin?

What advice would you give to Jin to challenge this gender expectation?

- 5. Cooper tells his girlfriend that he wants to have sex tonight, but doesn't ask her what she wants.**

Which traditional expectation of men is likely influencing Cooper's actions?

What problems could this expectation cause for Cooper?

What advice would you give to Cooper to challenge this gender expectation?

Exit Ticket

Undoing Gender Stereotypes, Lesson 5

Think about one stereotype we talked about today that comes from the media.

Write 1 or 2 sentences explaining how the media creates or reinforces that stereotype.

Family Homework: Talking About Gender Stereotypes

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Student: Show and explain the completed *Gender Boxes Worksheet* with your trusted adult.

Ask each other:

- What surprised you about these gender boxes?
- What did not surprise you?
- Did you learn anything about me from having this discussion? If so, what?



Family Homework Confirmation Slip: Talking About Gender Stereotypes

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework: Thinking About Gender Stereotypes

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2. Describe a time when you felt pressure to act in a certain way because of your gender. Review the *Traditional Gender Expectations* to help you think of an example. In your essay, please explain whether you were able to challenge the gender stereotype and why.

High School Health

Lesson 3

Learning Targets:

- I will learn how to identify and avoid unhealthy relationships.
- I will learn how to communicate effectively in a healthy relationship.

Success Criteria:

- I can summarize the qualities of healthy and unhealthy romantic and sexual relationships and demonstrate effective strategies to avoid or end an unhealthy relationship.
- I can demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflicts.

Standards:

- Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb
- Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS

Day 3- Healthy Relationships

- **SC:** I can summarize the qualities of healthy and unhealthy romantic and sexual relationships.
- **SC:** I can demonstrate effective strategies to avoid or end an unhealthy relationship.
- **SC:** I can demonstrate effective communication strategies to prevent, manage or resolve interpersonal conflicts.

Warm Up

- List 3 characteristics of a healthy relationship in your notebook.

Write down 5 of these qualities that reflect how you wanted to be treated by a partner

I want my partner to...

Treat me with respect	Communicate well	
Need me	Not pressure me	Support me
Be honest with me	Treat me as an equal	
Make me laugh	Encourage me	Protect me
Trust me	Love me	

Looking at the 5 qualities you chose, list the number 1 (most important) way you would like to be treated by a boyfriend or girlfriend. Briefly explain why that quality is so important to you.

Number 1 Quality: _____

Explanation: _____

Healthy Relationships

In a healthy relationship, people ...

- Treat their partners with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest
- Earn their partners' trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt their partners physically or sexually
- Don't pressure each other to do things they aren't comfortable with

Unhealthy Relationships

In an unhealthy relationship, people ...

- Treat their partners disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests OR do things ONLY with each other—they have no separate friends or interests
- Pressure their partners into doing things they aren't comfortable with
- Cheat on their partners
- Don't care about their partners' feelings
- Don't enjoy spending time together

Warning signs of an abusive relationship include ...

- One person throws or breaks things during an argument
- One person tries to control the other (what they do, whom they see, what they wear)
- One person is often jealous or is overly jealous
- One person hurts the other person physically or sexually
- One person humiliates, calls names or puts the other person down
- "Crazy-making" behavior—when one person lies or changes the facts, or denies or minimizes the other person's experience. This behavior often makes abused partners feel like they are "going crazy."

Warning Signs of an Abusive Relationship

Warning signs of an abusive relationship include ...

- One person throws or breaks things during an argument
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- One person humiliates, calls names or puts the other person down
- "Crazy-making" behavior—when one person lies or changes the facts, or denies or minimizes the other person's experience. This behavior often makes abused partners feel like they are "going crazy."

Situation 1: Write 3 reasons why this relationship is healthy or unhealthy

1. Marcus and Lillian

Marcus and Lillian have been going out for about 6 months. Marcus feels like he is really in love with Lillian. She is the prettiest girl he has ever dated and she seems so smart. Marcus often feels nervous that he might lose her to another guy, since she is so pretty and smart. He doesn't think she would ever cheat on him, but he does see her talking with other guys sometimes. It makes him feel so jealous he doesn't know what to do. He told her that she needed to stop talking with those other guys, especially right in front of him! Lillian got upset with him, and they had a huge fight. As they were arguing, Marcus felt so mad that he grabbed her by the arms to get her to listen to him and then threw his cell phone across the room, smashing it to pieces. Marcus promised Lillian it would never happen again. He says it was an accident, and he didn't mean to hurt anyone. He just couldn't control himself when he was feeling so angry.

Situation 2: Write 3 reasons why this relationship is healthy or unhealthy

2. Tony and Andre

Tony and Andre have also been dating for about 6 months. Tony just made the varsity soccer team, after putting in many hours of practice throughout the entire summer. He excitedly calls his boyfriend Andre to tell him the news and to tell him all about the team. Andre has no interest in soccer at all, but still talks and listens throughout the entire conversation, showing Tony how excited he is for him. Andre knows how much the team means to Tony, and wants to support him. Tony invites Andre to his first game, but Andre tells him that he can't come because he has a student leadership meeting that night. Tony is disappointed, and wishes that Andre would just forget about his meeting and come to the game anyway. But, he knows that the meeting is as important to Andre as soccer is to him. Tony tells Andre that it would really mean a lot to him if he came to the game, and Andre agrees to come to the second half, after his meeting is over.

In Their Shoes Activity



This Photo by Unknown Author is licensed under CC BY-ND

By iKlingArtist.com

- The Signs of Teen Dating Violence
- <https://www.youtube.com/watch?v=He1pu4VwKdM>

Exit Ticket

1. List 3 things you might say or do if a friend was feeling scared of a boyfriend or girlfriend.
 - 1.
 - 2.
 - 3.
2. Which quality from *How I Want to Be Treated by My Boyfriend or Girlfriend* (e.g. treat me with respect, communicate well, trust me, make me laugh, etc.) is most important to you and why?

Warm-Up

Healthy Relationships, Lesson 6

List 3 characteristics of a healthy relationship.

How I Want to Be Treated by My Boyfriend or Girlfriend

Instructions: Review the following list and circle the 5 ways you want to be treated in a relationship that are most important to you. You may see many qualities here that you like, but try to pick your top 5. Follow the directions at the bottom of the page after you have picked your top 5.

I want my partner to...

Treat me with respect

Communicate well

Need me

Not pressure me

Support me

Be honest with me

Treat me as an equal

Make me laugh

Encourage me

Protect me

Trust me

Love me

Looking at the 5 qualities you chose, list the number 1 (most important) way you would like to be treated by a boyfriend or girlfriend. Briefly explain why that quality is so important to you.

Number 1 Quality: _____

Explanation:

Healthy, Unhealthy and Warning Signs of Abuse

In a healthy relationship, people ...

- Treat their partners with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Are honest
- Earn their partners' trust
- Have shared interests
- Also have separate interests and identities
- Try hard to have honest and clear communication
- Enjoy being with each other
- Never hurt their partners physically or sexually
- Don't pressure each other to do things they aren't comfortable with

In an unhealthy relationship, people ...

- Treat their partners disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests OR do things ONLY with each other—they have no separate friends or interests
- Pressure their partners into doing things they aren't comfortable with
- Cheat on their partners
- Don't care about their partners' feelings
- Don't enjoy spending time together

Warning signs of an abusive relationship include ...

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- One person hurts the other person physically or sexually
- One person humiliates, calls names or puts the other person down
- "Crazy-making" behavior—when one person lies or changes the facts, or denies or minimizes the other person's experience. This behavior often makes abused partners feel like they are "going crazy."

Effective Communication Tips

Voice

Make sure the tone of your voice and the volume of your voice are right for what you are saying.

Intent

Know what you want if you're asking for something. What outcomes would be OK with you?

Body Language

Think about what you're saying with your body. Are your arms folded? Are you looking somewhere else? Are you turned toward the person or away? It's best when your body language is saying the same thing your words are saying.

Timing

Think about when you are going to ask for something or bring up a difficult topic. Does the other person have the time and energy to devote at that moment?

Approach

Think about how you bring something up. Are you defensive, attacking or angry?

Being Clear

Know what it is you want to say or bring up. Pay attention to word choice, tone of voice and body language

Effective communication often includes:

- I-statements ("I think ...," "I want ...")
- Expressing opinions ("I believe ...")
- Saying "No" firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities ("I can ...")

Volunteer Instructions:

Communication Skills Demonstration

This handout is only given to the 3 students volunteering for the demonstration.

Person A: The person who asks out Person B.

Person B: The person who decides whether to go out with Person A. Likes Person A and has wanted to go out with them. But will only agree to a date if Person A asks in a clear and respectful way.

Person C: The friend of Person B. Tries to be helpful.

The Scene: All 3 scenarios begin with Person B and Person C talking.
Person A approaches them to ask out Person B.

The First Attempt

- **Person A** (the asker) is very shy. He or she looks at the ground, speaks very softly, and doesn't ever get to the question.
- **Person B** wants to go out on a date with Person A, but since there is never a clear or direct question, can't ever say yes. Person B leaves wondering what just happened.
- **Person C** (the friend) also seems confused and helps the friend exit gracefully.

The Second Attempt

- **Person A** (the asker) is pushy. Person A interrupts Person C (the friend) and gets in Person B's space. Person A is intent on getting what he/she wants, is over confident, and doesn't seem concerned with what Person B wants.
- **Person B** has been wanting to go out with Person A, but is no longer interested because of the way Person A asked.
- **Person C** is offended by Person A's behavior and tries to help get the friend away.

The Third Attempt

- **Person A** (the asker) is a little nervous, but still manages to ask Person B out on a date. Person A acknowledges Person C, is polite, and respectfully joins the conversation. Person A is clear when asking the question, makes good eye contact, smiles, isn't too loud or too quiet, and clearly hopes that Person B will go out. Person A asks genuinely, and waits respectfully for the answer.
- **Person B** has been wanting to go out with Person A and gladly accepts.
- **Person C** is excited for them.

Real-Life Couples

1. Marcus and Lillian

Marcus and Lillian have been going out for about 6 months. Marcus feels like he is really in love with Lillian. She is the prettiest girl he has ever dated and she seems so smart. Marcus often feels nervous that he might lose her to another guy, since she is so pretty and smart. He doesn't think she would ever cheat on him, but he does see her talking with other guys sometimes. It makes him feel so jealous he doesn't know what to do. He told her that she needed to stop talking with those other guys, especially right in front of him! Lillian got upset with him, and they had a huge fight. As they were arguing, Marcus felt so mad that he grabbed her by the arms to get her to listen to him and then threw his cell phone across the room, smashing it to pieces. Marcus promised Lillian it would never happen again. He says it was an accident, and he didn't mean to hurt anyone. He just couldn't control himself when he was feeling so angry.

2. Tony and Andre

Tony and Andre have also been dating for about 6 months. Tony just made the varsity soccer team, after putting in many hours of practice throughout the entire summer. He excitedly calls his boyfriend Andre to tell him the news and to tell him all about the team. Andre has no interest in soccer at all, but still talks and listens throughout the entire conversation, showing Tony how excited he is for him. Andre knows how much the team means to Tony, and wants to support him. Tony invites Andre to his first game, but Andre tells him that he can't come because he has a student leadership meeting that night. Tony is disappointed, and wishes that Andre would just forget about his meeting and come to the game anyway. But, he knows that the meeting is as important to Andre as soccer is to him. Tony tells Andre that it would really mean a lot to him if he came to the game, and Andre agrees to come to the second half, after his meeting is over.

How to Help a Friend

***What if your friend is abusing someone?** If someone you know is the person hurting someone else, there are ways for you to help. It's your friend's responsibility to stop the abuse, but you can help too, if you feel safe.*

- ▶ **EXPRESS YOUR OWN EMOTION OR REACTION.** You can say, "I don't like it when you talk to people like that" or "You're my friend. I'm surprised you'd do that."
- ▶ **INCREASE EMPATHY.** Help your friend see the impact of the actions: "What if that was your sister/ brother/ mom?" or "I hope no one ever treats you like that."
- ▶ **MAKE A SHORT STATEMENT RIGHT AWAY.** This can be helpful to say in the moment: "Leave him/ her alone!" or "You're being a jerk!"
- ▶ **DISTRACT AND/OR SEPARATE THE PERSON.** You can say: "Come help me real quick!" or "Let's get to class," or "Let's get out of here!"
- ▶ **RECRUIT SOMEONE ELSE TO HELP.** Get another friend or a trusted adult to help.

***What if your friend is the one who's been hurt, assaulted or abused?** Here are some tips in case a friend ever comes to you.*

- ▶ **LISTEN.** You may not know what to say. That's OK. What's most important is to listen to your friend, and let him or her know that you are glad to listen.
- ▶ **BELIEVE YOUR FRIEND.** People rarely make up these kinds of stories. Your friend is probably telling you the truth.
- ▶ **SHOW THAT YOU CARE.** Support your friend in whatever way is comfortable – you might say you are sorry this happened, hold hands, or offer a tissue if your friend cries. Show with your body language and your facial expression that you care.
- ▶ **REASSURE YOUR FRIEND THAT IT'S NOT HIS/HER FAULT.** The person who committed the assault is the one who is responsible. It is never the victim's fault.
- ▶ **RESPECT YOUR FRIEND'S PRIVACY.** Although lots of tough decisions need to be made—such as who to tell, when to tell, what to do—let your friend be in control of those decisions. You can decide together on a trusted adult you can both talk to.

Where to Get Help: Love Is Respect. This helpline is a national, 24-hour resource for youth. Teens can talk on the phone with someone, chat with a peer advocate online, or play games and read information on the website.

Call **1-866-331-9474** or visit loveisrespect.org

Exit Ticket

Healthy Relationships, Lesson 6

Using one or more of these tips from your *Effective Communication Tips* handout, write 1 or 2 sentences telling someone you don't want to go on a date with them. Imagine this person is someone you like as a friend, but don't want to date.

- I-statements ("I think ...," "I want ...")
- Expressing opinions ("I believe ...")
- Saying "No" firmly but respectfully
- Asking for what you want
- Initiating conversations
- Expressing positive feelings
- Expressing appreciation
- Stating your strengths and abilities ("I can ...")

Family Homework: Talking About Healthy Relationships

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Student: Show and explain the handout titled *How I Want to Be Treated by My Boyfriend or Girlfriend*.

Ask each other:

- Which qualities listed on the worksheet are most important to you in your dating relationships or in your marriage?
- Which qualities listed do you hope that I will have in my dating relationships or marriage?
- Are there other qualities you think are important that are not listed here? What are they?
- What is one piece of advice you would give someone about how to have a happy and healthy relationship?



Family Homework Confirmation Slip: Talking About Healthy Relationships

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework: Thinking About Healthy Relationships

1. List 3 things you might say or do if a friend was feeling scared of a boyfriend or girlfriend.
 - 1.
 - 2.
 - 3.
2. Which quality from *How I Want to Be Treated by My Boyfriend or Girlfriend* (e.g. treat me with respect, communicate well, trust me, make me laugh, etc.) is most important to you and why?
3. Describe how the Effective Communication Tips listed on your worksheet would be helpful to you if you had to bring up a difficult topic with your parents.

High School Health

Lesson 4

Learning Targets:

- I will learn about the importance of consent in relationships.

Success Criteria:

- I can apply the terms coercion and consent properly to scenarios and identify ways to ensure consent.

Standards:

- Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS
- Identify ways to access accurate information and resources for survivors of sexual offenses. H1.Se5.HS
- Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS
- Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa
- Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb

Day 4- Coercion and Consent

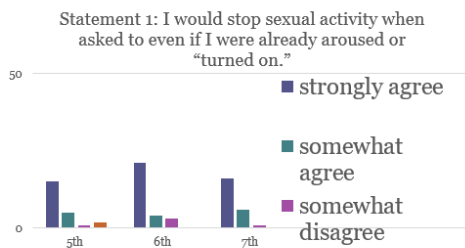
- (SC) Today I will be successful when I can apply the terms coercion and consent properly to the scenarios in my group.
- (SC) Today I will be successful when I can identify two or more things someone and do to ensure consent for a kiss on my exit ticket.

Warm-Up Consent and Coercion, Lesson 7

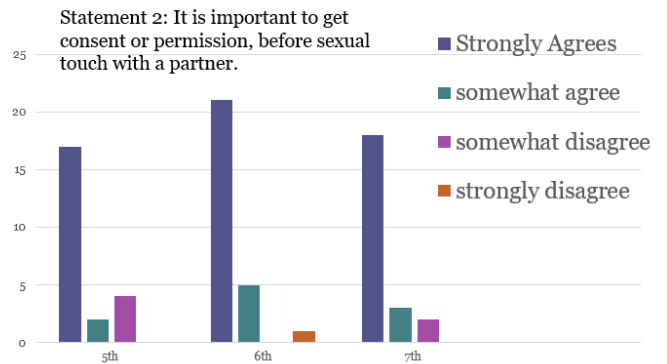
Answer the following question in 2 or 3 sentences:

Why is it important for young men to work to end sexual violence?

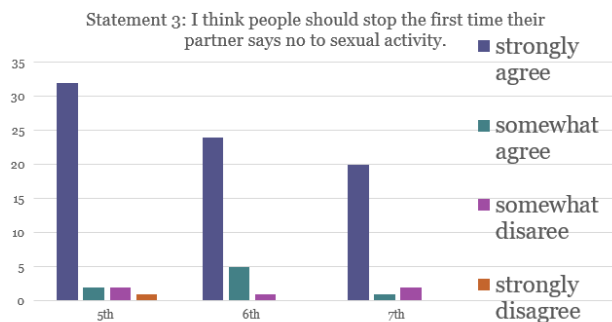
Sexual Attitude Survey Data INSERT GRAPH FROM GOOGLE LINK USING YOUR DATA HERE AND ON NEXT 5 SLIDES



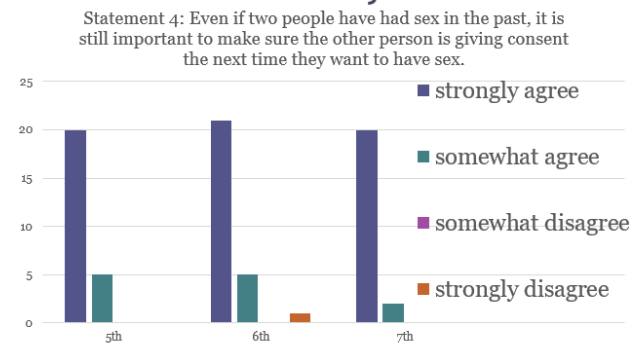
Sexual Attitude Survey Data



Sexual Attitude Survey Data

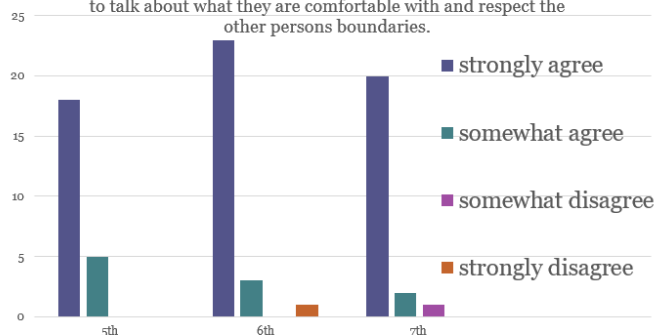


Sexual Attitude Survey Data



Sexual Attitude Survey Data

Statement 5: In a sexual relationship, it is important for partners to talk about what they are comfortable with and respect the other persons boundaries.



Key Terms:

- **Sexual Assault:** coercing or forcing another person into sexual contact
- **Coercion:** the use of manipulation to persuade people to do something they may not want to do, such as being sexual or performing certain sexual acts
- **Consent:** Permission or agreement to engage in sexual activity

Discussion Question

- Questions: Why do people have the right to refuse sexual contact?
- Why is it wrong to coerce someone into sexual activity?
- Why should people always make sure they have consent before engaging in sexual activity?

State Laws:

- *Washington State law says: “consent” means that at the time of the act of sexual intercourse or sexual contact, there are actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.”*
- *What does this mean?*
- *WA state says certain people can not legally give consent, who do you think that is?*

Washington Laws & Resources Handout

What is sexual assault?

Sexual assault is a crime. Sexual contact is always illegal when force is used or when a person cannot give consent. It is always illegal if there is sex with a close relative. “Sexual assault” refers to many different crimes. A good definition is “coercing or forcing another person into sexual contact.”

Different kinds of sexual assault

Rape: This is any kind of sexual penetration by force or when the person can’t consent. Sometimes physical force is used or threatened. Other times the victim is helpless or under the influence of alcohol or other drugs and can’t consent to sex. Sometimes the offender is a stranger. More often the offender is someone the victim knows.

Child sexual abuse: This is when an adult sexually touches or has sex with a child or teen. The offender might use force, manipulation, bribery, pressure, or take advantage of a situation.

Incest: This is when a close relative such as a parent or step-parent sexually touches or has sex with a child. It is always illegal, no matter how old the victim is.

Rape of a Child (also called statutory rape): In Washington State, sex is illegal even when there is no force if:

- The younger person is under age 12, and the older person is more than 2 years older.
- The younger person is age 12 or 13, and the older person is more than 3 years older.
- The younger person is age 14 or 15, and the older person is more than 4 years older.

older.

Sexual Misconduct: In Washington State, it is also illegal for a person in a position of power or authority to have a sexual relationship with any youth they supervise. This would apply to two situations:

- The younger person is age 16 or 17, and the older person is more than 5 years older and is in a position of authority over the younger person.
- Any school employee has a sexual relationship with any enrolled student under age 21.

Where to Get Help

Find a local sexual assault center in Washington State: www.wcsap.org/help.htm

Find help outside of Washington State: www.nsvrc.org/organizations

Consent--- Tea Video

<https://vimeo.com/216996678>

Cycling Through Consent

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

- Reflection Question: Respond in 2-3 sentences in your notebook
- How was consent displayed in this video?

Situation 1:

1. Desiree and Naomi are best friends and are at a party together. Desiree notices that Naomi is drinking a lot and starting to slur her words. Jackson, a cute guy at the party, approaches Naomi, who is totally drunk. Jackson asks Naomi if she wants to hook up. Naomi nods her head and is led upstairs by Jackson. Desiree can see that Naomi is stumbling up the stairs.

- What do you think about this situation?
- Is consent possible in this situation? Why or why not?
- Would it be different if both Jackson and Naomi were intoxicated?
- What could Desiree do to help her friend? What could one of Jackson's friends do?

Situation 2:

5. Tyra walked Monica home after they saw a movie together Friday night. When they got to Monica's house, they stood talking for a while. When Tyra gave Monica a hug goodnight, Monica responded with a quick kiss on the lips. Tyra smiled and said, "Can we do that again?" Monica laughed, and they kissed for a long time. They went inside and kept kissing. Tyra wanted to go further but couldn't really tell what Monica wanted by her body language.

- Was there consent for the kiss? What did the person say or do to let you know?
- Was there consent to do anything further sexually?
- What should Tyra do in this situation?

Rest of Class

- In Groups of 3 work on Situations 3-6
- Debrief as class the correct answers

Individual Homework: Being a Resource & Finding Resources

Name _____ Period _____

Describe 3 ways that you could help a friend who tells you that he or she has been sexually assaulted or raped.

- 1.
- 2.
- 3.

Describe 3 ways that you could talk to or intervene with a friend who you have seen touch someone in an inappropriately sexual way in the hall at school.

- 1.
- 2.
- 3.

Exit Ticket

Consent and Coercion, Lesson 7

List 1 or 2 things someone can do to ensure there is consent for a kiss.

Warm-Up

Consent and Coercion, Lesson 7

Answer the following question in 2 or 3 sentences:

Why is it important for young men to work to end sexual violence?

Washington Laws & Resources Handout

What is sexual assault?

Sexual assault is a crime. Sexual contact is always illegal when force is used or when a person cannot give consent. It is always illegal if there is sex with a close relative. "Sexual assault" refers to many different crimes. A good definition is "coercing or forcing another person into sexual contact."

Different kinds of sexual assault

Rape: This is any kind of sexual penetration by force or when the person can't consent. Sometimes physical force is used or threatened. Other times the victim is helpless or under the influence of alcohol or other drugs and can't consent to sex. Sometimes the offender is a stranger. More often the offender is someone the victim knows.

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Rape of a Child (also called statutory rape): In Washington State, sex is illegal even when there is no force if:

- The younger person is under age 12, and the older person is more than 2 years older.
- The younger person is age 12 or 13, and the older person is more than 3 years older.
- The younger person is age 14 or 15, and the older person is more than 4 years older.

Sexual Misconduct: In Washington State, it is also illegal for a person in a position of power or authority to have a sexual relationship with any youth they supervise. This would apply to two situations:

- The younger person is age 16 or 17, and the older person is more than 5 years older and is in a position of authority over the younger person.
- Any school employee has a sexual relationship with any enrolled student under age 21.

Where to Get Help

Find a local sexual assault center in Washington State: www.wcsap.org/help.htm

Find help outside of Washington State: www.nsvrc.org/organizations

Coercion and Consent Scenarios

1. Desiree and Naomi are best friends and are at a party together. Desiree notices that Naomi is drinking a lot and starting to slur her words. Jackson, a cute guy at the party, approaches Naomi, who is totally drunk. Jackson asks Naomi if she wants to hook up. Naomi nods her head and is led upstairs by Jackson. Desiree can see that Naomi is stumbling up the stairs.
 - What do you think about this situation?
 - Is consent possible in this situation? Why or why not?
 - Would it be different if both Jackson and Naomi were intoxicated?
 - What could Desiree do to help her friend? What could one of Jackson's friends do?

2. Jamal and Leila have been dating for 6 months. Jamal feels he is ready to have sex. Jamal invites Leila over to his house one weekend night when his parents are out of town. Alone in the house, Jamal talks with Leila about wanting to have sex and Leila tells him she's not ready. A little later while making out in Jamal's room, he asks her again about having sex. Leila shakes her head no and looks away. Jamal is disappointed but goes no further.
 - Was there consent in this scenario? What did the person say or do to let you know?
 - What do you think about Leila and Jamal's relationship?

3. Rob and Elena are in the library, working on a school report. At the computer station, Rob begins to give Elena a backrub. "This research is boring," he says. Elena shrugs her shoulders under his hands. Rob puts his arms around her from behind and pulls her close to him. Elena leans forward and hisses, "Cut it out, you're going to get us in trouble." Rob pulls her into the corner. As Elena puts her hands on his chest and tries to push him away, he pulls her to him and kisses her.
 - Was there consent in this scenario? What did the person say or do to let you know?
 - If you have time, read and discuss Scenario 4.

Coercion and Consent Scenarios *(continued)*

4. Rob and Elena are in the library, working on a school report. At the computer station, Rob begins to give Elena a backrub. "This research is boring," he says. Elena turns around and grins at him. "Yeah, it is, compared to what we could be doing," she says. Rob puts his arms around her and pulls her close to him. Elena puts her arms around his neck and laughs, "Cut it out, you're going to get us in trouble." Rob pulls her into the corner. Giggling, they kiss.

- Was there consent in this scenario? What did the person say or do to let you know?
 - If you have time, read and discuss Scenario 3.
-

5. Tyra walked Monica home after they saw a movie together Friday night. When they got to Monica's house, they stood talking for a while. When Tyra gave Monica a hug goodnight, Monica responded with a quick kiss on the lips. Tyra smiled and said, "Can we do that again?" Monica laughed, and they kissed for a long time. They went inside and kept kissing. Tyra wanted to go further but couldn't really tell what Monica wanted by her body language.

- Was there consent for the kiss? What did the person say or do to let you know?
 - Was there consent to do anything further sexually?
 - What should Tyra do in this situation?
-

6. Ciera is 23 years old. She is a teacher and the girls' basketball coach at Lake High School. She has been coaching the boys' basketball team lately because the boys' coach has been out sick. Some of the girls notice that Ciera is kind of flirtatious with some of the guys on the boys' team. She has also been offering a few of the boys private coaching sessions, but tells them to keep it a secret, so the girls don't get jealous. A member of the boys' team tells his friend Taylor that he and Ciera hooked up last weekend.

- What do you think about this situation?
 - Is consent possible in this situation? Why or why not?
 - What would you do if you were Taylor?
-

Exit Ticket

Consent and Coercion, Lesson 7

List 1 or 2 things someone can do to ensure there is consent for a kiss.

Family Homework: Talking About Coercion and Consent

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

For each scenario ask the adult: (1) What would you like me to do in this situation? (2) How could I ask for your help?

Ask each other: Are there certain rules or agreements that we both should follow?

I'm hanging out with friends and they start doing things that make me feel unsafe. This could include things such as drinking, going to a party I don't want to go to, acting sexually in a way that makes me feel uncomfortable, etc.

I'm hanging out at a friend's house and my friend's parents or guardians go out for the evening. I start to feel uncomfortable.

My boss at work is 23. This boss is cute and has been pretty friendly with me. I've enjoyed the attention until now. Recently, I've started feeling uncomfortable with the sexual innuendos that have been made. I'm often alone with my boss at work and am feeling more uncomfortable.



Family Homework Confirmation Slip: Talking About Coercion and Consent

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework:

Being a Resource & Finding Resources

Name _____

Period _____

Describe 3 ways that you could help a friend who tells you that he or she has been sexually assaulted or raped.

1.

2.

3.

Describe 3 ways that you could talk to or intervene with a friend who you have seen touch someone in an inappropriately sexual way in the hall at school.

1.

2.

3.

Go online and find 2 national resources that provide support for someone who has been sexually assaulted. List the websites below:

1.

2.

Go online and find 1 local resource (close to your neighborhood or school) that provides support for someone who has been sexually assaulted. List the website below:

High School Health

Lesson 5

Learning Targets:

- I will learn about healthy behaviors that can help avoid or reduce the risk of contracting an STD, including HIV.

Success Criteria:

- I can define abstinence and analyze influences that may have an impact on deciding to be abstinent.
- I can demonstrate effective refusal skills.
- I can describe common symptoms of and treatments for STDs, including HIV, and explain the importance of testing and counseling for people who are sexually active.
- I can describe the steps to using a condom correctly.
- I can make a commitment to practice healthy sexual behaviors, make a personal goal to avoid or reduce the risk of contracting an STD, and develop a plan to attain my goal.

Standards:

- Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HS
- Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb
- Use a decision-making model to make a sexual health-related decision. H5.Se4.HS

Day 5- Abstinence and Preventing HIV

- SC:** I can define abstinence.
- SC:** I can demonstrate effective use of refusal skills.
- SC:** I can analyze influences that may have an impact on deciding to be abstinent.
- SC:** I can describe common symptoms of and treatments for STDs, including HIV.
- SC:** I can explain the importance of STD and HIV testing and counseling if sexually active.
- SC:** I can describe the steps to using a condom correctly.
- SC:** I can develop a plan to attain a personal goal to avoid or reduce the risk of contracting an STD.
- SC:** I can make a commitment to practice healthy sexual behaviors.

Warm-Up Abstinence, Lesson 9

The majority of high school students are abstinent. When people have sexual feelings, they can still make the choice not to have sex. If people have already had sex, they can still make the choice not to have sex at any time.

List at least 2 benefits of being abstinent, or not having sex.

1. _____
2. _____

Refusal Skills

Refusal Skills Visual

1. **Say NO.**
2. **Explain why.**
3. **Suggest an alternative.**
4. **Leave if you need or want to.**

Refusal Skills Scenario- Large Group

- Have 2 volunteers read scenario A
- Practice refusal skills by writing new lines for Jonathan in Scenario B
- Have one volunteer read Ambers lines and have multiple students share their new lines for Jonathan

Refusal Skills- Small Group

- Complete scenarios C, D and E in small groups

Individual Homework: Beliefs About Abstinence in the U.S.

Research beliefs about teens and abstinence that exist in the United States.

Some possible areas to research:

- What are some different beliefs about abstinence in the U.S.?
- How do the beliefs about abstinence change across cultures and religions?
- Did you find any suggestions or tips for teens about how to remain abstinent in your research? What are they?
- Is abstinence considered more of a man's or a woman's responsibility, or both?

Try an Internet search using the term *abstinence*. A librarian can also help you find good sources of information, in books or online.

Write a one-page (300-500 word) paper about your research findings.

Turn in your paper by _____. Include your name and class period at the top of the page.

Exit Ticket

Abstinence, Lesson 9

What are three things people could do if they are being pressured by someone to have sex?

- 1.
- 2.
- 3.

Warm-Up

STD Prevention, Lesson 11

The best way to avoid getting or giving an STD is not to have sex. For people who are having sex, the best way to avoid getting or giving an STD is to use a condom every time.

Choose one of the following statements and write 1 or 2 sentences about why you agree with it.

Condoms are easy to get and easy to use.

One great thing about condoms is that they prevent both pregnancy and STDs.

When I have sex, I will use condoms.

Abstinence—not having sex—is a great choice for people who don't want to worry about pregnancy or STDs.

There are times in everyone's life when abstaining from sex is the healthiest choice.

I will choose not to have sex unless I have a plan to protect myself from getting or giving an STD.

Graffiti Sheets

- Students will walk around the room answering the question or completing the sentence stem on each sheet. Students should write on at least 3 sheets.
- Why would someone want to avoid getting an STD?
- People can get an STD by...
- People might think they have an STD if...
- If people think they might have an STD, they should...
- People can reduce their risk of giving or getting an STD by...

Debrief Graffiti Sheets

Condom Demonstration



This Photo by Unknown Author is licensed under CC BY-NC-ND

STD Journaling Activity

- Students will answer the following questions:
- What's one thing I'm already doing that helps protect me from giving or getting an STD?
- What's one more thing I will commit to do for the next 6 months to lower my chances of giving or getting an STD?
- What things could make it hard to stick to this commitment? What will I do if any of these things happen to make sure I can stick to my goal?
- Why is it important that I take steps to protect myself from STDs, instead of just letting my partner handle it?

Individual Homework: Sexually Transmitted Diseases (STDs) Cartooning Activity

Choose one of the two cartoons: The Couple OR The Clinic. What are the people thinking? What are they saying? In the thought and speech bubbles, write or draw what **you** think they're thinking and saying. Be creative and use information you learned in today's class. Then write a one paragraph description of your cartoon on the back of the cartoon, with your name and the date. Turn it in for credit.

Due: _____

Exit Ticket Birth Control Methods, Lesson 11

What are the ways that someone can prevent getting or giving an STD?

Warm-Up

Abstinence, Lesson 9

The majority of high school students are abstinent. When people have sexual feelings, they can still make the choice not to have sex. If people have already had sex, they can still make the choice not to have sex at any time.

List at least 2 benefits of being abstinent, or not having sex.

1. _____
2. _____

Refusal Skills Visual

- 1. Say NO.**
- 2. Explain why.**
- 3. Suggest an alternative.**
- 4. Leave if you need or want to.**

Refusal Skills Checklist

Directions: For each scenario, check off the refusal skills you see the actors using.

	Scenario B Jonathon and Amber	Scenario C Amara and Son	Scenario D Rosibel and Anthony	Scenario E Stacia and Grace
Says NO (or states that he/she does not want to have sex).	_____	_____	_____	_____
Is clear.	_____	_____	_____	_____
Explains why.	_____	_____	_____	_____
Suggests an alternative.	_____	_____	_____	_____

Refusal Skills Scenario A

Fully Scripted (for Class Demonstration)

Jonathon and Amber have been dating for 2 weeks. They talked last week and decided they were not going to have sex. Jonathon is not ready to have sex and is really scared about getting someone pregnant.

Today they are going to Amber's house after school to study. Amber's mom is running late at work and won't be home for an hour. Jonathon and Amber have the house to themselves. They decide to skip studying and kiss on the couch.

Amber: I really like you and think you're so hot. I know we said we weren't going to have sex, but I didn't think we'd ever get the chance to be alone together. Now that we're alone, I really think we should have sex.

Jonathon: I like you, too. It's cool hanging out, and I want to kiss you. But I don't want to have sex.

Amber: But don't you like me? If you liked me, you'd want to have sex with me.

Jonathon: Amber, I don't want to have sex. I'm not ready to have sex and I don't want to get you pregnant.

Amber: But when are we going to get the chance to be alone like this again? I really want you.

Jonathon: The answer is NO. I like you too, and I'm not ready to have sex. I think we should go outside to hang out so we don't get more tempted.

Refusal Skills Scenario B

Partially Scripted (for Large-Group Practice)

Jonathon and Amber have been dating for 2 weeks. They talked last week and decided they were not going to have sex. Jonathon is not ready to have sex and is really scared about getting someone pregnant.

Today they are going to Amber's house after school to study. Amber's mom is running late at work and won't be home for an hour. Jonathon and Amber have the house to themselves. They decide to skip studying and kiss on the couch.

Amber: I really like you and think you're so hot. I know we said we weren't going to have sex, but I didn't think we'd ever get the chance to be alone together. Now that we're alone, I really think we should have sex.

Jonathon: _____

Amber: But don't you like me? If you liked me, you'd want to have sex with me.

Jonathon: _____

Amber: But when are we going to get the chance to be alone like this again? I really want you.

Jonathon: _____

Amber: OK. You're right. I respect that.

Refusal Skills Scenario C

Small-Group Practice

Amara is at a party with a group of her friends. At the party, she runs into Son. She knows Son from school and has a crush on him, but has never had a chance to hang out with him. Son seems to be very interested in Amara. He's been talking to her for a while and tells her how pretty she looks tonight. Son has been drinking and offers Amara a beer. Amara really likes Son and wants to keep talking to him, but she doesn't want to drink.

Son: Hey Amara. It's nice to see you outside of school. Fun party, huh? Can I get you a beer?

Amara: _____

Son: Oh come on, don't tell me you don't drink. I'll get you a beer.

Amara: _____

Son: Really? It's just beer.

Amara: _____

Son: OK. You're right. I respect that.

Refusal Skills Scenario D

Small-Group Practice

Rosibel, a tenth grader is hanging out at the mall after school with her friends. Anthony, a 20 year old, just stopped by with some of his friends. Rosibel thinks that Anthony is really cute and is very flattered when Anthony starts talking to her. Rosibel's parents only let her hang out with friends around her own age. She knows her parents would definitely not be OK with her dating a 20 year old.

Anthony: It's been so fun hanging out with you. We should hang out again sometime. Want to hang out after school on Friday?

Rosibel: _____

Anthony: Oh come on, it's not like you have to tell your parents that we're hanging out. We could just meet up at the mall again.

Rosibel: _____

Anthony: That's really a shame. I like you and would like to get to know you better. What do you say? Meet me here on Friday?

Rosibel: _____

Anthony: OK. You're right. I respect that.

Refusal Skills Scenario E

Small-Group Practice

Stacia and Grace are juniors in high school and have been best friends since the fifth grade. Grace has been with her girlfriend, Brooklyn, for 3 months and is in love. Grace doesn't want to have sex with Brooklyn. She thinks that she's too young to have sex and doesn't feel ready. Stacia started having sex with her boyfriend 2 months ago and is pressuring Grace to also have sex.

(Be sure that in Grace's responses to Stacia, she does not put Stacia down or call her any names for having made the decision to have sex.)

Stacia: I can't believe that you haven't had sex with Brooklyn yet. I don't know why you're waiting. You should just do it.

Grace: _____

Stacia: You better rethink that before she finds someone else. You should have sex with her.

Grace: _____

Stacia: Oh come on. You keep saying that you're in love with her!

Grace: _____

Stacia: OK. I'm sorry. You're right. I respect your decision not to have sex.

Exit Ticket

Abstinence, Lesson 9

What are three things people could do if they are being pressured by someone to have sex?

- 1.
- 2.
- 3.

Family Homework: Talking About Abstinence

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the student: What do you think about teens “dating” or agreeing to be a couple? What are the advantages and disadvantages?

Ask the adult: Have you ever fallen in love? When? What was it like? How did you know it was love?

Ask the student: Do you think you'll ever be in a committed, life-long relationship? If so, what kind of person would you want it to be with? If not, why not?

Ask the adult: When do you think a person is ready to have sex?

Ask the student: When do you think a person is ready to have sex?



Family Homework Confirmation Slip: Talking About Abstinence

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework:

Beliefs About Abstinence in the U.S.

Research beliefs about teens and abstinence that exist in the United States.

Some possible areas to research:

- What are some different beliefs about abstinence in the U.S.?
- How do the beliefs about abstinence change across cultures and religions?
- Did you find any suggestions or tips for teens about how to remain abstinent in your research? What are they?
- Is abstinence considered more of a man's or a woman's responsibility, or both?

Try an Internet search using the term *abstinence*. A librarian can also help you find good sources of information, in books or online.

Write a one-page (300-500 word) paper about your research findings.

Turn in your paper by _____. Include your name and class period at the top of the page.

Warm-Up

STD Prevention, Lesson 11

The best way to avoid getting or giving an STD is not to have sex. For people who are having sex, the best way to avoid getting or giving an STD is to use a condom every time.

Choose one of the following statements and write 1 or 2 sentences about why you agree with it.

Condoms are easy to get and easy to use.

One great thing about condoms is that they prevent both pregnancy and STDs.

When I have sex, I will use condoms.

Abstinence—not having sex—is a great choice for people who don't want to worry about pregnancy or STDs.

There are times in everyone's life when abstaining from sex is the healthiest choice.

I will choose not to have sex unless I have a plan to protect myself from getting or giving an STD.

STD Graffiti Stations Worksheet

1. Why would someone want to avoid getting an STD?

2. People can get an STD by...

3. People might think they have an STD if...

4. If people think they might have an STD, they should...

5. People can reduce their risk of giving or getting an STD by...

My Plan for Avoiding STDs

- 1. What's one thing I'm already doing that helps protect me from giving or getting an STD?**
- 2. What's one more thing I will commit to do for the next 6 months to lower my chances of giving or getting an STD?**
- 3. What things could make it hard to stick to this commitment? What will I do if any of these things happen to make sure I can stick to my goal?**
- 4. Why is it important that I take steps to protect myself from STDs, instead of just letting my partner handle it?**

Exit Ticket

Birth Control Methods, Lesson 11

What are the ways that someone can prevent getting or giving an STD?

Family Homework: Talking About HIV & Other STDs

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the student: What did you learn from today's class about sexually transmitted diseases (STDs) that seemed important?

Complete the cartoons: Choose *The Couple* or *The Clinic* cartoon. In the thought and speech bubbles, each of you will write what the people in the cartoon might be thinking or saying.

Ask each other:

- What were your characters thinking or saying?
- Would they think or say something different if they had better communication skills?
- Would they think or say something different if they understood how STDs are passed from person to person?
- In real life, what might you want to talk over with a partner (someone you dated, boyfriend, girlfriend, husband, wife) about STDs?
- In real life, what might you say to a doctor or other health care provider about STDs?



Family Homework Confirmation Slip: Talking About HIV and Other STDs

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework: Sexually Transmitted Diseases (STDs) Cartooning Activity

Choose one of the two cartoons: The Couple OR The Clinic. What are the people thinking? What are they saying? In the thought and speech bubbles, write or draw what **you** think they're thinking and saying. Be creative and use information you learned in today's class. Then write a one paragraph description of your cartoon on the back of the cartoon, with your name and the date. Turn it in for credit.

Due: _____

Cartoon 1: The Couple



Cartoon 2: The Clinic



High School Health

Lesson 6

Learning Targets:

- I will learn about the purpose, use, effectiveness, laws, and availability of birth control.

Success Criteria:

- I can summarize how to prevent pregnancy and STDs, and the importance of using birth control and condoms correctly and consistently.
- I can evaluate the effectiveness of using condoms and birth control in preventing pregnancy and the spread of STDs and HIV, including the value of using condoms and other forms of birth control at the same time.
- I can identify laws related to getting birth control and STD services, and know how to access medically-accurate information about birth control and condoms.

Standards:

- Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa

Day 6- Birth Control Methods

- **SC:** I can summarize how to prevent pregnancy and STDs and the importance of using birth control and condoms correctly and consistently.
- **SC:** I can explain the value of using a condom at the same time as another form of birth control and the importance of contraceptive counseling and services if having vaginal sex.
- **SC:** I can define emergency contraception and how it works.
- **SC:** I can identify laws related to getting birth control and STD services and know how to access medically-accurate information about birth control and condoms.
- **SC:** I can evaluate the effectiveness of using condoms and birth control in preventing pregnancy and the spread of STDs and HIV.

Warm-Up Birth Control Methods, Lesson 10

Birth control is used by people who have vaginal sex in order to prevent getting pregnant or starting a pregnancy. There are many different types of birth control to choose from.

Select the top 3 things you think a person might want to think about when choosing a birth control method:

- Easy to use
- Very effective
- Safe
- Inexpensive
- Easy to get
- Good side effects
- Partner likes it
- Protects against STDs, including HIV
- Fits with personal beliefs
- Good for health
- Heard good things about it from family and friends

Birth Control Commercials

- In groups of 5 you will have 15 minutes to read your birth control method handout and create a 2 minute commercial to share with the class

Birth Control Commercial Presentations

- Write down two facts for each birth control as you hear the group present on your birth control commercial watchers worksheet

Individual Homework: Cultural Perspectives on Birth Control

Research the beliefs about birth control from some part of your identity. You might look at your culture, religion, the country where you were born, or the country your ancestors are from.

Some areas you could research:

- Are birth control methods considered OK to use? If so, when? For example, if people are married, for health reasons, after a certain age? Is birth control thought of as more of a man or a woman's job, or both?
- Are some birth control methods more OK than others?
- Does everyone in your culture / religion / country agree about this? Or do some people disagree?

Search the Internet. Use the term "birth control" (in quotes) and the name of a religion or a country.

A librarian can also help you find good sources, in books or online.

Write a 1-page (300-500 word) paper about what you find out. Turn in your paper by _____. Put your name and class period at the top of the page.

Family Life and Sexual Health, High School

FLASH

Exit Ticket Birth Control Methods, Lesson 10

What is the benefit of using a condom at the same time as another method of birth control for a male/female couple?

Warm-Up

Birth Control Methods, Lesson 10

Birth control is used by people who have vaginal sex in order to prevent getting pregnant or starting a pregnancy. There are many different types of birth control to choose from.

Select the top 3 things you think a person might want to think about when choosing a birth control method:

Easy to use

Very effective

Safe

Inexpensive

Easy to get

Good side effects

Partner likes it

Protects against STDs, including HIV

Fits with personal beliefs

Good for health

Heard good things about it from family and friends

Male Condom

Fact Sheet*

Main points:

- Very good at preventing pregnancy, STDs, and HIV!
- One of the easiest birth control methods to get.

More information:

- Condoms are like very thin, very strong gloves, worn over the penis to catch semen.
- The condom is used by unrolling it over an erect penis.
- The tip of the condom should be squeezed to push out any air, so there is room for semen when the male ejaculates.
- Some people use lubricant (watery, slippery gel) on the outside and inside of the condom to make it feel better during sex.
- When the male pulls his penis out of his partner's body, he must hold the condom at the base of the penis, so it won't slip off and spill semen.
- The condom is used only once, and then thrown away.
- Condoms are very good at preventing pregnancy, STDs, and HIV when used correctly.
- Using a condom together with another birth control method gives even more protection against pregnancy, in case the condom breaks.
- Condoms come in vinyl or polyurethane if a person is allergic to latex.
- There is no age requirement to buy condoms.



* Source: *Contraceptive Technology*, 20th revised edition, 2011.

Depo Shot

Fact Sheet*

Main points:

- Very effective when used correctly.
- Convenient – only need to get a shot four times per year.

More information:

- The Depo shot, also known as Depo-Provera, is given into a woman's arm or hip every 3 months.
- It is made of a hormone, similar to one that occurs naturally in a woman's body.
- The shot is very effective when used correctly.
- The shot does not protect against STDs or HIV.
- The shot prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The shot is very safe.
- A woman needs to go to a doctor to get started on the shot.



* Source: *Contraceptive Technology*, 20th revised edition, 2011.

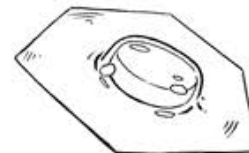
EC (Emergency Contraception) Fact Sheet*

Main points:

- The only way to prevent pregnancy after unprotected sex!
- Good to have on hand, just in case.

More information:

- EC is a pill women take to prevent pregnancy after sex.
- The most common brands of EC are Plan B and Ella. EC is also known as the "morning after pill" and "emergency contraception."
- EC is much more effective the sooner it is taken. It can prevent pregnancy if taken up to 5 days after intercourse.
- It prevents pregnancy by delaying or stopping the ovaries from releasing an egg.
- It does not cause an abortion. If EC doesn't work, it will not harm the woman's pregnancy.
- All brands of EC, except Ella, can be bought by men or women at the drug store without a doctor's prescription.
 - The brand Plan B can be bought by people of any age without showing ID.
 - All other over-the-counter brands can only be bought by people who are at least 17 and show a picture ID. Since most people under 16 don't have picture ID with their birth date, they should call ahead to make sure the pharmacy carries the brand Plan B.
 - For more information about getting EC, go to www.not-2-late.com.
- EC is very safe.
- It does not protect against STDs or HIV.



* Source: *Contraceptive Technology*, 20th revised edition, 2011.

Implant

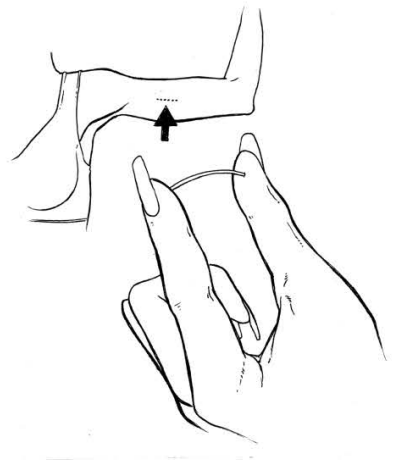
Fact Sheet*

Main points:

- The most effective method of birth control!
- Very convenient. Prevents pregnancy for up to 3 years.

More information:

- The implant is a soft tube that goes under the skin in a woman's upper arm. It is very safe.
- It is made of a hormone, similar to one that occurs naturally in a woman's body. The hormone is slowly released out of the tube and into the woman's body.
- The implant is the most effective method of birth control.
- A woman can get pregnant as soon as she has the implant taken out.
- The implant does not protect against STDs or HIV.
- The implant prevents pregnancy mainly by making it hard for sperm to get into the woman's cervix and by stopping the ovaries from releasing an egg each month.
- The implant is very safe.
- It only takes a few minutes for a doctor to insert or remove the implant, and there are no stitches.



* Source: *Contraceptive Technology*, 20th revised edition, 2011.

Mirena IUD

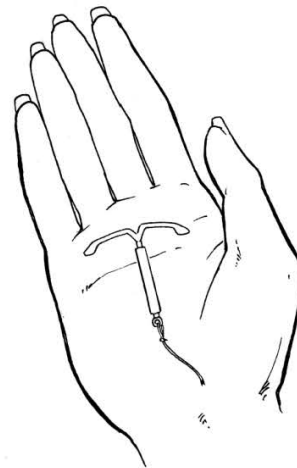
Fact Sheet*

Main points:

- Extremely effective.
- Very convenient. Prevents pregnancy for up to 5 years.

More information:

- The Mirena IUD is a small T-shaped object that goes inside the woman's uterus. It is very safe.
- It contains a hormone, similar to one that occurs naturally in a woman's body. The hormone is slowly released out of the IUD and into the woman's body.
- The IUD is one of the most effective methods of birth control.
- A woman can get pregnant as soon as she has the IUD taken out.
- It does not protect against STDs or HIV.
- The IUD prevents pregnancy mainly by slowing down the sperm and making it hard for sperm to get into the woman's cervix.
- The IUD is very safe.
- A doctor puts the IUD in the uterus and takes it out. It goes in through the vagina, through a small tube. The sides of the "T" collapse into a skinny straight line when it goes into the body, so it doesn't poke the woman's vagina or uterus.



* Source: *Contraceptive Technology*, 20th revised edition, 2011.

Patch

Fact Sheet*

Main points:

- Very effective when used correctly.
- Convenient – only need to do something once per week.

More information:

- The patch is a small, thin, beige-colored patch that sticks to a woman's skin.
- It has hormones just like the ones that occur naturally in a woman's body. The hormones are released into the woman's body through her skin.
- The woman puts on a new patch once a week, for 3 weeks in a row, and then has 1 week without a patch.
- The patch is very effective when used correctly.
- Women can still take showers, swim, play sports, and go in hot tubs with the patch.
- The patch does not protect against STDs or HIV.
- The patch prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The patch is very safe.
- A woman needs to go to a doctor to get started on the patch.



* Source: *Contraceptive Technology*, 20th revised edition, 2011.

Birth Control Pill

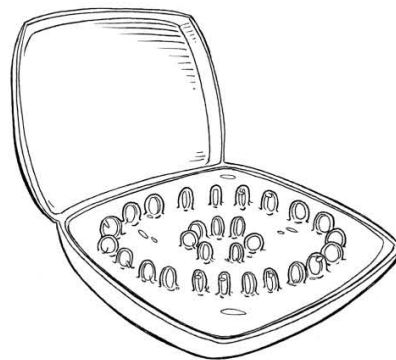
Fact Sheet*

Main points:

- Very effective when used correctly.
- Makes period cramps better.
- Good for your health – for example, it helps prevent cancer of the ovaries and uterus, it makes bones stronger, and it helps acne.

More information:

- A woman takes the pill once a day to prevent pregnancy.
- It is made of hormones just like the ones that occur naturally in a woman's body.
- Birth control pills are very effective when used correctly.
- They are best for people who can remember to take a pill every day.
- They do not protect against STDs or HIV.
- The pill prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The pill is very safe.
- A woman needs to go to a doctor to get started on the pill.



* Source: *Contraceptive Technology*, 20th revised edition, 2011.

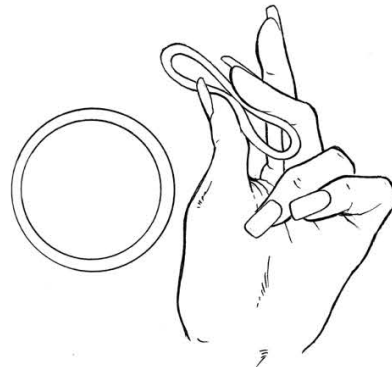
Vaginal Ring Fact Sheet*

Main points:

- Very effective when used correctly.
- Convenient – only need to do something once per month.
- Very helpful for women with heavy or painful periods.

More information:

- The ring, also known as the NuvaRing, is a soft, plastic, flexible ring that's about 2 inches wide.
- The woman puts the ring inside her vagina, and it stays there for 3 weeks. It does not hurt and she should not be able to feel it.
- The ring has hormones inside similar to the ones that occur naturally in a woman's body.
- The ring is very effective when used correctly.
- It does not protect against STDs or HIV.
- The ring prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The ring is very safe.
- A woman needs to go to a doctor to get started on the ring.



* Source: *Contraceptive Technology*, 20th revised edition, 2011.

Withdrawal

Fact Sheet*

Main points:

- Free and always available.
- More effective than most people think, when used correctly.

More information:

- Withdrawal is another word for pulling out.
- The male pulls his penis out of his partner's body before he ejaculates, making sure not to get semen near her genitals.
- Withdrawal is very effective for men who can tell when they're about to ejaculate. It takes experience and a lot of self-control to be able to pull out completely in time.
- Pre-cum is the fluid on the tip of the penis before the man ejaculates. It's also called pre-ejaculate. Studies show that only some men's pre-cum contains a small amount of sperm.
- Withdrawal lowers the chance of getting HIV and some STDs, but it does not fully protect against these infections.

* Source: *Contraceptive Technology*, 20th revised edition, 2011.

Commercial Watchers Worksheet

Instructions: As you watch each commercial, write down two important points for each birth control method.

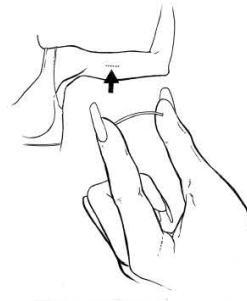
Mirena IUD



Important Points:

- 1.
- 2.

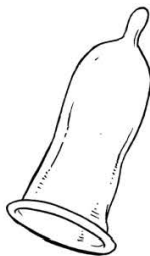
Implant



Important Points:

- 1.
- 2.

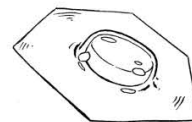
Male Condom



Important Points:

- 1.
- 2.

**EC
(Emergency Contraception)**



Important Points:

- 1.
- 2.

Commercial Watchers Worksheet *(continued)*

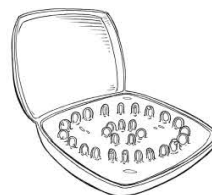
Depo Shot



Important Points:

- 1.
- 2.

Birth Control Pill



Important Points:

- 1.
- 2.

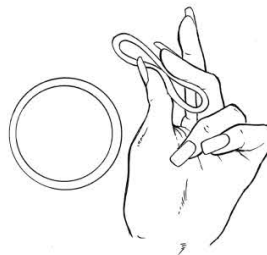
Patch



Important Points:

- 1.
- 2.

Vaginal Ring



Important Points:

- 1.
- 2.

Withdrawal

Important Points:

- 1.
- 2.

Exit Ticket

Birth Control Methods, Lesson 10

What is the benefit of using a condom at the same time as another method of birth control for a male/female couple?

Family Homework: Talking About Birth Control Methods

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the adult: Tell me about our family's, culture's or religion's beliefs about birth control.

Ask each other: How do you personally feel about people using birth control to prevent pregnancy?



Family Homework Confirmation Slip: Talking About Birth Control Methods

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework: Cultural Perspectives on Birth Control

Research the beliefs about birth control from some part of your identity. You might look at your culture, religion, the country where you were born, or the country your ancestors are from.

Some areas you could research:

- Are birth control methods considered OK to use? If so, when? For example, if people are married, for health reasons, after a certain age? Is birth control thought of as more of a man or a woman's job, or both?
- Are some birth control methods more OK than others?
- Does everyone in your culture / religion / country agree about this? Or do some people disagree?

Search the Internet. Use the term "birth control" (in quotes) and the name of a religion or a country.

A librarian can also help you find good sources, in books or online.

Write a 1-page (300-500 word) paper about what you find out. Turn in your paper by _____. Put your name and class period at the top of the page.

High School Health

Lesson 7

Learning Targets:

- I will learn how HIV is transmitted and how using condoms correctly can prevent the spread of HIV/STD infections.
- I will learn about the importance of sexually active youth getting tested for STDs and HIV, and where to access valid and reliable information about STD and HIV testing and treatment services.

Success Criteria:

- I can describe the steps to using a condom correctly and explain the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STD infection.
- I can advocate for sexually active youth to be tested for STDs and HIV, including explaining the importance of testing and accessing valid and reliable information about testing and treatment services.

Standards:

- Demonstrate steps to using a condom correctly. H7.Se4.HS
- Identify local youth-friendly sexual health services. H3.Se4.HS
- Advocate STD testing and treatment for sexually active youth. H8.Se4.HS
- Describe laws related to accessing sexual health care services. H3.Se6.HS

Day 7- Condoms and Testing

- **SC:** I can summarize how HIV is transmitted.
- I can summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STD infection
- I can describe the steps to using a condom correctly.

Warm up- answer in your notebook

- Over 95% of teen couples who have ever had sex have used condoms. Why do you think condoms are such a popular method among teens?

Listen to the following Facts about HIV

Why do people not use condoms?

In your notebook write down 1-2 barriers to condom use and then come up with a few solutions.

Condom Facts

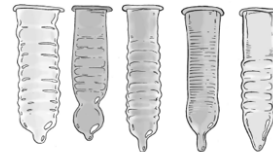
Facts:

- Condoms reduce the spread of HIV.
- Latex condoms do NOT allow anything to pass through – not air, water, sperm, bacteria or viruses, such as HIV.

Actual research example:

- There were 124 couples in a research study.
- In each couple, one person had HIV and the other person did not.
- The couples used condoms correctly every time they had sex for 2 years.
- At the end of the study, none of the people with HIV had passed it to their partners.

Condoms come in different sizes, shapes, thicknesses, materials, colors and flavors.



All condoms sold in the United States meet safety standards.

Put the Steps for a Condom in Order

1. Throw condom in the trash
2. Carefully open package
3. Pinch tip of condom
4. Ejaculation with condom
5. Check expiration date
6. Hold condom on penis while pulling out
7. Intercourse with condom
8. Roll condom down erect penis
9. Take condom off penis

Correct Order

- Check expiration date.
- Carefully open package.
- Pinch tip of condom.
- Roll condom down erect penis.
- Intercourse with condom.
- Ejaculation with condom.
- Hold condom on penis while pulling out.
- Take condom off penis.
- Throw condom in the garbage.

Complete the following sentences in your notebook

- Why would someone want to avoid getting an STD?
- People can get an STD by...
- People might think they have an STD if...
- If people think they might have an STD, they should...
- People can reduce their risk of giving or getting an STD by...

Benefits of Condoms

- Reduce risk of HIV and other STDs
- Reduce risk of pregnancy
- Variety – colors, flavors, sizes
- Availability
- No side effects
- No prescription needed
- Cheap (free at some clinics)
- Easy to use
- Enhances responsibility and mutual respect between partners
- Can use with another birth control method for extra protected against pregnancy

Individual Homework: Condoms

DIRECTIONS: Please complete one of these two options.

Option 1: Being a Peer Educator

- Write an imaginary text message or email, encouraging a friend, brother or sister to use male or female condoms.
- Describe what you think it would feel like to be a peer educator, educating others to keep themselves safe from HIV and other STDs.

Exit Ticket

HIV Prevention: Condoms, Lesson 12

Name at least 3 benefits or positive things about condoms.

Warm-Up Testing for HIV & Other STDs, Lesson 13

When people have an STD, including HIV, they usually have no symptoms. Testing is the only way to know for sure. There are many good reasons to get tested for HIV and other STDs, if a person has had oral, anal or vaginal sex.

Check the box next to the description below that seems like an especially good reason to get tested. Explain why.

- ☐ **Protect current partner:** If people know they have an STD, they can tell their partner(s), so their partner(s) can get tested (and treated if needed.)
- ☐ **Prevent the spread of STDs:** If people know they have an STD, they can take action to prevent it from spreading, take medicine, tell their partner(s), and use condoms or be abstinent.
- ☐ **Protect one's own health:** If people know they have an STD, they can get medicine right away, which cures most STDs. Treatment can make other STDs, including HIV, less severe.
- ☐ **Reassurance:** If people learn they don't have HIV or other STDs, it can give them peace of mind. Then they can decide to use condoms or be abstinent.

Take the HIV Review Quiz

What do the letters HIV Stand for?

- Human
- Immunodeficiency
- Virus

What do the letters AIDs stand for?

- Acquired
- Immune
- Deficiency
- Syndrome

List 4 body Fluids that contain the Virus

- Blood
- Semen
- Vaginal Fluid
- Breast Milk

3 Ways people can get HIV

- Unprotected vaginal, anal or oral sex with someone who has HIV
- Sharing needles with someone who has HIV (for injecting them)
- Childbirth or breastfeeding when the mother has HIV

3 ways a person can prevent HIV

- Using a condom
- Not having vaginal, anal or oral sex
- Not injecting drugs
- The only way someone can know for sure they have HIV is to get tested.

Where to get Tested

- Use your phones to research a local clinic to get tested at for HIV or other STDs
- Complete the where to get tested work sheet
- We will discuss your findings as a class

STD Testing Scenario

Scenario:

Lena is 17 years old. The person Lena used to have sex with told her she needs to get tested for chlamydia. Lena feels fine and has no symptoms. She understands that the only way to know for sure is to get tested, and she wants to get it done. Lena has never gone to a clinic for sexual healthcare services. She isn't sure where to go or who to call. She could use a friend to help her.

Instructions:

Imagine that Lena is a friend of yours. Follow the outline below to write a script for what you could say to Lena. Write the lines as if you are talking directly to Lena. Your goal is to help Lena feel more comfortable and confident about going to the clinic for testing.

Work in partners to complete questions 1-3 on your worksheet

Family Life and Sexual Health, High School

FLASH

Individual Homework: Ads for HIV Testing and Treatment

A lot of work is being done in the United States and throughout the world to encourage people to get tested for HIV. There are two main reasons:

- If people learn they have HIV, they can get treatment to help them live a longer, healthier life.
- If people learn they don't have HIV, they can take steps to keep it that way.

In the space below, write an ad encouraging people to get tested for HIV. It can be a script (for example, a radio announcement or TV commercial), or it can be visual (for example, a bus poster, a billboard, or a website ad). Avoid using scare tactics or judgment.

Exit Ticket

Testing for HIV & Other STDs, Lesson 13

Based on today's research and class discussion, name a local clinic you think would help teens who need to be tested for HIV and other STDs.

Warm Up

HIV Prevention: Condoms, Lesson 12

Over 95% of teen couples who have ever had sex have used condoms. Why do you think condoms are such a popular method among teens?

Condom Line-Up Cards

**Check
expiration
date**

**Carefully
open
package**

Condom Line-Up Cards

**Pinch tip
of condom**

**Roll condom
down erect
penis**

Condom Line-Up Cards

**Intercourse
with
condom**

**Ejaculation
with
condom**

Condom Line-Up Cards

**Hold condom
on penis while
pulling out**

**Take condom
off penis**

Condom Line-Up Cards

**Throw
condom in
garbage**

Exit Ticket

HIV Prevention: Condoms, Lesson 12

Name at least 3 benefits or positive things about condoms.

Family Homework: Talking About Condoms

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Discuss your beliefs about condoms:

- What do your culture and your religion (if you have one) believe about condoms?
- What do the two of you believe?
- When – if ever – is it wrong *not* to use a condom?
- When – if ever – is it wrong *to* use one?



Family Homework Confirmation Slip: Talking About Condoms

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework: Condoms

DIRECTIONS: Please complete one of these two options.

Option 1: Being a Peer Educator

- Write an imaginary text message or email, encouraging a friend, brother or sister to use male or female condoms.

- Describe what you think it would feel like to be a peer educator, educating others to keep themselves safe from HIV and other STDs.

Option 2: Obtaining Condoms

- Obtain a condom and bring it to class to show that you obtained it.

In King County, Washington, condoms are available free at Public Health Centers. Go to www.teenclinic.com for clinic locations.

In most places in the United States, drug stores, supermarkets and clinics carry condoms.

In some schools, a clinic offers free condoms.

In some areas, HIV programs and needle exchange programs offer free condoms.

Usually, age is not an issue, but call ahead.

Warm-Up

Testing for HIV & Other STDs, Lesson 13

When people have an STD, including HIV, they usually have no symptoms. Testing is the only way to know for sure. There are many good reasons to get tested for HIV and other STDs, if a person has had oral, anal or vaginal sex.

Check the box next to the description below that seems like an especially good reason to get tested. Explain why.

- ☐ **Protect current partner:** If people know they have an STD, they can tell their partner(s), so their partner(s) can get tested (and treated if needed,).
- ☐ **Prevent the spread of STDs:** If people know they have an STD, they can take action to prevent it from spreading: take medicine, tell their partner(s), and use condoms or be abstinent.
- ☐ **Protect one's own health:** If people know they have an STD, they can get medicine right away, which cures most STDs. Treatment can make other STDs, including HIV, less severe.
- ☐ **Reassurance:** If people learn they don't have HIV or other STDs, it can give them peace of mind. Then they can decide to use condoms or be abstinent.

HIV Review Quiz

Names of people in your small group:

_____	_____
_____	_____

1. What do the letters in HIV stand for?

H _____

I _____

V _____

2. What do the letters in AIDS stand for?

A _____

I _____

D _____

S _____

3. If a person has HIV, list the 4 body fluids that contain the virus.

1. _____	3. _____
2. _____	4. _____

4. List 3 ways people can get HIV.

1. _____

2. _____

3. _____

5. List 3 ways a person can prevent getting HIV.

1. _____

2. _____

3. _____

6. What is the only way people can know for sure if they have HIV?

Where to Get Tested

Instructions: Complete the worksheet by doing research about 1 nearby clinic that offers tests for HIV, other STDs, or both. Use the worksheet to record your findings. Get specific information that you could share with a friend who needs to get tested. If there isn't a clinic nearby, you may have to find one further away. Keep track of your sources of information at the bottom of the worksheet. This section will also give you good tips on where to get information. Internet is required. Phone and text are optional.

1. **Clinic name, address, phone, website:**

2. **Does the clinic offer HIV tests?** ☐ Yes ☐ No

3. **Does the clinic offer tests for other STDs?** ☐ Yes ☐ No

4. **What other services does the clinic have?**

(For example, condoms, pregnancy test, birth control, etc.)

5. **Is the appointment confidential?** ☐ Yes ☐ No

(For example, does a teen need a parent's permission to get tested? If the results show that a teen has an STD, will the parent be called?)

6. **Is the visit free or low cost?** ☐ Yes ☐ No

7. **Are patients of all sexual orientations and gender identities welcome?**

☐ Yes ☐ No

8. **Can the patient bring a friend?** ☐ Yes ☐ No

9. How does the clinic give test results to the patient?

(For example, come back to the clinic, phone call, etc.)

10. Write driving directions from the high school to the clinic.**11. Is there a bus or train a person could take from school to the clinic?**

☐ Yes ☐ No If "yes," write directions

Important: Check the box next to the sources of information you used.

☐ Enter zip code at aids.gov for map of clinics (U.S. Centers for Disease Control and Prevention)

☐ Text zip code to 566984 for clinic information (U.S. Centers for Disease Control and Prevention)

☐ <http://sexetc.org/action-center/sex-in-the-states/> (Rutgers University) - laws about HIV testing for teens in your state and other related topics

☐ Other websites

☐ Other phone numbers

☐ School staff (e.g. school nurse, librarian, health teacher, etc.)

☐ Written information (e.g. clinic brochures, resource pages, etc.)

STD Testing Scenario

Scenario:

Lena is 17 years old. The person Lena used to have sex with told her she needs to get tested for chlamydia. Lena feels fine and has no symptoms. She understands that the only way to know for sure is to get tested, and she wants to get it done. Lena has never gone to a clinic for sexual healthcare services. She isn't sure where to go or who to call. She could use a friend to help her.

Instructions:

Imagine that Lena is a friend of yours. Follow the outline below to write a script for what you could say to Lena. Write the lines as if you are talking directly to Lena. Your goal is to help Lena feel more comfortable and confident about going to the clinic for testing.

1. Start by saying something supportive to Lena. Be sure to avoid judgment or scare tactics.
2. Next, give Lena some helpful facts. Use information you learned in today's lesson.
3. Conclude by offering to help Lena in some way. (You could drive her to the clinic, go with her for support, help her look up other information, ask her what you can do to help, etc.)

Exit Ticket

Testing for HIV & Other STDs, Lesson 13

Based on today's research and class discussion, name a local clinic you think would help teens who need to be tested for HIV and other STDs.

Family Homework: Talking About HIV & STD Testing

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask each other:

- Should teens be able to get confidential HIV tests? Why or why not?
- Should teens be able to buy condoms? Should they be able to get them for free? Why or why not?
- What advice would you give teens who think they might have an STD? Who should they tell? Where should they go for help?



Family Homework Confirmation Slip – Talking About HIV & STD Testing

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Individual Homework:

Ads for HIV Testing and Treatment

A lot of work is being done in the United States and throughout the world to encourage people to get tested for HIV. There are two main reasons:

- If people learn they have HIV, they can get treatment to help them live a longer, healthier life.
- If people learn they don't have HIV, they can take steps to keep it that way.

In the space below, write an ad encouraging people to get tested for HIV. It can be a script (for example, a radio announcement or TV commercial), or it can be visual (for example, a bus poster, a billboard, or a website ad). Avoid using scare tactics or judgment.

High School Health

Lesson 8

Learning Targets:

- I will learn how to maintain a respectful classroom environment for answering questions and taking a test.

Success Criteria:

- I can demonstrate quiet and respectful behavior while the teacher answers questions from the question box, and while we take an assessment, including after I finish my assessment.

Standards: All

Lesson 8 PowerPoint Slides