

**Reproductive  
System and  
Health**

Lifetime Wellness  
Day One

2024 - 2025

Updated 8/08/2024 <sup>1</sup>

The slide features a white background with a grey header bar at the top. The title 'Reproductive System and Health' is centered in a large, bold, black font. Below it, 'Lifetime Wellness Day One' and '2024 - 2025' are centered in a smaller, black font. A thin black line forms a partial frame around the text. In the bottom right corner, there is a small box containing the text 'Updated 8/08/2024' followed by a superscripted '1'.

UPDATED 8/08/24

- 20 total slides
- 2 videos
  - slide 4 - male reproductive system (2:59)
  - slide 12 - female reproductive system (2:43)
- 5 graphics
  - slide 6 - male reproductive system
  - slide 10 - testicular self-exam
  - slide 14 - female reproductive system
  - slide 16 - menstrual cycle

# Family Life Curriculum Day 1

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

### Learning Targets:

Explain the structures and functions of the male and female reproductive systems.

Understand how to maintain reproductive health in males and females.

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## Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

## Law:

49-6-1301. Part definitions.

(4) "Age-appropriate" means designed to teach concepts, information and skills based on the social, cognitive, emotional and experience level of most students at a particular age level;

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(9) "Medically accurate" means information that is grounded in evidence-based, peer-reviewed science and research;

(11) (A) "Puberty" means a developmental stage during which the pituitary gland triggers the production of testosterone in boys and the production of estrogen and progesterone in girls; (B) Puberty typically begins in girls between nine (9) and twelve (12) years of age, and in boys between eleven (11) and fourteen (14) years of age; (C) Puberty is the period during which

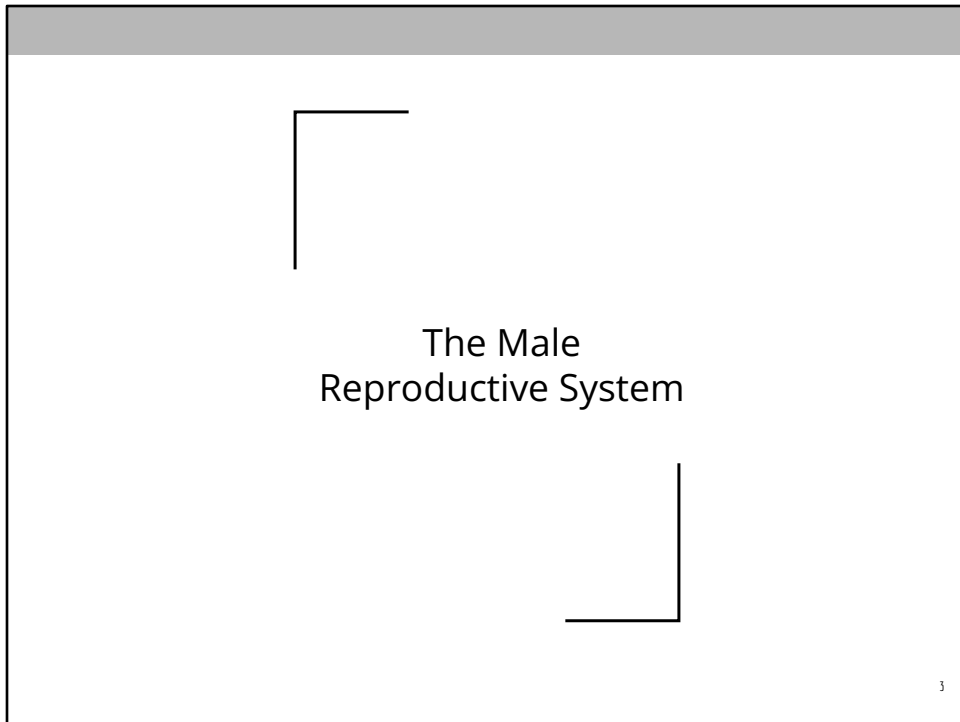
adolescents become capable of reproduction and experience various bodily changes;

49-6-1304. Family life instruction.

(a) A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:

(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;



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**Presenter Notes:**

**BIG  
IDEA**

The male reproductive system is responsible for sexual function and urination.

**Vocabulary introduced in this lesson:**

- penis
- scrotum
- testicles
- vas deferens
- prostate
- urethra
- sperm
- semen
- testosterone

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**Presenter Notes:**

The words on this slide were highlighted in the video and/or will be covered in the lesson.

External parts of male reproductive system:

penis - male organ for sexual intercourse

scrotum - external skin sac holding the testicles

testicles - two small glands that make testosterone and produce sperm

Internal parts of male reproductive system:

vas deferens - transports mature sperm to the urethra in preparation for ejaculation

prostate - adds additional fluid to ejaculate, which helps nourish sperm

urethra - tube that carries urine from the bladder and ejaculates semen for reproduction

Male reproductive system purpose:

sperm - male reproductive cells

semen - protective fluid around sperm

testosterone - hormone that is produced by the testes; helps males develop certain characteristics, including muscle mass and strength, fat distribution, bone mass, and increases sperm production for producing children

VIDEO (length 2:59)

Video Link:

<https://jcschools.instructuremedia.com/embed/b94184b5-b2a6-43dd-967b-be6472ea2d7f>

Transcript:

In this video, we will see the different parts of the human male reproductive system and talk about their specific jobs.

The human male reproductive system is made up of different organs like the testes, scrotum, vas deferens, seminal vesicles, prostate gland, penis, and urethra.

The human male reproductive system has two main functions:

To produce the male reproductive cells, hormones, and accessory materials.

To deposit them in the female reproductive system.

Which part of the male reproductive system produces the germ cells?

The formation of germ cells, sperm, takes place in the testes.

These are present outside of the abdominal cavity in the scrotum.

If the testes are important organs, then why aren't they located in the abdominal cavity?

It is because sperm formation requires a lower temperature than the normal body temperature.

The testes also produce a hormone called testosterone.

What is the purpose of testosterone?

It is a male reproductive hormone which regulates the formation of sperm and is also responsible for secondary sexual characteristics during puberty.

The sperm that are produced in the testes also need some support from the fluid secretions to be delivered to the female reproductive system.

Which organs produce these secretions?

They are produced by the seminal vesicle and prostate gland. They provide nutrients to help sperm cells survive.

Now let's look at the journey of the sperm cells.

Sperm cells are formed in the testes and travel through a tube called the vas deferens. On the way, they are joined with fluid secretions from the prostate gland and seminal vesicles.

The vas deferens is a common duct for both sperm and urine and is connected to the urinary bladder.

The sperm mainly consist of genetic material and have a long tail that helps them move toward the female germ cell, the egg.

How do sperm cells get deposited in the female reproductive system?

The sperm from the vas deferens enters another duct called the urethra, which is surrounded and supported by a muscular organ called the penis.

The penis is the organ that deposits the sperm into the female reproductive system. It becomes hard and erect during sexual intercourse.

## How the Male Reproductive System Works

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### Main Idea

The male reproductive system includes both external and internal organs that, with the help of hormones, allows males to produce sperm for reproduction.

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### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

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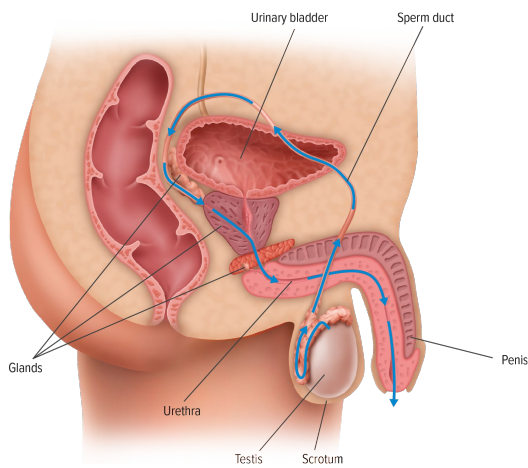
(4) Provide factually and medically-accurate information;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:



## Male Reproductive System



The male reproductive system has two main functions:

Produce, maintain, and transport the male reproductive cells or **sperm**.

Produce and secrete male sex hormones such as **testosterone**.

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### Presenter Notes:

## The Male Reproductive System

The hormone **testosterone**, produced in the testes, initiates physical changes that begin puberty.

A male's external reproductive organs include the testicles, penis, and scrotum. The **testicles** are located in the **scrotum**. The **penis** is composed of spongy tissue that contains many blood vessels. When the penis becomes erect, **semen** containing the **sperm** can be ejected from the body.

10

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External parts of male reproductive system:

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Male reproductive system purpose:

sperm - male reproductive cells

semen - protective fluid around sperm

testosterone - sex hormone that is produced by the testes; helps males

develop certain characteristics, including muscle mass and strength, fat distribution, bone mass, and increases sperm production for producing children

## Maintaining the Male Reproductive System

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### Main Idea

The organs of the male reproductive system can be affected by both functional and structural problems.

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Males should watch for signs and symptoms of reproductive system problems. Let's look at how males can maintain their reproductive health.

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.PW.12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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### Presenter Notes:

## Maintaining the Male Reproductive System

How can I stay healthy?

- Practice good hygiene
- Avoid testicular injury
- Abstain from sexual activity
- Perform regular self-exams\*
- Get yearly medical check-ups and consider vaccinations

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\*see slide 10

### **Standards:**

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### **Presenter Notes:**


1. Practice good hygiene. Shower or bathe daily with soap to help kill germs that cause infections in the reproductive organs.
2. Avoid testicular injury. Use a protective cup or athletic supporter during physical activity to shield the external reproductive organs.
3. Abstain from all sexual activity. Abstinence is the only way to prevent exposure to sexually transmitted infections (STIs) and prevent pregnancy.
4. Perform regular self-exams. Check the penis, scrotum, and testicles


1. monthly for any changes. Report any change to a physician. Even though lumps do not always mean cancer is present, it is still important to see a doctor if you have any concerns. Early detection usually leads to successful treatment.
2. Get yearly medical check-ups. All males should have regular checkups by a physician every 12 to 18 months. A yearly check-up keeps you up to date on screenings for certain medical conditions and allows the opportunity to speak with a medical professional. Make sure you get the health care you need.
  - You and your parents should ask a medical provider about vaccines against HPV and hepatitis B, testicular cancer screening, and STI testing (if you are sexually active).
  - If you do not have a medical provider, the Tennessee Department of Health provides free or low cost services through regional health departments. Some services include primary care, STI screenings, and reproductive health care.


## Testicular Self Exam


### *Testicular Self-Exam*



**1.**  *cup one testicle at a time using both hands best performed during or after a warm bath or shower*

**2.**  *examine by rolling the testicle between thumb and fingers use slight pressure*

**3.**  *familiarize yourself with the spermatic cord & epididymis tube like structures that connect on the back side of each testicle*

**4.**  *feel for lumps, change in size or irregularities it is normal for one testis to be slightly larger than the other*

The purpose of a testicular self-exam is to become familiar with the way your testicles normally look and feel. This will help you identify any changes or abnormalities, such as a new lump or skin changes.

Any changes should be reported to your doctor right away.

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**Standards:**

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**Presenter Notes:**

Upon reaching puberty, all men should conduct a monthly testicular self-exam and expect your doctor during your yearly physical to perform one as well.

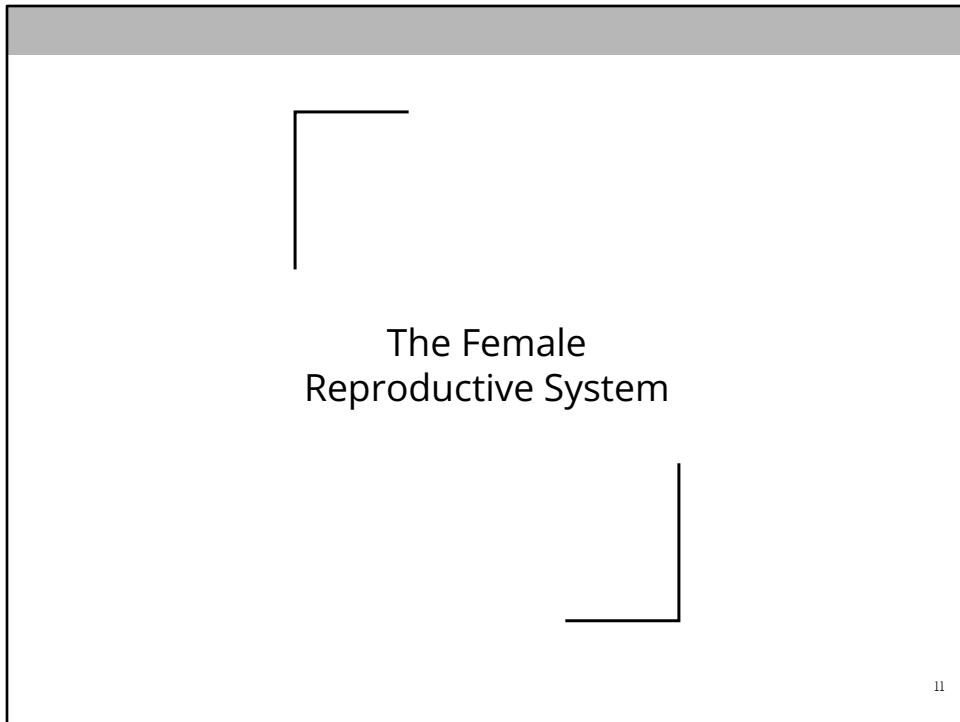
Self-examination of the testes is important for early detection of testicular cancer. The most common method of early detection is performing a monthly exam. Since TC is usually isolated to a single testicle, comparison of one testicle with the other can be helpful. It is normal for one testicle to be slightly larger than the other. Your focus should be noticing any changes from the previous month.

If you notice a lump or any changes as mentioned above, you should seek medical advice and schedule an appointment immediately. Remember testicular cancer can spread very quickly and if detected early is one of the most curable cancers.

Information and graphic from

<https://www.testicularcancerawarenessfoundation.org/self-exam>





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**Presenter Notes:**

**BIG  
IDEA**

The female reproductive system is responsible for fertility, menstruation, and sexual function.

**Vocabulary introduced in this lesson:**

- vaginal opening
- vulva
- vagina
- cervix
- uterus
- ovaries
- fallopian tubes
- egg
- ovulation
- menstruation



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**Presenter Notes:**

The words on this slide were highlighted in the video and/or will be covered in the lesson.

External parts of the female reproductive system:

vaginal opening - allows menstrual blood and babies to exit the body

vulva - external genitals protecting the internal female reproductive organs

Internal parts of the female reproductive system:

vagina - muscular passageway that extends from the cervix to the outside of

the body

cervix - opening to the uterus

uterus - hollow, pear-shaped organ that holds and protects the fetus until birth

ovaries - glands that produce eggs and hormones

fallopian tubes - narrow tubes attached to the upper part of the uterus and

serve as pathways for the egg to travel from the ovary to the uterus;

fertilization of an egg by sperm normally occurs in the fallopian tubes; the

fertilized egg then moves to the uterus, where it implants into the uterine lining

Female reproductive system purpose:

egg - female reproductive cells (also known as ova - plural, ovum -singular)

ovulation - process of releasing a mature egg into the fallopian tube each

month; part of the menstrual cycle

menstruation - periodic shedding of the uterine lining when pregnancy doesn't occur; also known as "period"

VIDEO (length 2:43)

Video Link:

<https://jcschools.instructuremedia.com/embed/815e924b-2feb-4a82-81aa-11ec33d73e51>

Transcript:

In this video we will look at the structures and functions of the human female reproductive system.

There are a pair of ovaries in the female reproductive system that contain the premature egg cells.

There are two oviducts which connect to a muscular structure known as the uterus.

The uterus is also called the womb. It is where the implantation and development of the baby takes place.

The uterus opens into the vagina through the cervix.

The vagina is the passageway into which sperm cells are deposited by the male penis during intercourse.

Now let's look at the production of the female gametes.

When do females start producing egg cells?

When a female is born, her ovaries already contain thousands of immature eggs.

At puberty, the eggs begin to mature.

One egg is produced every month by one of the ovaries.

The egg produced by the ovary is collected in the Fallopian tubes. This is where fertilization takes place by the fusion of sperm and egg cells.

How do the sperm reach the egg in the Fallopian tubes?

The sperm cells are deposited into the vagina of the female by the penis during sexual intercourse. The sperm travel through the vagina and cervix,

through the uterus to the Fallopian tubes, where they might fertilize an egg cell.

The hormones secreted by the ovaries prepare the uterus to receive and nurture the growing embryo. The walls of the uterus become thick and are richly supplied with blood to nourish the growing embryo.

The fertilized egg is now called a zygote. It will be implanted in the lining of the uterus and begin to divide.

The placenta is a special tissue that helps the embryo get nutrition from the mother's blood. It is embedded in the uterine wall and provides glucose and oxygen to the embryo. The placenta also transfers the wastes generated by the embryo into the mother's blood.

The development of the child inside the mother's body takes approximately nine months. This period is called gestation. The child is born as a result of rhythmic contractions of the muscles of the uterus.

## How the Female Reproductive System Works

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### Main Idea

The female reproductive system includes both external and internal organs that, with the help of hormones, allows females to have a menstrual cycle producing eggs for reproduction.

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### **Standards:**

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### **Law:**

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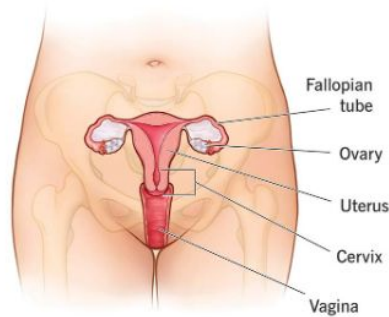
### **Presenter Notes:**

## Female Reproductive System

The female reproductive system has several functions, including producing female hormones and storing the eggs (also called ova).

A female at birth has more than 400,000 immature **eggs** in her ovaries. **Ovaries** are the female sex glands that store the eggs and produce female hormones.

The ovaries are located on each side of the uterus. The **uterus** is the hollow, muscular, pear-shaped organ that nourishes and protects a fertilized egg until birth.



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### Presenter Notes:

## Female Reproductive System

After a female begins puberty, the uterus prepares each month for possible pregnancy. The female body prepares by releasing a mature egg from the ovary in the process known as **ovulation**.

If pregnancy does not occur, then **menstruation** begins. During menstruation, the **endometrium** breaks down into blood, tissue, and fluids. The endometrium tissues pass through the **cervix**.

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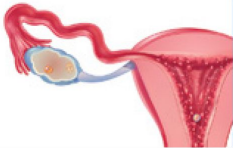
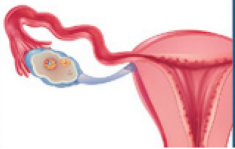
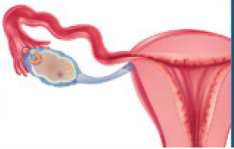
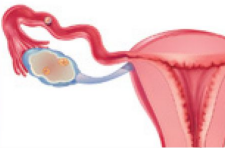
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### **Presenter Notes:**

## Female Reproductive System

Example of a **typical** menstrual cycle

Days 1–8	Days 9–13	Day 14	Days 15–28
The cycle begins with the first day of menstruation.	The hormones FSH and LH cause an egg to mature in one of the ovaries.	Ovulation occurs and the mature egg is released into one of the fallopian tubes.	The egg travels through the fallopian tube to the uterus. If the egg is not fertilized, the cycle starts again.
			

It is important to note that some women have longer or shorter menstrual cycles.

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### Presenter Notes:

Your menstrual cycle is a valuable marker for your overall health. Irregular periods can be a sign of conditions like diabetes, thyroid dysfunction, and celiac disease. You can track your period on a calendar or with an app on your phone designed for this purpose.

This helps females to:

1. Learn their bodies and when to expect the next cycle to start
2. Find any irregularities that need to be shared with a parent/guardian or your doctor.



## Maintaining the Female Reproductive System

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### Main Idea

The organs of the female reproductive system can be affected by both functional and structural problems.

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Females should watch for signs and symptoms of reproductive system problems. Let's look at how females can maintain their reproductive health.

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

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## Maintaining the Female Reproductive System

How can I stay healthy?

- Practice good hygiene
- Follow hygienic practices during menstruation
- Abstain from sexual activity
- Discuss breast cancer risk with your medical provider
- Get yearly medical check-ups and consider vaccinations

\*see slide 19

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**Presenter Notes:**

1. Practice good hygiene. Shower or bathe daily and rinse the external reproductive organs with water to avoid changing the pH which may result in infection.
2. Follow hygienic practices during menstruation. Change menstrual products regularly. Trapped moisture provides a breeding ground for bacteria and fungi and can lead to rash or infection.
3. Abstain from sexual activity. Abstinence is the only way to prevent exposure to sexually transmitted infections (STIs) and prevent

1. pregnancy.
2. Discuss breast cancer risk with your medical provider. Discuss your family history and breast cancer risk with your doctor to determine what recommendations for the early detection of breast cancer are right for you.
3. Get yearly medical check-ups. All females should have regular checkups by a physician every 12 to 18 months. A yearly check-up keeps you up to date on screenings for certain medical conditions and allows the opportunity to speak with a medical professional. Make sure you get the health care you need.
  - You and your parents should ask a medical provider about vaccines against HPV and hepatitis B, regular cervical cancer screening, and STI testing (if you are sexually active). You may also want to discuss unintended pregnancy and birth control.
  - If you do not have a medical provider, the Tennessee Department of Health provides free or low cost services through regional health departments. Some services include primary care, STI screenings, and reproductive health care.

# Reproductive System and Health

Lifetime Wellness  
Day One

2024 - 2025

**END OF PRESENTATION**

19

# Foundations of Healthy Relationships

Lifetime Wellness  
Day Two

2024 - 2025

Updated 8/08/2024

1

UPDATED 8/08/2024

- 24 total slides
- 1 video
  - slide 6 - Maslow's hierarchy (2:59)
- 1 graphic
  - slide 6 - Maslow's hierarchy of needs

# Family Life Curriculum Day 2

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

2

## Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

## Law:

49-6-1301. Part definitions.

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

The topic of unhealthy relationships is covered in more detail on Day 3.

# Family Life Curriculum Day 2

## Learning Targets:

Discuss influences on human development and relationships.

Identify traits of healthy, or positive, relationships.

Recognize a variety of family types.

Understand traits of violent dating relationships and how to get help.

4

## Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

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(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

The topic of unhealthy relationships is covered in more detail on Day 3.



Building strong relationships is important to your overall health.

**Vocabulary introduced in this lesson:**

- Maslow's Hierarchy of Needs
- relationship
- friendship
- citizenship
- dating
- mutual respect
- self-respect
- caring
- honesty
- commitment
- communication
- cooperation
- compromise

6

**Standards:**

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**Law:**

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(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

The words on this slide will be covered in the lesson.

Maslow's Hierarchy of Needs - a theory in psychology claiming there are five stages of human needs that motivate our behavior

relationship - a bond or connection you have with other people

friendship - a significant relationship between two people that is based on trust, caring, and consideration

citizenship - way you conduct yourself as a member of the community

dating - partnerships built on common values, respect, and friendship

mutual respect - treating others with respect and they respect you in return

self-respect - the result of staying true to your values and not being willing to compromise them

caring - treating others with kindness and consideration

honesty - being open with others rather than concealing your thoughts, feelings, or actions

commitment - contributing to a relationship through work and sacrifice

communication - expressing your thoughts, feelings, and expectations to others and understanding theirs in return.

cooperation - working together for the good of all

compromise - problem-solving method for each participant to give up something to reach a solution that satisfies everyone

## Understanding Human Needs

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### Main Idea

To reach your full potential, there are certain needs that all humans must satisfy.

Maslow's Hierarchy of Needs provides a framework for understanding human needs including the need for relationships.

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5

### Standards:

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### Law:

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### Presenter Notes:

**Maslow's Hierarchy of Needs**

The diagram shows a pyramid divided into five horizontal sections, each representing a level of Maslow's Hierarchy of Needs. From bottom to top, the levels are: Physiological (red), Security (orange), Social (yellow), Esteem (green), and Self-actualization (blue). Each level is associated with specific needs or goals. To the right of the pyramid, the text reads: 'Healthy relationships support every need in the triangle.' Below this text is a video icon and the word 'Video'. A small number '9' is in the bottom right corner of the slide frame.

Level	Needs/Goals
Self-actualization	Inner fulfillment
Esteem	Self-worth, accomplishment, confidence
Social	Family, friendship, intimacy, belonging
Security	Safety, employment, assets
Physiological	Food, water, shelter, warmth

**Healthy relationships support every need in the triangle.**

 [Video](#)

9

**Standards:**

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**Presenter Notes:**

Maslow's Hierarchy of Needs is a theory in psychology. It claims that there are five stages of human needs that motivate our behavior.

VIDEO (length 2:48)

Video Link:

<https://jcschools.instructuremedia.com/embed/6a6f0bb7-aa9f-4da9-86bb-226fb95ff19e>

Original video at Sprouts Youtube Channel:

[https://www.youtube.com/watch?v=O-4ithG\\_07Q](https://www.youtube.com/watch?v=O-4ithG_07Q)

Video Transcript:

Abraham Maslow proposed his theory in 1943 after studying what he called exemplary people such as Albert Einstein or Eleanor Roosevelt.

STAGE 1

First, there are physiological needs, such as the need to breathe, eat, drink or sleep. The moment we got enough of that and we feel awake and our bellies are full, we get motivated by the next thing.

STAGE 2

Now we want safety. We try to earn money, build up resources and look for shelter that protects us against dangers. Once we are satisfied and feel safe, we have time to think about what we want next.

STAGE 3

At stage three we seek love and belonging. We desire to be close to family and friends, belong to a society or join a gang. But the moment we feel completely part of a group we already wish to be a little different than the rest.

STAGE 4

At stage four we look for esteem, self-confidence, and respect from our peers. We want to be someone. If we have money, we buy a fancy watch. If we have a brain, we write or think or work a lot. Motivation to perform and compete is now at its highest. Students, sportsmen, and inventors excel. Neil Armstrong even flew to the moon.

STAGE 5

Only if we breathe and drink and eat and sleep enough and we feel safe and part of a group and still special, only then we can reach level five: self-actualization. Now we can relax, be creative, accept facts for what they are, give back or do whatever we want. No more pressure, unless of course there is trouble below.

If you are a leader and believe in the theory, use it. First, make sure everyone has eaten well. Then make them feel safe and help them belong to a group. Once they feel they belong, they are ready to stand out and excel.

## Relationships

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### Main Idea

A **relationship** is a bond or connection you have with other people.

You have **relationships** with family members, friends, teachers, classmates, co-workers, and people in your community.

Building and maintaining healthy relationships can help you meet the need to belong and feel loved.

---

11

### Standards:

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HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

### Law:

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(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**



## Healthy and Unhealthy Relationships

Relationships can affect your health in positive and negative ways.

- Being in a relationship with people who align to your values and encourage you to be your best can have a positive effect on your health by creating a sense of belonging.
- Being in a relationship with people who try to get you to do things that are against your morals and values can have a negative effect on your health by putting you in situations that can cause harm to your mental and physical health.

13

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

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### Presenter Notes:

Relationships can affect your health in positive and negative ways.

## Thinking about Relationships

On your own paper, answer the statements.

1. List two different types of relationships you are currently in.

*Example: As a student, you have relationships with your teachers.*

2. Identify and list one quality or trait you display in both relationships you listed above.

*Example: You demonstrate responsibility by turning assignments in on time.*

3. Identify and list one quality or trait you desire from others in both relationships you listed.

*Example: You desire your teacher to treat all students fairly.*

14

### **Standards:**

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### **Presenter Notes:**

Use student responses to promote class discussion--students work in small

groups discussing their responses, and each small group provides a response for the whole class.

1. Examples for types of relationships:
  - I have a relationship with my teammates; I have a relationship with my boss; I have a relationship with my family; I have a relationship with a boyfriend/girlfriend.
2. Examples for qualities or traits from myself could be:
  - I respect my parents' opinions even though we do not agree on everything; I am honest in communicating my thoughts in all relationships; I am committed to my teammates and show up for practice on time; I care about my family and help them out when needed.
3. Examples of a desired quality or trait from others could be:
  - I desire my significant other to be respectful of my values; I desire my siblings to be more respectful of my belongings; I desire my friends to tell me the truth; I desire my teachers to treat all students fairly.

## Relationships with Family

Some of the most important relationships in your life are with the family members who share your home, such as parents or guardians, brothers, and sisters.

Families can be multicultural, blended, foster, or adoptive. While families may not all look alike, all families share the same responsibilities. Families provide physical, social, and mental/emotional support for each other.

16

### Standards:

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identify and avoid unhealthy relationships;

**Presenter Notes:**

multicultural family - families with members having different nationalities, speaking different languages, or coming from different cultures

blended family (also known as a step-family) - families formed when people come together and bring a child or children from previous relationships

foster family - families who share their home temporarily with children until they can reunite with their biological family or adoptive family

adoptive family - families who raise a child who is not biologically related to them; can be a legal adoption; can be a chosen family such as close friends

All families share similar traits such as providing physical, social, mental/emotional, and sometimes financial support for each other. People need family throughout their life stages from birth to teenage to adult and elderly ages.

## Relationships with Friends

Friendship is a significant relationship between two people that is based on trust, caring, and consideration. Friends may have similar values, interests, or live nearby.

Throughout your lifetime, friends will change based on your experiences, location, job, etc.

There are different types of friendships.

- Casual friendships
  - *Example-Friends you only interact with during class for one semester*
- Close friendships
  - *Example-Friends you interact with on weekends and evenings and consider those you rely on most*

Good friends should have a positive influence on your self-esteem and help you resist harmful behaviors.

18

### Standards:

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**Presenter Notes:**

## Relationships with Community

Citizenship is the way you conduct yourself as a member of the community.

Being part of a strong community has a positive impact on every aspect of your health. Communities can promote healthful behaviors and also provide resources when you're in trouble.

Citizenship includes:

obeying laws

being kind to  
neighbors

helping to  
improve the  
community

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### Standards:

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**Presenter Notes:**

Ask students to identify examples of citizenship.

1. What does citizenship look like in your school?
  - Example--following the student handbook, being friendly to other students, complete community service hours
2. What does citizenship look like at the mall?
  - Example--being kind to sales clerks, cleaning up after yourself in the food court, yielding to pedestrians in crosswalks
3. What does citizenship look like when driving?
  - Example--driving the speed limit, being patient with other drivers, paying car tag renewals/auto insurance fees each year

## Relationships with Boyfriends/Girlfriends

This type of relationship is new for many teens. Healthy dating relationships should be built on common values, respect, and friendship and should NOT add stress to your life.

**A partner who is controlling or violent does not show respect.** Abuse in dating relationships can include physical, emotional, and/or psychological abuse.

- Abuse or suspected abuse should always be reported to a parent/guardian, SHHS counselor, or trusted adult or call 911.

Resources for you, or someone you know, who needs assistance in unhealthy relationships:

- National Domestic Violence Hotline 1-800-799-SAFE or text "START" to 88788
- Visit [thehotline.org](http://thehotline.org) for more information and resources

22

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**Presenter Notes:**

This topic is addressed in more depth on Day 3.

## Traits of Healthy Relationships

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**Main Idea**

In a healthy relationship, people respect and support each other.

Traits of a Healthy Relationship	
Mutual Respect	Caring
Honesty	Commitment

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24

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**Presenter Notes:**

Ask students to provide examples of what these traits look like in a

relationship.

1. What does mutual respect look like at home?
  - Example--Being polite and patient with your parents/guardians
2. How is commitment demonstrated in relationships?
  - Example--Trust, honesty, and open communication with your boyfriend or girlfriend
3. How do friends show they care about one another?
  - Example--Friends ask one another how they are feeling and respond with support
4. How is honesty demonstrated in your community?
  - Example--Respecting the rights of others and their needs

## Traits of Healthy Relationships-Mutual Respect

### Mutual Respect

✓ You treat others with respect, and they respect you in return.

✓ You accept each other's opinions, likes, values, and traditions, even if they are different than your own.

✓ At times you may disagree without forcing your opinions or values on each other.

15

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### Presenter Notes:

## Traits of Healthy Relationships-Caring

Caring
✓ You treat other people with kindness and consideration.
✓ During difficult times, you show empathy and support.
✓ You are willing to help others out.

16

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### Presenter Notes:

## Traits of Healthy Relationships-Honesty

Honesty
✓ You are honest and open with others rather than concealing your thoughts, feelings, or actions.
✓ Accepting responsibility for times you have been wrong.
✓ Be honest with yourself and true to your values.

17

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### Presenter Notes:



## Traits of Healthy Relationships-Commitment

Commitment
✓ You contribute to the relationship and work to keep it strong, even if it means making some sacrifices.
✓ You deal with problems in a positive way and are able to overcome them.

18

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### Presenter Notes:

## Building and Maintaining Healthy Relationships

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### Main Idea

Effective communication, cooperation, and compromise are keys to building and maintaining healthy relationships.

19

### Standards:

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### Law:

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### Presenter Notes:

## Three C's of Healthy Relationships

**Communication** - Expressing your thoughts, feelings, and expectations to others and understanding theirs in return.

**Cooperation** - Working together for the good of all.

**Compromise** - Problem-solving method for each participant to give up something to reach a solution that satisfies everyone.

31

### Standards:

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### Presenter Notes:

Ask students to offer positive examples of how these skills can be shown in

healthy relationships.

1. How can families communicate effectively with each other?
  - Examples--Eat dinner together to talk about your day; schedule family meetings to discuss important topics with one another; use texting to open lines of communication around feelings that are uncomfortable to discuss
2. What does it look like to cooperate with a coworker or classmate?
  - Examples--Sharing the workload; respecting each other's feedback; meeting agreed upon deadlines
3. One friend wants to go to the movies and the other friend wants to go to the mall. Give an example of a compromise that could be made.
  - Examples--Agree to do one activity today and another the next time you are together; flip a coin to decide between movies or mall; think of a third activity rather than the movies or mall
  - NOTE: compromise is not always the BEST option. For example, one friend wants to drink alcohol while the other friend does not. Choosing a commitment to not drinking is an acceptable time to NOT compromise.

## Respect in Relationships

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### Main Idea

Having self-respect and respect for others is the foundation for relationships.

When you are clear about your values and uphold your values, other people will know what you believe and what's important to you.

If people don't know your values, beliefs, and what is important to you, you may be more likely to face pressure to take part in unhealthy behaviors.

Showing respect for others means honoring their values and beliefs. Do not pressure them to participate in behaviors that would violate their values and beliefs.

21

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

## Respect in Relationships-Self-Respect

Having self-respect is an important foundation for healthy relationships. Self-respect is the result of staying true to your values and not being willing to compromise them. The more you engage in behaviors consistent with your beliefs and values, the more you'll feel fulfilled and confident.

When you respect yourself, you're more likely to seek out relationships with people who also treat you with respect. You're also less likely to let other people influence you to take risks that could harm your health or violate your values and beliefs.

During the teen years, you may find yourself searching for your personal identity or your sense of who you are and where you belong in the world. Part of this search includes defining or reinforcing your own value system.

22

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

## Respect in Relationships-Respect for Others

With strangers and casual acquaintances, you can show respect through common courtesy.

Hold a door for someone

Say "Thank You"

With close friends and family members, you can show respect in more significant ways.

Listen to others

Develop mutual trust

Be realistic in  
your expectations

Be considerate of  
others' feelings

35

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

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(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

Ask students:

How could showing respect for family differ from the way you show respect to strangers and casual acquaintances?

- Example: Since you are around your family more often, you know the specific needs of your family members, and you are familiar with your family's values. You also have more opportunities to show respect to family rather than strangers.



# Foundations of Healthy Relationships

Lifetime Wellness  
Day Two

2024 - 2025

**END OF PRESENTATION**

24

# Recognizing and Avoiding Unhealthy Relationships

Lifetime Wellness  
Day Three

2024 - 2025

Updated 8/08/2024

UPDATED 8/08/24

- 27 total slides
- 2 videos
  - slide 10 - STOPit App (2:33)
  - slide 20 - human trafficking (4:21)
- 5 graphics
  - slide 6 - Maslow's hierarchy of needs
  - slide 11 - forms of hazing
  - slides 21, 23, & 26 - human trafficking
- A SHHS counselor will sit in on Day Three for any students who show signs of needing additional 1:1 support related to unhealthy relationships.

# Family Life Curriculum Day 3

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

2

### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### Law:

49-6-1301. Part definitions.

(6) "Family life education" means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and

(14) Provide instruction on the prevention of dating violence.

# Family Life Curriculum Day 3

## Learning Targets:

Define and recognize child abuse and human trafficking.

Understand how to reduce your risk of being abused.

Know how to report abuse and seek help for abuse.

4

## Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

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(14) Provide instruction on the prevention of dating violence.



## Recognizing Unhealthy Relationships

6

### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

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HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### **Law:**

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

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treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B) must be accomplished through the viewing of a video recording approved by the LEA; and  
(14) Provide instruction on the prevention of dating violence.





Recognizing and avoiding unhealthy relationships is important for your needs.

**Vocabulary introduced in this lesson:**

- bullying
- hazing
- child abuse
- control
- human trafficking
- sex trafficking
- forced labor
- domestic servitude

8

**Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

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**Law:**

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(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

The words on this slide will be covered in the lesson.

bullying - a person is bullied when they are exposed repeatedly and over time to negative actions, and they have difficulty defending themselves.

hazing - when someone makes others perform certain tasks in order to join a group or be new members of a group

child abuse - when a person under the age of eighteen (18) is suffering from, has sustained, or may be in immediate danger of suffering from or sustaining a wound, injury, disability, or physical or mental condition caused by brutality, neglect, or other actions or inactions of a parent, relative, guardian, or caretaker

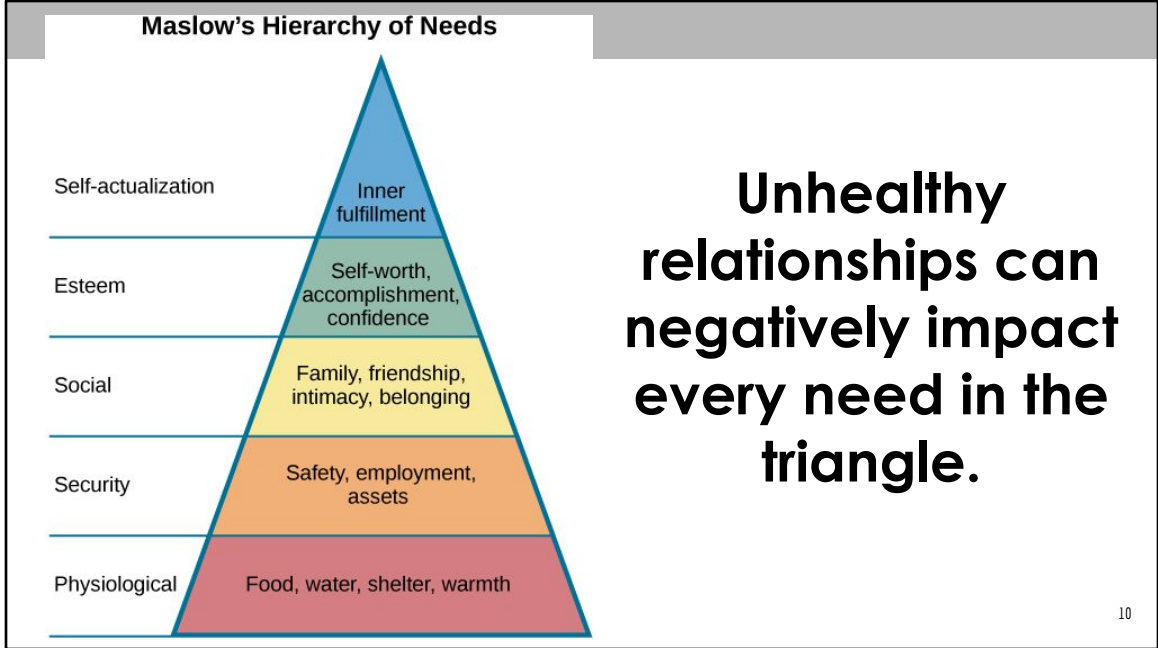
control - behaviors used by a friend, boyfriend, or girlfriend to have all the power in your relationship

human trafficking - the use of force, fraud, or coercion to obtain some type of labor or commercial sex act

sex trafficking - manipulating or forcing against their will to engage in sex acts for money

forced labor - when individuals are compelled against their will to provide work or service through the use of force, fraud, or coercion

domestic servitude - a domestic worker is not free to leave his or her employment and is abused and underpaid, if paid at all



## REVIEW FROM DAY TWO

### Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

### Law:

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(5) Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages, and form safe and stable future families;

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

## **FOR DAY 3**

### **Presenter Notes:**

Review Maslow's Hierarchy of Needs from Day 2.

It claims that there are five stages of human needs that motivate our behavior. Any one of those stages or levels that is not positively met impacts our ability to reach the highest stage of inner fulfillment.

Healthy relationships, from Day 2, positively impact your needs and make you more able to have a sense of accomplishment and inner fulfillment at the top of the triangle.

## Recognizing Unhealthy Behavior in Relationships

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### Main Idea

Healthy relationships make you feel good about yourself — unhealthy relationships don't. You deserve to feel safe and supported in your relationships.

Nobody's relationships are perfect, and people make mistakes. But, if you feel like you're being treated badly by other people's behavior, you probably are. Listen to your gut.

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### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### Law:

49-6-1304. Family life instruction.

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(11) Teach students how to identify and form healthy relationships, and how to

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(14) Provide instruction on the prevention of dating violence.

**Presenter Notes:**

## Recognizing Unhealthy Behavior in Relationships-Bullying

A person is bullied when they are exposed repeatedly and over time to negative actions, and they have difficulty defending themselves.

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Remember, bullying does not only happen at school. It can happen anywhere, including through texting, the internet, and social media.

8

### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

Bullying definitions, components, and prevention information from Olweus Bullying Prevention Program.

If you recognize any of the descriptions, you should stay calm, stay respectful, and tell a parent/guardian or trusted adult as soon as possible.

**Physical Bullying**

Hurting a person physically or damaging their possessions

**Social or Relational Bullying**  
Hurting someone's reputation or relationships

**Verbal Bullying**  
Saying or writing mean or threatening things

**Cyberbullying**

- Includes sending, posting, or sharing negative, harmful, false, or mean content about someone else
- Can include sharing personal or private information about someone else causing embarrassment or humiliation
- Some cyberbullying crosses the line into unlawful or criminal behavior

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**Standards:**

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

**Law:**

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

**Presenter Notes:**

Bullying definitions, components, and prevention information from Olweus Bullying Prevention Program.

Share examples of the types of bullying:

- Physical bullying--Hitting/kicking/pinching; Spitting; Tripping/pushing; Taking or breaking someone's things; Making mean, rude, or sexual gestures
- Social or relational bullying--Leaving someone out on purpose; Telling




- other people not to be friends with someone; Spreading rumors about someone; Embarrassing someone in public
- Verbal bullying--Teasing, Name-calling, Inappropriate sexual comments, Taunting, Threatening to cause harm

Cyberbullying has unique concerns in that it can be:

- Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.
- Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.
- Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

If you or someone you know is being bullied, **SPEAK UP!**

- If you feel uncomfortable with the in-person or online comments or actions of others... tell someone! It is better to let someone know, than to let the problem continue.
- Report bullying to a parent/guardian or trusted adult or use the STOPit App on your Chromebook.  [Video](#)
- If you feel like you are at risk of harming yourself or others, get help now.
  - Visit StopBullying.gov
  - Suicide Hotline
    - CALL 988 or TEXT "TN" to 741-741

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### **Standards:**

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### **Law:**

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### **Presenter Notes:**

StopBullying.gov resources at

<https://www.stopbullying.gov/resources/get-help-now>

988 Suicide and Crisis Lifeline

Hours: Available 24 hours. Languages: English, Spanish

Crisis Services & Suicide Prevention

If you are experiencing a mental health emergency, text now. Help is available 24 hours a day, 7 days a week.

Text "TN" to 741-741

VIDEO (length 2:33)

Video Link:

<https://jcschools.instructuremedia.com/embed/7c7b6dc1-79a9-4db6-b7fa-b9ca-d01c3288>

STOPit App original video at JCS YouTube Channel:

<https://www.youtube.com/watch?v=ut8zwOZ7YKQ>

Video Transcript:

A video to review the STOPit App. Transcript 0:00 [Music] 0:10 thank you 0:12 [Music] 0:30 hi everybody this is Dr. English I'm one 0:33 of the school counselors here at Science 0:34 Hill I just wanted to record a short 0:36 video to talk with you all a little bit 0:37 about the StopIt app. The StopIt app is 0:40 something that we're going to be adding 0:42 on devices and then you're also 0:44 encouraged to download it on your phones 0:45 as well if you'd like to the stop it app 0:48 is specifically an anonymous reporting 0:50 app that you're able to submit any kind 0:53 of reports for something that you think 0:55 is going on that should not be going on 0:57 that could be for harassment for 0:59 bullying for cyber bullying for any kind 1:02 of behavior that you think is 1:03 inappropriate that happens in school or 1:05 outside of school that you want to 1:07 report when you report there's it is 1:09 coming through anonymously but then 1:11 there's also a part of the report that 1:13 you can submit pictures videos 1:16 screenshots or just a message that says 1:19 this is what's happening this is what 1:20 should be done about it within that app 1:22 either on the device or on your phone 1:24 within that app there's also a messenger 1:26 that if somebody receives that report it 1:28 feels like they need to ask more 1:29 questions they could send you a message 1:31 back if you're the one that did the 1:33 initial report 1:34 the stop at app is to help us make sure 1:36 that we're getting more clear 1:38 communication and we want to make sure 1:39 our school is safe when you're on this 1:42 report before you do any kind of a 1:43 submission the last little notation is 1:45 that if a false report is made legal 1:48 action could be taken against you so 1:50 again know that if you're doing a report 1:52 any kind of a false report that's being 1:54 made could have some legal consequences 1:56 please feel free to start using this 1:59 device to stop it app specifically to 2:02 give any kind of reports it is monitored 2:04 24 7 and the reports are kind of 2:06 filtered to where they need to go so 2:08 that we can follow up on any kind of 2:09 reports that are submitted if you have 2:11 any kind of questions reach out to your 2:13 school counselor and we can try to give 2:14 you a little bit more insight thank you 2:16 so much 2:16 [Music] 2:19 foreign 2:21 [Music]

## Recognizing Unhealthy Behavior in Relationships-Hazing

Hazing is when someone makes others perform certain tasks in order to join a group or be new members of a group. Hazing is often meant to humiliate and can be physically or emotionally harmful.

Hazing is similar to bullying, but hazing is often seen as a condition of acceptance or initiation into a group.



### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

### Presenter Notes:

Like bullying, hazing has serious consequences. It violates the Johnson City Schools Code of Conduct and Tennessee state law. Hazing can cause emotional harm and in extreme cases death from physical harm or abuse.

Graphic and more info at [StopHazing.org](http://StopHazing.org)

## **Recognizing Unhealthy Behavior in Relationships- Child Abuse**

In Tennessee, child abuse exists when a person under the age of 18 is suffering from, has sustained, or may be in immediate danger of suffering from or sustaining a wound, injury, disability, or physical or mental condition caused by brutality, neglect, or other actions or inactions of a parent, relative, guardian, or caretaker.

Child abuse can be physical, verbal, emotional, or sexual.

Child abuse can happen in any type of home—in poor, middle-class, or well-to-do homes, in rural areas or urban ones. Child sexual abuse affects both girls and boys of all ages, races, ethnicities, and economic backgrounds.

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### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### **Law:**

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(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

**Presenter Notes:**

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

TYPE	DEFINITION	EXAMPLES
<b>Physical Abuse</b>	Hurting or injuring a child on purpose, failing to protect a child from a person who is hurting them.	Any action that can seriously injure or even kill a child.
<b>Physical Neglect</b>	Putting a child at serious risk of injury or illness by not adequately watching out for their safety, health, and survival.	Abandonment, lack of supervision, life-endangering physical hygiene, lack of adequate nutrition, lack of shelter, ignoring medical or dental needs, putting the child's health in danger, not meeting a child's basic clothing needs.
<b>Sexual Abuse</b>	Touching or penetrating a child's intimate parts, oral sex with a child, indecent exposure, or any other sexual act performed in a child's presence for sexual pleasure. Anyone who fails to try to protect a child or stop sexual abuse by another person is also involved in child sexual abuse.	Also includes using a child for prostitution and/or making and/or distributing child pornography. Can occur gradually over time. Perpetrators target victims and work to gain their trust.
<b>Emotional Abuse</b>	Verbal insults, ignoring a child, and constant fighting in the family.	Shaming or humiliating a child, communicating a poor image of the child.

**Standards:**

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**Presenter Notes:**

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

Students need to understand abuse as potential victims as well as develop an understanding of abuse as they may be the caregiver, babysitter, and/or future parent.



## **Recognizing Unhealthy Behavior in Relationships- Signs of Child Abuse**

Possible signs a child has been abused or neglected. The child may:

- Have repeated injuries that are not properly treated or adequately explained.
- Act in unusual ways; may be disruptive and aggressive, or passive and withdrawn.
- Be forced to assume the role of a parent toward their brothers and sisters, or even toward their own parents.
- Have disturbed sleep (nightmares, bed-wetting, fear of sleeping alone, needing night-light).
- Lose their appetite, overeats or may report being hungry.
- Act in stylized ways, such as sexual behavior that is not normal for their age group.
- Talk about abusive or neglectful acts.

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### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

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**Presenter Notes:**

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

The above signs indicate that something is wrong but do not necessarily mean the child is being abused. However, if you notice these signs early, you may be able to prevent abuse or neglect.

If you believe you have been a victim of child abuse, please talk to a SHHS counselor or other trusted adult immediately for help.

## Recognizing Unhealthy Behavior in Relationships- Reporting Child Abuse

According to Tennessee law, anyone who suspects child abuse or neglect (including doctors, mental health professionals, childcare providers, teachers, dentists, family members, and friends) must report suspected cases. Failure to report child abuse or neglect is a violation of the law.

- If you believe a child has been abused or neglected, report by calling 877-237-0004 or report online at <https://carat.app.tn.gov/carat/>
- If you are a victim of abuse reach out to a trusted adult (parent, counselor, teacher) or call 911 for help.
- For more information on abuse, visit [KidCentralTN.com](http://KidCentralTN.com). Then click "Support" then "Crisis Services for Children."

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### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### Law:

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(13) Provide instruction on the detection, intervention, prevention, and treatment of: (A) Child sexual abuse, including such abuse that may occur in the home, in accordance with the declarations and requirements of §§ 37-1-601(a) and 37-1-603(b)(3); and (B) Human trafficking in which the victim is a child. The instruction provided under this subdivision (a)(13)(B)

**Presenter Notes:**

TCA 37-1-102 defines abuse

Info from

<https://www.kidcentraltn.com/support/crisis-services-for-children/child-abuse.html> a website of tn.gov

Failure to report child abuse or neglect is a violation of law.

Parents, guardians, or caregivers who abuse children need help, but few are able to admit the problem and seek assistance. Don't take a chance with a child's life. Make a report so the victim as well as the abuser can get help!

If you believe you have been a victim of child abuse, please talk to a SHHS counselor or other trusted adult immediately for help.

## **Recognizing Unhealthy Behavior in Relationships- Control**

Control in a relationship is a form of abuse where a friend, boyfriend, or girlfriend uses certain behaviors to have all the power in your relationship. In a relationship you deserve personal space, your own voice, and the right to your boundaries. Nothing you say or do is a reason to be a victim of control or abuse.

Also remember, nothing anyone says or does is a reason for you to be the abuser. You deserve to be liked and respected. Using force, power, or control only gets “your way.” This is not how to get acceptance, respect, or love from another person.

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### **Standards:**

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### **Law:**

49-6-1304. Family life instruction.

(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

### **Presenter Notes:**

Boundaries resource at <https://www.protectrespecttn.org/high-school>

## Traits of a controlling relationship include:

- Possessiveness – jealousy causing your partner to control who you see and talk to and what you do
- Manipulation – controlling your decisions, actions, or emotions; sometimes in a subtle or passive-aggressive way that makes it difficult to spot; feeling dependent on the relationship for support, money or acceptance
- Isolation – someone who keeps you away from your friends or family; asking or forcing you to choose between the relationship and your friends
- Sabotage – purposefully ruining your reputation, success, or achievements to make you feel trapped in the relationship
- Belittling – doing and saying things to make you feel bad about yourself
- Guilting – making you feel like it is your responsibility to keep the partner happy; blaming you for things that are out of your control

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### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

### Law:

49-6-1304. Family life instruction.

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### Presenter Notes:

## How do I know if my relationship is abusive?

Sometimes it's hard to tell if you're in an unhealthy relationship. But if you think you're being treated badly, you probably are. Trust your gut. Healthy relationships make you feel good about yourself, not bad.

Does the person you are dating or a friend do these things?

- Call, text, or message you all the time asking you where you are or who you're with
- Check your phone, email, or social networking messages without your OK
- Tell you who you can or can't be friends with
- Pressure you to sext
- Say mean or embarrassing things about you in front of other people
- Act jealous or tries to stop you from spending time with other people
- Have a bad temper and you're afraid of making them mad
- Accuse you of cheating or doing something wrong all the time
- Threaten to kill or hurt themselves or hurt you if you break up with them
- Hurt you physically including touching you in ways you do not want

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### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

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(11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships;

(14) Provide instruction on the prevention of dating violence.

### Presenter Notes:

## Leaving An Unhealthy Relationship

If you're in an abusive relationship, know that you're not alone and you deserve better. Abuse is never your fault. It's not right for anyone to hurt you, make you feel bad about yourself, or pressure you to do things you don't want to do. Everyone gets mad sometimes, but talking about it is the way to deal with problems — not hurting you or putting you down.

If you think you're in an abusive relationship, talk with a parent or trusted adult. They can help you figure it out.

Getting out of an abusive relationship can be especially difficult because you may go to the same school or be in the same circles of friends, making it hard to get away from them. Ask for help from a trusted adult or call the National Domestic Violence Hotline at 1-800-799-SAFE (7233) or go to [www.TheHotline.org](http://www.TheHotline.org).

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### Standards:

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

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### Presenter Notes:

Teens that experience dating abuse are more likely to:

- Experience depression and anxiety
- Engage in unhealthy behaviors such as using tobacco, drugs and/or alcohol
- Exhibit antisocial behaviors
- Think about suicide
- Have increased risk of victimization as a young adult



Info from

<https://www.tn.gov/health/news/2019/2/11/join-efforts-to-prevent-teen-dating-violence-in-tennessee.html#:~:text=If%20you%20need%20help%2C%20call,prosperity%20of%20people%20in%20Tennessee.>

## Recognizing Unhealthy Behavior in Relationships- Human Trafficking (a form of control)



# WHAT IS HUMAN TRAFFICKING?

33

### Standards:

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

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**Presenter Notes:**

All trafficking content is from the Department of Homeland Security Blue Campaign at <https://www.dhs.gov/blue-campaign>

VIDEO (length 4:21)

Video Link:

<https://jcschools.instructuremedia.com/embed/30daf7f2-4482-4c4e-8c4b-dfaae2c31f0a>

Original Video: <https://www.dhs.gov/medialibrary/collections/23516>

Video Transcript

♪ ♪ What is human trafficking? Human trafficking is modern day slavery. It is the exploitation of a person through force, fraud, or coercion. Human smuggling and human trafficking are different crimes. Human smuggling is the illegal movement of someone across a border. Human trafficking is the illegal exploitation of a person. Human trafficking is about exploitation, not transportation. Human trafficking is a highly profitable crime, and a violation of human rights. It occurs in every part of the world, including here in the United States. It happens in our big cities, our suburbs, and even in rural towns. It can happen to anyone. Human trafficking victims can be U.S. citizens or from other countries. Victims can be any age, race, or gender. But one thing they share is that they are vulnerable to being exploited. There are different types of human trafficking, including sex trafficking, forced labor, and domestic servitude. Sex trafficking victims are manipulated or forced against their will to engage in sex acts for money. Sex traffickers might use violence, threats, manipulation, or the promise of love and affection to lure victims. Truck stops, hotel rooms, rest areas, street corners, clubs, private residences... These are just some of the places where victims are forced to sell sex. Any person under the age of 18 involved in a commercial sex act is considered a victim of human trafficking. NO EXCEPTIONS! Forced labor takes on many forms. It happens here in the U.S. and overseas. Through force, fraud, or coercion victims are made to work for little or no pay. Very often these victims are forced to manufacture or grow the products we use and consume every day. Victims of forced labor can be found in factories and farms, doing construction work and more. Victims of domestic servitude are hidden in plain sight. Forced to work in homes across the United States. Their traffickers sometimes take their identification papers and travel documents in order to limit their freedom. They are prisoners

working as nannies, maids, or domestic help. Every year in the United States, thousands of human trafficking cases are reported, but many more go unnoticed. That's because human trafficking is a hidden crime. Victims might be afraid to come forward, or we may not recognize the signs, even if it's happening right in front of us. We need to bring this crime out of the shadows. That's why the Department of Homeland Security created the Blue Campaign. To take a stand against modern day slavery. And help combat this heinous crime by raising awareness of human trafficking around the country. But we can't do it alone. We need your help. So what can you do to stop human trafficking? Visit the Blue Campaign website to learn more about the signs and indicators of human trafficking. Share this video on social media to help bring this crime out of the shadows. Be an informed consumer. Know who makes the products you buy and the food you eat to help keep slavery tainted items out of your home. And finally recognize and report suspected human trafficking. You can submit a tip to federal law enforcement online or by phone. For victim support you can call or text the National Human Trafficking Resource Center. Help us bring this crime out of the shadows and into the light. Join the Blue Campaign. One Voice. One Mission. End Human Trafficking. ♪ ♪

# IT CAN HAPPEN TO ANYONE

## NO MATTER RACE, AGE OR GENDER



Human traffickers exploit many vulnerabilities to victimize people. Vulnerabilities for children can include a lack of safety at home from violence, abuse, and neglect; homelessness or runaway status; and a lack of proper care in the child welfare system. Other vulnerabilities for adults and children can include having a lack of trust in government institutions, economic hardship, isolation from family and/or community, and displacement from natural disasters.

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### **Standards:**

HS.HGD.3 Define types of abuse where the victim is a child, such as neglect, physical, emotional, and sexual abuse, including abuse that may occur in the home, and human trafficking.

HS.HGD.4 Evaluate how to reduce risks of becoming a victim of abuse and the process to report.

HS.HGD.5 Explain methods to reduce your risk of becoming a victim of abuse and identify methods for seeking help from a trusted adult and community resources for reporting.

HS.HGD.6 Discuss the detection, intervention, prevention, and treatment of human trafficking for children and adults.

### **Law:**

49-6-1304. Family life instruction.

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

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**Presenter Notes:**

The crime of human trafficking hinges on the exploitation of another person. People often falsely believe “human trafficking” implies victims must be moved from one place to another to qualify as a victim. Human trafficking does not require transportation to be considered a crime. It is a crime that can be committed against an individual who has never left his or her hometown.

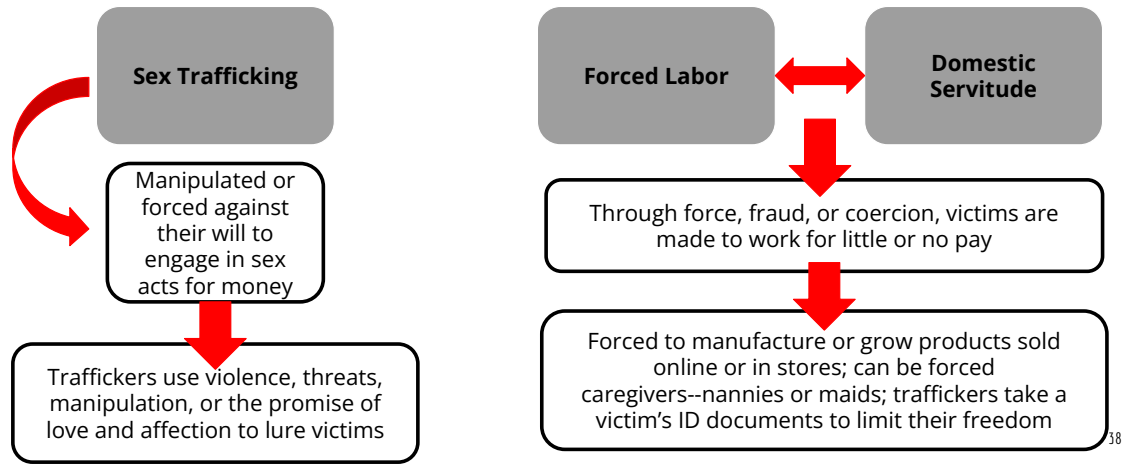
By far the most pervasive myth about human trafficking is that it always - or often - involves kidnapping or otherwise physically forcing someone into a situation. In reality, most human traffickers use psychological means such as tricking, defrauding, manipulating or threatening victims into providing commercial sex or exploitative labor.

Human trafficking victims can be any age, race, gender identity, sex, ethnicity, nationality, immigration status, and socioeconomic class. In many cases, victims do not come forward to seek help because they are vulnerable, potential language barriers may exist, they have a fear of law enforcement, or they do not identify as a victim.

Human traffickers exploit many vulnerabilities to victimize people. Vulnerabilities for children can include a lack of safety at home from violence, abuse, and neglect; homelessness or runaway status; and a lack of proper care in the child welfare system. Other vulnerabilities for adults and children can include having a lack of trust in government institutions, economic hardship, isolation from family and/or community, and displacement from natural disasters.

Traffickers employ a variety of control tactics, the most common include physical and emotional abuse and threats, isolation from friends and family, and economic abuse. They make promises aimed at addressing the needs of their target in order to impose control. As a result, victims become trapped and fear leaving for myriad reasons, including psychological trauma, shame, emotional attachment, or physical threats to themselves or their family.

## Recognizing Unhealthy Behavior in Relationships-- Human Trafficking



### Standards:

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**Presenter Notes:**

Victims are found in legitimate and illegitimate industries.

Sex Trafficking: escort services, illicit massage services, outdoor sexual solicitation, residential brothels, bars and strip clubs, pornography production, personal sexual servitude, and live streaming of sexual exploitation.

Forced Labor & Domestic Servitude: domestic work (such as housekeepers), traveling sales crews, restaurants, peddling and begging, agriculture (field/farm work), beauty services, construction, hotels, landscaping, entertainment, commercial cleaning services, manufacturing, fishing, mining, carnivals, forestry, healthcare, recreational facilities, and even criminal enterprises (such as illicit drug dealing).





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**Presenter Notes:**

Department of Homeland Security law enforcement alone identifies hundreds of girls, boys, women, and men as victims of human trafficking in the United States every year. The National Human Trafficking Hotline also receives thousands of contacts annually from people in areas all across the United States.

Human trafficking is often “hidden in plain sight.” Recognizing the signs is the first step in identifying victims. No single indicator is proof that human trafficking is occurring.

<https://humantraffickinghotline.org/en/statistics>

## Protecting yourself from exploitation while online :

- Don't share personal information (where you live, work, go to school, or details about your personal life).
- Set your profile to private so only your friends in real life can get access.
- Never accept a friend request from someone you don't know in real life.
- Don't share photos with anyone that you wouldn't be comfortable with your parents, guardians, or friends seeing.
- If you do share a photo and someone uses it to threaten or blackmail you, you have options; talk to a trusted adult about how to get help.
- If you plan to meet someone you met online in person, it should be in a public setting, like a restaurant or coffee shop, and let a trusted adult know who, where, and when you are meeting.
- If someone isn't who they seem to be, or you think you are being lured into a potentially exploitative situation, tell a trusted adult; reporting the person could help stop them from potentially exploiting other people.
- Trust your instincts! If something feels wrong about a conversation you are having with someone online, stop the conversation and block the profile. <sup>42</sup>

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**Presenter Notes:**

Info from <https://www.dhs.gov/bluecampaign/protect-yourself>

# WHAT YOU CAN DO TO STOP HUMAN TRAFFICKING



**If you learn what exploitation looks like and how it starts, you can learn to say no and protect yourself and others.**

- Consider how you shop and eat. Who made your clothes? Who prepared your food? Find out which **goods may be produced by child or forced labor**.
- Know your employer has a credible business and reputation with current and former employees; be cautious of people who offer you a job that seems too good to be true.
- Stories become weapons in the hands of human traffickers—tales of romantic love or a lavish lifestyle. Sometimes, the stories themselves raise red flags. Other times, traffickers or potential traffickers may raise red flags during recruitment. Be cautious online and in person when it seems too good to be true.

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## **Standards:**

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### **Presenter Notes:**

List of Goods Produced by Child Labor or Forced Labor from US Dept of Labor  
<https://www.dol.gov/agencies/ilab/reports/child-labor/list-of-goods>

### How Traffickers Lure People In

Stories become weapons in the hands of human traffickers — tales of romantic love everlasting or about good jobs and fair wages just over the horizon. Sometimes, the stories themselves raise red flags. Other times, traffickers or potential traffickers may raise red flags during recruitment.

Here are a few situations that might raise concerns:

- A would-be employer refuses to give workers a signed contract or asks them to sign a contract in a language they can't read.
- A would-be employer collects fees from a potential worker for the “opportunity” to work in a particular job.
- A friend, family member, co-worker, or student is newly showered with gifts or money or otherwise becomes involved in an overwhelming, fast-moving, and asymmetric (e.g., large difference in age or financial status) romantic relationship.
- A friend, family member, or student is a frequent runaway and may be staying with someone who is not their parent or guardian.
- A family member, friend, co-worker, or student is developing a relationship that seems too close with someone they know solely on social media.
- A family member, friend, or student lives with a parent or guardian and shows signs of abuse.
- A family member, friend, or co-worker is offered a job opportunity that seems too good to be true.
- A family member, friend, or co-worker is recruited for an opportunity that requires them to move far away, but their recruiter or prospective employer avoids answering their questions or is reluctant to provide detailed information about the job.

### Recognizing Labor Trafficking

Labor trafficking includes situations where men, women, and children are forced to work because of debt, immigration status, threats and violence. Keeping victims isolated — physically or emotionally — is a key method of control in most labor trafficking situations. But that does not mean you never

cross paths with someone who is experiencing trafficking.

Someone may be experiencing labor trafficking or exploitation if they:

- Feel pressured by their employer to stay in a job or situation they want to leave
- Owe money to an employer or recruiter or are not being paid what they were promised or are owed
- Do not have control of their passport or other identity documents
- Are living and working in isolated conditions, largely cut off from interaction with others or support systems
- Appear to be monitored by another person when talking or interacting with others
- Are being threatened by their boss with deportation or other harm
- Are working in dangerous conditions without proper safety gear, training, adequate breaks, or other protections
- Are living in dangerous, overcrowded, or inhumane conditions provided by an employer

### Recognizing Sex Trafficking

Sex trafficking occurs when individuals are made to perform commercial sex through the use of force, fraud, or coercion. Any child under 18 who is involved in commercial sex is legally a victim of trafficking, regardless of whether there is a third party involved.

Someone may be experiencing sex trafficking if they:

- Want to stop participating in commercial sex but feel scared or unable to leave the situation.
- Disclose that they were reluctant to engage in commercial sex but that someone pressured them into it.
- Live where they work or are transported by guards between home and workplace.
- Are children who live with or are dependent on a family member with a substance use problem or who is abusive.
- Have a “pimp” or “manager” in the commercial sex industry.
- Work in an industry where it may be common to be pressured into performing sex acts for money, such as a strip club, illicit cantina, go-go bar, or illicit massage business.
- Have a controlling parent, guardian, romantic partner, or “sponsor” who will not allow them to meet or speak with anyone alone or who monitors their movements, spending, or communications.

More info on protecting yourself is at

<https://www.dhs.gov/bluecampaign/protect-yourself>

## RECOGNIZE AND REPORT SUSPECTED HUMAN TRAFFICKING



To contact federal law enforcement, call **1-866-DHS-2-ICE**



Or submit a tip online at **[www.ice.gov/tips](http://www.ice.gov/tips)**

For victim support from the National Human Trafficking Resource Center (NHTRC), call **1-888-373-7888** or text HELP or INFO to **Befree(2333733)**

Human trafficking victims have experienced significant trauma and harm. Victims may be unable or prevented from getting help due to existing vulnerabilities. It is important to treat victims with care and respect, and get immediate, professional support to ensure a victim-centered and trauma-informed response.

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### **Standards:**

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**Presenter Notes:**

# Recognizing and Avoiding Unhealthy Relationships

Lifetime Wellness  
Day Three

2024 - 2025

**END OF PRESENTATION**

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# Decision Making & Choosing Abstinence

Lifetime Wellness  
Day Four

2024 - 2025

Updated 8/08/2024

1

UPDATED 8/08/24

- 44 total slides
- 2 videos
  - slide 10 - boundaries (3:38)
  - slide 39 - consent (1:12)
- 0 graphics

# Family Life Curriculum Day 4

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

2

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HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

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HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

### Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(12) “Risk avoidance” means an approach that encourages the prevention of participation in risk behaviors as opposed to merely reducing the consequences of those risk behaviors;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,

sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

# Family Life Curriculum Day 4

## Learning Targets:

Define the influence various factors have on human development and decision making.

Use boundary setting, abstinence, and refusal skills as ways to prevent high risk behaviors.

Understand the interrelationship between consent, teen sexual activity, and the impact of sexual activity on your social, mental, and physical health.

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## Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

## Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life

skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

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(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,



sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

# Recognizing Influences on Growth, Development, and Decision Making

4

## **Standards:**

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

## **Law:**

49-6-1304. Family life instruction.

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

## **Presenter Notes:**



Define the influence various factors have on human development and decision making.

**Vocabulary introduced in this lesson:**

- decision making
- inherited traits
- families
- physical environment
- personal behavior
- economic factors
- social environment
- cultural traditions
- media

9

**Standards:**

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

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(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

**Presenter Notes:**

The words on this slide will be covered in the lesson.

decision making - process of making choices by considering consequences of actions

Inherited traits - biological parents pass on traits or characteristics, such as eye color, blood type, and some health conditions and diseases

families - people in your life who shape you from birth to adult; can be multicultural, blended, adoptive, or foster

physical environment - where individuals live, learn, work, and play

personal behavior - actions taken as a result of a situation

economic factors - access to monetary resources such as income to sustain needs and wants

social environment - the groups to which we belong, the neighborhoods in which we live, places we work

cultural traditions - pattern of ideas, customs, and behaviors shared by a group of people

media - social media, advertisements, movies, music, etc.

## Recognizing Influences on Growth, Development, and Decision Making

### Inherited Traits

Biological parents pass on traits or characteristics, such as eye color and blood type, through their genes; some health conditions and diseases can be passed on genetically or through the process of birth

### Physical Environment

Neighborhood/school safety; air/water quality; diet; proximity to parks/rec facilities, libraries; access to medical care; cleanliness of surroundings

### Personal Behavior

The way one acts; what you control; risk taking (smoking, drinking, drugs, violence)

### Economic Factors

Financial stability; income; ability to pay bills; material possessions (wants vs. needs)

### Families

People in your life who shape you from birth to adult; can be multicultural, blended, adoptive, or foster families

### Social Environment

All of the people around you; family, peers, teammates, co-workers; education; employment

### Culture

The collective values, beliefs, customs, and behaviors of a group; may be an ethnic group, spiritual beliefs, traditions, etc.

### Media

Various methods for communicating information; media messages can influence decision making thru websites, social media, TV, movies, etc.

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### Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

### Law:

49-6-1304. Family life instruction.

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(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

**Presenter Notes:**

After going over the slide information, ask students the following questions. Gain 3-4 responses for each.

1. Which factors have the most influence on babies (birth to 2)? Young children (2 to 6)?
2. Which factors have the most influence on teenagers (13 to 18)?
3. Which factors have the most influence on adults (18 and older)?
4. Which factors most influence your decision making in relationships?

## Recognizing Influences on Growth, Development, and Decision Making

- What are a few factors in your social environment that can have a positive influence on your decision making?
- Why is it important to understand your family's culture/values when it comes to making decisions?
- How do celebrities and media personalities positively and negatively influence the behaviors of others?
- How can your physical environment affect your growth and development positively and negatively?
- Why is it important to know and understand your family's and your own values and priorities?

13

### Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

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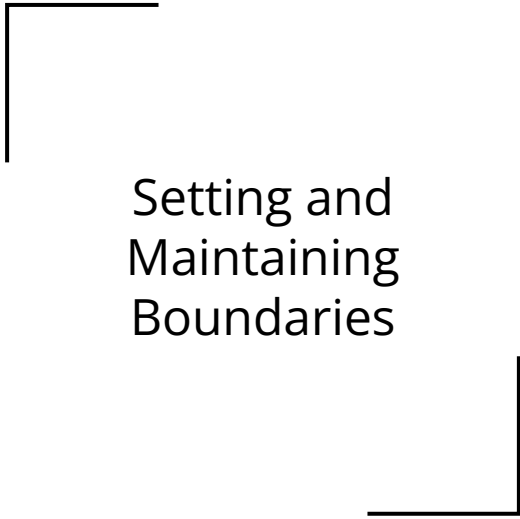
(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

**Presenter Notes:**

Discuss the questions in small groups or as a whole class. Gain at least one response per question.

- What are a few factors in your social environment that can have a positive influence on your decision making?
  - Examples--friends who don't use peer pressure; trusting your family and communicating with them when you need help; removing yourself from social environments that are dangerous to your health and well-being
- Why is it important to understand your family's culture when it comes to making decisions?
  - Examples--culture/values affects perceptions of health, illness, and death; beliefs about causes of disease; approaches to health promotion; how illness and pain are experienced and expressed; where, when, and how patients seek help; and the types of treatment patients prefer.
- How do celebrities and media personalities positively and negatively influence the behaviors of others?
  - Example--unrealistic or filtered positive experiences and body image; failure to show any consequences of unhealthy behaviors of celebrities; can be positive when celebrities are truthful about consequences of unhealthy behavior and behavior avoidance they use
- How can your physical environment affect your growth and development positively and negatively?
  - Example--access to physical activity (sidewalks, playgrounds, etc.); air quality of facilities and lung/asthma issues; public transportation for medical care
- Why is it important to know your family's and own values and priorities?
  - Example--seeing you family's point of view, seeking family input in your own goal setting, knowing what's important for your future, actions aligning with beliefs, understanding of self





## Setting and Maintaining Boundaries

15

### **Standards:**

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

### **Law:**

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**



Use boundary setting, abstinence, and refusal skills as ways to prevent high risk behaviors.

**Vocabulary introduced in this lesson:**

- boundaries
- high risk behaviors
- abstinence
- avoidance
- refusal skills
- self-control

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**Standards:**

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

boundaries - boundaries are limits defining how you are going to be treated and how you are going to react to keep you safe, protected, and committed to your values

high risk behaviors - include sexual activity, smoking, underage drinking, drug use, criminal activity, and dating violence

abstinence - deliberate decisions to avoid high-risk behaviors including sexual activity, drug use, and alcohol use

avoidance - lessening temptation or pressure to participate in high risk activities by avoiding social situations or dates that can lead to sexual activity, drinking, or drugs

refusal skills - strategies for handling pressure and ways to say no to something you don't want to do

self-control - ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses

# Setting Boundaries

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## Main Idea

Family and personal values and priorities will help you set boundaries.

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[Video](#)

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### Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

### Law:

49-6-1304. Family life instruction.

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

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(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

### Presenter Notes:

VIDEO (length 3:38)

Video Link:

<https://jcschools.instructuremedia.com/embed/860a073e-ca8f-46a4-a401-8c237f6a703e>

Original video at The Prevention Connection

<https://www.youtube.com/watch?v=XFAEeOd3H9k>

Transcript:

Hello and welcome back to prevention connection. Today's video will cover

boundaries. What they are. How we set them and how we can make sure to stick to them once they are in place. Let's first break down what a boundary is. Boundaries are the limits and the invisible lines we set for ourselves. They are the guidelines on what we feel comfortable with and the expectations we have of the people we interact with. Boundaries can be present in all aspects of our lives. They can do a lot to make our lives more balanced. They help keep our relationships and selves healthy, enable us to make ourselves a priority, and help others understand our needs. For example, a healthy boundary to have with our friends is to be respectful of each other's values. Chances are you and your friends will disagree sometimes. For example, I value time and my friends are often late to events and don't care it bothers me. A boundary I'd set is telling them how it makes me feel and asking them to respect my time. A healthy friendship allows people to prioritize different things and maintain respect. Boundaries are personal to us. They can be shaped by many things like culture, where we live, our personality type, our life experiences, and our family. But how do we know what boundaries to set? Well, you can pay attention to how certain people and situations make you feel. Situations or people that make you feel unsafe, overwhelmed, or make you want to avoid them should be acknowledged and respected. Respecting ourselves and acknowledging our rights is critical to setting healthy boundaries. Make a list of key values that are important to you such as I have a right to say no without feeling guilty; be treated with respect; make my needs as important as others; be accepting of my mistakes and failures, and I have a right not to meet others unreasonable expectations of me. Once we have figured out what our boundaries are, how do we set them? Be assertive. Use clear "I" statements to communicate what you need. Learn to say "no" and do not feel the need to justify your no. Get help if needed. As we mentioned, some boundaries are tricky especially when they are dealing with dangerous situations such as addiction or mental health issues. Although they are difficult to set at first, boundaries are great tools to help keep us safe and healthy. Boundaries are not only for us. They also help us respect the space and needs of others. We can respect other people's boundaries by listening when they tell us what they need. Being mindful if someone appears uncomfortable. One way to do this is looking for cues such as avoiding eye contact, turning away, limited conversation response., nervous gestures like laughing, talking fast, folding arms, stiffening posture, or flinching. And if you are still unsure if they are uncomfortable, ask. Create a safe space for them to express their discomfort and boundaries with you. There will come a time when your boundaries will be tested. Someone does something that you are not comfortable with or you're put in a situation where you feel obligated to violate a boundary you have set for yourself. Prepare for these difficult situations and how you want to respond. Boundaries are the limits we set for ourselves. It is up to us to decide what they are and when to set them. We hope you found this video helpful. If you

would like additional resources on healthy boundary setting, check out our description box below. As always don't forget to like, subscribe, and hit the button so that you never miss a video.

# Setting Boundaries

Boundaries define how you are going to be treated and how you are going to react.

- It can be helpful to set boundaries in all types of situations, from friendships to work relationships to dating relationships. In any relationship, KNOW YOUR BOUNDARIES!

Boundaries are limits intended to keep you safe and protect your physical, mental, and social health.

- Your parents/guardians may set limits such as curfews, events or places you can/cannot attend, and being in groups or alone with your partner.
- As you mature, you will begin to set your own social boundaries. 22

## Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

## Law:

49-6-1304. Family life instruction.

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

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## Presenter Notes:

Below example for boundaries (from Vanderbilt University Medical Center)

<https://www.vumc.org/health-wellness/resource-articles/establishing-effective-personal-boundaries>

A boundary is like an imaginary fence around what thoughts, feelings, values, or desires belong to you. If your fence is built like a tightly-stacked stone wall, then nothing can get out or in. This type of boundary may serve to protect you from negative outcomes, but it can be too limiting and cut you off from others.



If your fence is constructed with thin pieces of paper, then it is too fragile to contain your thoughts and emotions. It leaves you vulnerable to being overtaken by the thoughts and emotions of others, as well.

# Setting Boundaries

Setting boundaries allows you to stay true to yourself and your values.

## Characteristics of effective boundaries

- Limits are clear and decisive, yet reasonable.
- Value is placed on your needs, as well as the needs of others.
- The focus is on your authentic self instead of pleasing others.

## Reasonable, healthy boundaries aren't unfair demands

- Boundaries are fair and respectful requests that communicate your expectations and needs so people treat you the way you'd like to be treated.

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### **Standards:**

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

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### **Presenter Notes:**

# Setting Boundaries

**Talk to a parent/guardian or trusted adult for help with setting boundaries.**

Effective boundaries support positive relationships. If you take control of setting effective boundaries, you have choices and opportunities for less stress and more confidence or self-esteem.

How do you feel about....

- Material Boundaries – lending or asking for money; sharing your possessions
- Physical Boundaries – control over one’s body; deciding who gets to touch, hug, or kiss you
- Mental Boundaries – personal thoughts and opinions; disagreeing/agreeing with others
- Digital Boundaries – online presence; posting relationship status, time on device, allowing others to use your device

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## **Presenter Notes:**

Ask students to take time to reflect on their own personal boundaries. There are no right or wrong answers.

Examples of healthy boundaries

- Letting a friend who asks to borrow money frequently without repaying it know that they won't be able to loan them any more money until they repay what they owe.
- Asking a partner to respect their time with other people by not calling or

- texting repeatedly when they are hanging out with others.

Examples of unhealthy or lack of boundaries

- Demanding friends or dating partners be there for them every time they request it.
- Going against their values or beliefs in order to fit in, be liked, or to please others.

# Maintaining Boundaries

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## Main Idea

Deliberate decisions including abstinence, avoidance, and refusal help you avoid high-risk behaviors and maintain your boundaries to protect your physical, mental, and social health.

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**High-risk behaviors** include sexual activity, smoking, underage drinking, drug use, criminal activity, and dating violence.

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## Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

## Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

## Maintaining Boundaries-Abstinence

Abstinence is a deliberate decision to say **NO** in order to avoid high-risk behaviors.

- Choosing abstinence in a relationship means you have decided not to become sexually active.
- Strategies for abstaining can be used in other high risk behaviors including drinking alcohol, using drugs, and vaping or using tobacco.

Practicing abstinence requires planning and self-control, which is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

- During the teen years, you will notice a surge in sexual feelings as you move through puberty and your hormones change.
- It's normal and healthy to have sexual feelings, but you can control these feelings instead of letting them control you.

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### Standards:

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**



## Strategies for ABSTINENCE from Sexual Activity and Other High Risk Behaviors

Set limits for expressing affection and be clear about the limits with your partner.

Talk with a trusted adult about how to avoid all high risk behaviors.

Communicate your limits with your friends, dating partner, family, etc.

Seek low-pressure dating situations such as group dates or public places.

Date someone who respects and shares your values.

Say no to any situation that doesn't align to your values and expectations.

Regardless of your current or prior experiences, you can begin practicing abstinence to avoid sexual activity risk and any behavior that has high risk.

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### Standards:

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

Practicing abstinence requires planning and self-control, which is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses.

Remind students that strategies for abstinence are for more than sexual activity but also for abstaining from drinking alcohol, using drugs, and vaping or using tobacco.

## **Tips for Discussing Your Commitment to ABSTINENCE with Your Partner**

Honest communication with your partner will help you stay committed to abstinence

- ✓ Choose a relaxed and comfortable time and place.
- ✓ Begin the conversation in a positive way.
- ✓ Be clear about your reasons for choosing abstinence.
- ✓ Be firm in setting limits on your physical relationship.

Choosing abstinence isn't a decision you can make once and never think about again. It's a choice you will have to recommit to each time you face temptation or pressure from others. To stay firmly committed to abstinence, continue to remind yourself of the reasons why you choose abstinence.

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### **Standards:**

HS.MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

### **Law:**

49-6-1304. Family life instruction.

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(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of humansexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(7) Assist students in learning and practicing refusal skills that will help them resist sexual activity;

(9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

It's important to talk about your decision to choose abstinence with the people you date.

## Scenario

- Kayla has a close group of friends. Dan, one of her good friends, recently told her he wants to date her exclusively. Kayla knows that Dan has been sexually active in the past. She likes Dan and wants to get to know him better, but Kayla does not want to begin a serious relationship. What should Kayla do?

Remember to be honest and respectful in your response.

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

You may choose to have students jot their responses on paper. Students may submit their response if using laptops.

This can be used as a class discussion with some students sharing responses with the whole group, or you can choose to use as small group discussion with each small group providing a response.

Example responses:

- Kayla could express to Dan that dating is not a priority of hers at this time.
- Kayla could express to Dan she likes him as a friend and does not want to ruin their friendship.
- Kayla could tell Dan she would like to try dating him exclusively and honestly communicate with him her boundaries for sexual activity.

## Maintaining Boundaries-Avoidance

One way to lessen the temptation or pressure to participate in high risk activities is by AVOIDING social situations or dates that can lead to sexual activity, drinking, or drugs.

- Know where you are going and what you will be doing and tell your parents/guardians. Know and follow the time you are required to be home.
- Know who else will be there. Make sure they know your boundaries.
- Avoid places where you know or suspect alcohol or drugs are present, and NEVER ride with a driver who is impaired.
- Trust your instincts. If you feel uncomfortable, tell someone and leave the situation. Have a plan with a trusted adult to let them know you need help.
  - Tip: Discuss and create a safety codeword to send a parent/trusted adult. When you send the codeword, the person will pick you up, no questions asked.

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

**Presenter Notes:**

Ask the following. Gain 2-3 responses for each.

- Why is it important to tell your parents/guardians your plans and have a set time to be home?
- Why is it important to ask who will be present?
- What are benefits of knowing the plans for your date?
- What should you do in a situation that makes you uncomfortable?



## Maintaining Boundaries-Avoidance

AVOID being alone on a date. Consider group dates as a way to avoid risk until you know your partner will respect your boundaries.

- Group dating can reduce some of the pressures of dating.
- Group dates allow you to spend time with another person without the pressure of being alone with one person. Being alone with a date can increase the risk of losing self-control or being in a situation that makes you feel uncomfortable.
- Being under the influence of a substance, like alcohol, could increase the chances of engaging in high-risk sexual activities.
  - Substance use makes it harder to stick to boundaries and use refusal skills.

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**Presenter Notes:**

Ask: Why can being alone on a date be more stressful than group dating?

Gain 2-3 responses.

- Examples--All of the attention is not on you when you are with a group; you are more likely to have fun and not worry about saying the wrong thing; you won't be tempted to engage in high-risk sexual behaviors

# Maintaining Boundaries-Refusal Skills

Committing to abstinence means not allowing a partner, peer, or social media to pressure you into doing something that you choose not to do--drinking, drugs, vaping, or sexual activity.

**You can use refusal skills to help you stand firm in your values.**

REFUSAL skills are strategies for handling pressure and ways to say no to something you don't want to do.

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**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #1 Just say no

Why it works: A confident, simple “no” says that the conversation is over.

## #2 Suggest an alternative activity

Why it works: Offering an alternative tells the person you still want to spend time with them, but you can do an activity you're comfortable with.

Example-"No thanks. Actually, let's get some food. I'm starving."

## #3 Leave the situation

Why it works: Once you're out of the situation, the pressure decreases. Then you can figure out your next steps.

Example-leave the conversation, room, or location.

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**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #4 Reverse the pressure

Why it works: Reversing the pressure gives you more control over the situation.

Example-"If you love me, you'll do this." Response-"If you love me, you won't pressure me to."

Example-"Just try it once. If you hate it, I won't ask again." Response-"No. Why would I do something I'm going to hate?"

## #5 Use humor

Why it works: A joke or a lighthearted comment lifts the tension.

Example-"If I smoke, I'll smell as bad as you." or "I'm fun already. I don't need that."

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**Presenter Notes:**



# Maintaining Boundaries-Refusal Skills

## #6 Ignore the offer

Why it works: No response sends a message that you're not interested.

Example-Don't reply to a text; don't acknowledge the offer; continue talking or hanging out as if it never happened.

## #7 Give an excuse

Why it works: Excuses give the person an explanation for why you're saying no.

Example-"No thanks. I always get a headache when I'm around smoke." or "You know I'm a terrible liar. If my parents ask, we will get caught."

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**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #8 Pass the blame

Why it works: When you pass the blame, you don't have to defend yourself or your choice.

Example-"Are you trying to get rid of me? My parents would never let us hang out again."

## #9 Pull in help

Why it works: Bringing in other people reverses the peer pressure.

Example-"Hey guys, help me out. I told him 'no,' but he won't leave me alone."

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**Presenter Notes:**

# Maintaining Boundaries-Refusal Skills

## #10 Change the subject

Why it works: Changing the topic sends a message that your mind's made up.

Example-"No thanks. Hey, how did you like that movie?"

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**Presenter Notes:**

**Remember  
NO means NO!**

## Using Refusal Skills

Practicing effective refusal statements will help you resist the pressure to engage in sexual activity or any other high risk behavior such as drugs or alcohol use.

Pressure Line	Your Response
Everybody does it.	Not everybody. Not me.
I thought you were cool.	The answer's still no.
No one will know.	I'll know, and I'm the one who matters.
If you loved me, you'd do it.	If you loved me, you would respect my decision <sup>53</sup>

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**Presenter Notes:**

Practicing refusal skills helps you decide which skills you are comfortable using when you are in a high risk situation.

Introduce a peer pressure scenario from below. Work in small groups to role play the situation by saying or acting out the refusal skill they choose.

Ask them to discuss how they felt using refusal skills. Talk about possible outcomes or preventive tactics they can use.

Discussion questions:

- How would you respond to this situation?
- Why did you choose that refusal skill?
- What other refusal skills do you think could work for this scenario?
- What do you think would happen if you used that refusal skill?
- After discussing the scenario, talk about preventive tactics they could have used.

Peer Pressure Scenarios

- A friend makes fun of a classmate's social media post. They leave a comment and ask you to comment too.
- Your girlfriend/boyfriend texts asking you to sneak out and come over to be alone.
- At a concert, an acquaintance offers you alcohol or drugs and asks if you want to use it.
- Two friends drink at a sleepover and invite everyone to join them.



## Dating Decisions and High Risk Behaviors

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### **Standards:**

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;



Understand the interrelationship between consent, teen sexual activity, and the impact of sexual activity on your social, mental, and physical health.

**Vocabulary introduced in this lesson:**

- social health
- mental health
- physical health
- consent

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

social health - ability to interact, adapt, and form meaningful relationships with others

mental health - mental well-being enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to the community

physical health - proper function of internal and external body parts, organs, tissues, and cells

consent - give permission for something to happen or be done

# Dating Decisions and Your Health

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## Main Idea

Dating decisions and your boundaries will help you avoid high risk behaviors and stay healthy.

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**The most important boundary you can set in a relationship is to practice abstinence.**

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**Presenter Notes:**

Ask students to consider: “How can dating positively and negatively impact someone physically, mentally, and socially?”

- Positive examples--Increase your sense of belonging; greater sense of happiness; encourage your hopes and dreams; support of healthy lifestyle choices
- Negative examples--Changing your values to keep your partner happy; regret from actions that don't align to your values; being controlled; losing friends

## Dating Decisions and Social Health

Social health is our ability to interact, adapt, and form meaningful relationships with others. You may be ready to date when you can balance your school work, friendships, family, and personal time; be yourself with others; and maintain your boundaries. Discuss dating permissions with your parents/guardians.

- Some teens may decide not to date because they do not feel ready. They may have other priorities such as focusing on school, spending time with family, or working to save money for college.
- If you decide to date, honestly communicate your thoughts, feelings, and boundaries to your dating partner. Use avoidance or refusal skills if you feel pressured to do things that go against your values.

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**Presenter Notes:**

Ask, “What priorities might high school students have?” Receive at least two responses.

- Examples--athletics, jobs, studying, caring for siblings, etc.

Ask, “If you are ready to date, what are some things to discuss with your parents/guardians before you start?”

- Examples--curfew, code words for texting if they are in an unsafe situation, group vs alone dating, places for dates, etc.



# Dating Decisions and Social Health

Examples of risks to your social health when you are dating:

- Isolation-telling yourself that your partner is “the one” and avoiding opportunities to pursue new interests or friendships; allowing your grades to drop due to time spent with your partner.
- Sexual activity-risking an unplanned pregnancy that impacts both people in the relationship; teen parents face many challenges, such as providing financial and emotional support for their child.
  - Teens who become parents may have to put their own education and career plans on hold. They lose the chance to have a normal teen experience as they have to take on the responsibilities of parenthood at an early age including financial obligations that may require having multiple jobs to pay for the baby’s needs.

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**Presenter Notes:**

Teens may also have unrealistic expectations about the financial resources needed to take care of a family. Most teens who have children before finishing high school have no choice but to take low-paying jobs that offer limited opportunity for future growth.

Teen pregnancy and parenthood may also add stress on their other family members who will bear financial burdens or be caregivers to a child of a teen pregnancy.

# Dating Decisions and Mental Health

Good mental health in a dating relationship means the relationship is healthy and built on common values, respect, and friendship. Dating should NOT add stress to your life.

- Know your values and boundaries BEFORE you begin a relationship.
  - Think about your values. What's important to you? Kindness, listening, planning for the future?
  - How do these beliefs translate into relationship boundaries?
- Know your dating partner's values and boundaries.
  - Do your partner's actions show respect, honesty, caring, and commitment?
  - Does your dating partner use communication, cooperation, and compromise in your relationship?

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## Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

## Law:

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;
- (9) Discuss the interrelationship between teen sexual activity and exposure to

other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

Have students reflect individually on the slide questions about their own and their partner's boundaries.

## Dating Decisions and Mental Health

Most teens are not prepared for the mental health concerns or emotional demands of a sexual relationship.

Teens who become sexually active may experience:

- Emotional distress if your partner is not equally committed to the relationship
- Loss of self-respect due to compromising your values
- Guilt over concealing sexual activity from your parent/guardian
- Heightened negative emotions if the relationship ends after having sexual activity
- Regret, anxiety, and/or depression if the sexual activity results in an unplanned pregnancy or sexually transmitted infection

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### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs).

Compare various contraceptive methods in accordance with state/district policy.

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

The combination of hormones, emotions, and change associated with teenage relationships can trigger or heighten negative emotions, obsessive thinking, and mental health issues like anxiety and depression.

## Dating Decisions and Physical Health

Dating decisions impact your physical health through the risk of sexually transmitted infections (STIs) from engaging in sexual activity.

- Youth ages 15-24 account for almost half of the 26 million new sexually transmitted infections each year.
- Although many STIs can be treated and cured if diagnosed early, some STIs have no cure or cause irreversible damage to the reproductive system if not treated early.
- Tennessee is one of the 20 states with the highest rates of STIs in the US.

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### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

Risks associated with sexual activity include unplanned pregnancy and sexually transmitted infections (STIs).

Sexually transmitted infections (STIs) are infections spread from person to person through sexual contact.

This topic, STIs, is addressed in more depth on Day 5.

Data from <https://www.cdc.gov/std/statistics/2022/default.htm> ,  
<https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm> ,  
<https://www.cdc.gov/std/dstdp/sti-funding-at-work/jurisdictional-spotlights/tennessee.pdf>



## Dating Decisions and Physical Health

Dating decisions impact your physical health through the risk of unplanned pregnancy from engaging in sexual activity.

- Every year in the United States, about one million teenage girls become pregnant.
- A pregnancy can result even if teens are engaging in sexual activity for the first time.
- Tennessee has the 7<sup>th</sup> highest teen pregnancy rate in the United States.

Pregnancy not only impacts females but also males.

- Some impacts for males and females include: cost of care for a baby; loss of sleep from 24/7 responsibility for the baby; additional stressors and responsibilities of raising a child (extra jobs, change in college plans, legal responsibilities as the caregiver, etc.)

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### Standards:

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

Risks associated with sexual activity include unplanned pregnancy and sexually transmitted infections (STIs).

This topic, unplanned pregnancy, is addressed in more depth on Day 5.

Data from

<https://www.cdc.gov/nchs/pressroom/sosmap/teen-births/teenbirths.htm> ,

<https://www.cdc.gov/nchs/pressroom/states/tennessee/tn.htm> ,

<https://www.cdc.gov/teenpregnancy/about/index.htm> ,

<https://opa.hhs.gov/adolescent-health/reproductive-health-and-teen-pregnancy/about-teen-pregnancy-and-childbearing> ,

<https://www.tn.gov/health/health-program-areas/tennessee-vital-signs/redirect-tennessee-vital-signs/vital-signs-actions/teen-births.html>

## Dating Decisions and Your Health

Talking to your parent/guardian or a trusted adult can help you to set and maintain your boundaries in all relationships but especially in your dating relationships since the risks for STIs and unplanned pregnancy impact all aspects of your health.

Here are a few suggestions to help:

- Clearly communicate your physical touch boundaries with your partner - use refusal skills if they do not listen
- Seek low pressure dating situations - choose a safe place, date in a group setting
- Have a partner who shares your values - choose someone who respects you by adhering to your boundaries

**The most important boundary you can set in a relationship is to practice abstinence.**

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### Standards:

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other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

# Dating Decisions and Consent

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## Main Idea

In a healthy relationship, consent (or permission) is given and received before anything can happen or be done.

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### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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### Presenter Notes:

## Dating Decisions and Consent



[Video](#)

Consent is defined as “to give permission for something to happen or be done.”

- In a healthy relationship, consent gives a dating partner permission to engage in a specific action.
- Consent should be given and received before a person engages in any kind of physical activity with their partner.

If you want to physically interact with another person, you need to ask! This includes hand holding, hugging, kissing, or any physical touch and not just sexual activity.

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### Standards:

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### Presenter Notes:

VIDEO (length 1:11)

Video Link:

<https://jcschools.instructuremedia.com/embed/002eb6df-eb98-4d62-ad17-55543bfb28d7>

Original video at Virginia Sexual and Domestic Violence Act:

<https://www.youtube.com/watch?v=n6X5I7xoxEY>

Transcript:

0:00 [happy music playing] 0:14 hey 0:15 hey 0:16 wanna shoot some hoops?  
0:17 um, no...not really 0:20 all right. 0:22 do you wanna play? 0:23 yeah 0:24  
cool 0:26 :) 0:28 :) 0:30 so hey, um...you wanna go see a movie? 0:33  
oh...nah... 0:34 okay. 0:45 you...wanna kiss...? 0:47 yeah :) 0:48 me...me too  
:) 0:54 don't worry about being awkward... 0:56 ...just say what you want...  
0:58 ...and ask first.

# Dating Decisions and Consent

Every physical act that a couple engages in requires both people to consent.

- Just because a person consents to one act does not mean they consent to any others.
- Consenting once does not obligate them to participate in that act again.
- Even if a person has consented to an act, they have the right to stop at any time.
- Consent is explicit permission. Just because a person doesn't say "no" does not mean they are saying "yes."
  - "I'm not sure" or "Maybe" or silence are NOT consent.

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## Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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## Presenter Notes:



# Consent and Your Rights

You should ask, receive, and give consent EACH time before engaging in ANY type of physical touch (hugging, holding hands, kissing, and sexual contact).

- If you do not have consent, you are breaking the law.

If you are engaging in sexual activity, the age of consent for the state of Tennessee is 18 years old.

- It is illegal for an adult to have sexual contact with someone under the age of consent.
- A teen who is under the age of consent cannot legally agree to become sexually active. If one person engaged in sexual activity is under the age of consent (18), the other person can be charged with a crime.

The best choice is always **abstinence from sexual activity**.

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## Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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## Presenter Notes:

## Consent Scenario #1

Did both say YES or NO? Is there consent? Can you spot any threats, manipulation or pressure? What would you do?

Abigail has been dating Billy for several months. One day, Abigail told Billy to meet her by the girls' bathroom between classes. She pulled him into the bathroom and into a stall. She started kissing him and rubbing her hands all over his body. Billy asked her to stop. He told her he could get a detention if he was caught in the girls' bathroom, and he needs to be home after school to take care of his siblings. Abigail told Billy to stop being a baby. She told him if he wanted to be with her, they needed to take their relationship to the next level. Abigail proceeded to kiss him and move her hands around on his body. Billy was extremely anxious.

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### Standards:

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### Presenter Notes:

## Consent Scenario #2

Did both say YES or NO? Is there consent? Can you spot any threats, manipulation or pressure? What would you do?

Reyah and Marcus have been flirting a lot in school. One day after school, Marcus invited Reyah to his home while his parents were at work. Reyah was excited and agreed to walk with Marcus to his home. When they got there, Marcus asked Reyah if he could kiss her. Although she felt embarrassed, she wanted Marcus to kiss her so she said yes. They began kissing, but then Marcus put his hands under Reyah's shirt. She pushed his hands away and said she didn't want him to do that. She said she liked kissing him, but she didn't want to do anything else. Marcus stopped trying to put his hand under Reyah's shirt.

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### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
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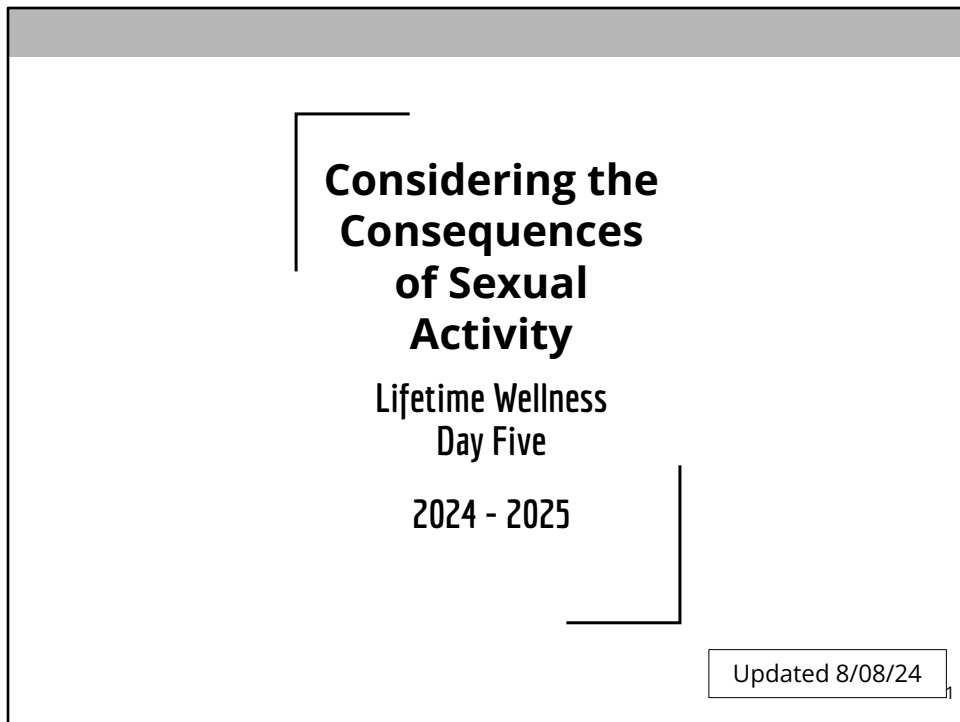
### Presenter Notes:

# **Decision Making & Choosing Abstinence**

Lifetime Wellness  
Day Four

2024 - 2025

**END OF PRESENTATION**



UPDATED 8/08/24 CBryant

- 24 total slides
- 0 videos
- 14 graphics
  - slide 6 - national STI data
  - slide 7 - adolescent and young adult STI data
  - slide 8 - STIs and substance abuse data
  - slide 9 - common STI data
  - slides 11-14 - symptoms of curable STIs
  - slide 14 - parasite under microscope
  - slides 16, 17, 19 - symptoms of incurable STIs
  - slide 17 - herpes skin rash
  - slide 18 - cancers linked to HPV data

Notes on data and content for this lesson:

- Information in this lesson is from the website <https://www.cdc.gov/std/default.htm>, which states:
  - Last Reviewed: July 7, 2023
  - Source: Division of STD Prevention; National Center for HIV,

- STD, and TB Prevention; Centers for Disease Control and Prevention
- Data and statistics are from the CDC Report “[STD Surveillance 2022](#)”, which is the most recent statistical content for STDs based on nationally notifiable sexually transmitted infections (STIs) and states:
  - Last Reviewed: January 30, 2024
  - Source: Division of STD Prevention, National Center for HIV, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention
- Information on data specific to adolescents is from the CDC site on STDs specific to adolescents and young adults at <https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm>, which states:
  - Last Reviewed: April 8, 2021
  - Source: Division of STD Prevention, National Center for HIV, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention

# Family Life Curriculum Day 5

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

## Learning Targets:

Understand the consequences and potential outcomes of engaging in sexual behaviors.

Recognize abstinence from sexual activity has a positive effect on your health both now and in the future.

Compare contraceptive methods and their effectiveness in preventing STIs and unplanned pregnancy.

3

## Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

## Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2)(A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions, and build character; (B)

Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational

consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision making, abstinence, contraception and disease prevention;

(12) “Risk avoidance” means an approach that encourages the prevention of participation in risk behaviors as opposed to merely reducing the consequences of those risk behaviors;

(13) “Sexual activity” means sexual penetration or sexual contact, or both;

(14) “Sexual contact” means sexual contact as defined under § 39-13-501;

(15) “Sexual intercourse” means that a male reproductive organ is inserted into any bodily orifice;

(17) “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

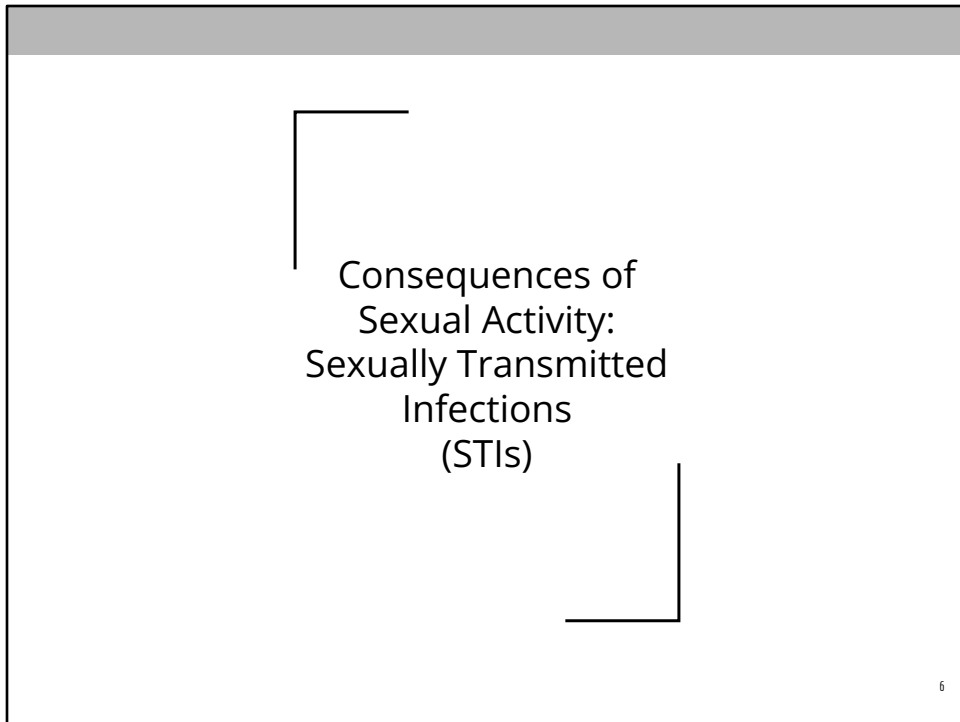
(9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence, and sexual aggression;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth,



sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;



**Standards:**

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

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HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

**Law:**

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**Presenter Notes:**

Remind students that the term “STI” (for sexually transmitted infection) is used interchangeably with “STD” (for sexually transmitted disease) in our everyday

language and literature or websites.

**BIG  
IDEA**

Understand the infection consequences of engaging in sexual behaviors.

**Vocabulary introduced in this lesson:**

- sexually transmitted infection (STI)
- curable
- incurable
- vaccination
- types of STIs - HIV/AIDS, hepatitis B, HPV, HSV-2, chlamydia, gonorrhea, syphilis, trichomoniasis

**Standards:**

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

sexually transmitted infection (STI) - a virus, bacteria, fungus, or parasite people can get through sexual contact  
curable - can be successfully treated by healthcare professional  
incurable - cannot be successfully treated but the symptoms can be managed by a healthcare professional  
vaccination - a means for stimulating the body's immune response against diseases, usually through injections  
types of STIs  
chlamydia - common STI caused by a bacterial infection, curable  
gonorrhea - common STI caused by a bacterial infection, curable  
syphilis - common STI caused by a bacterial infection, usually occurs in phases, curable  
trichomoniasis - STI caused by a parasitic infection, curable  
hepatitis B - an STI caused by a virus, incurable  
HSV-2 - STI caused by herpes simplex virus type 2, also called genital herpes, incurable  
HPV - most common STI in the US caused by the human papillomavirus, incurable  
HIV/AIDS - STI caused by the human immunodeficiency virus weakening the immune system, which can lead to AIDS (acquired immunodeficiency syndrome), both incurable

## Sexually Transmitted Infections

A sexually transmitted infection (STI) is a virus, bacteria, fungus, or parasite people can get through sexual contact.

- Anyone who is sexually active can get an STI.
- Some STIs can be spread through intimate physical contact and not just through sex.
- Many STIs have mild or no symptoms, so people can have an infection but not know it.
- Even without symptoms, STIs can be harmful and passed to a partner during sexual activity.
- Some STIs have cures while others live in your body for life.

**Abstaining from all sexual activity is the only 100% effective way to avoid STIs.**

### Standards:

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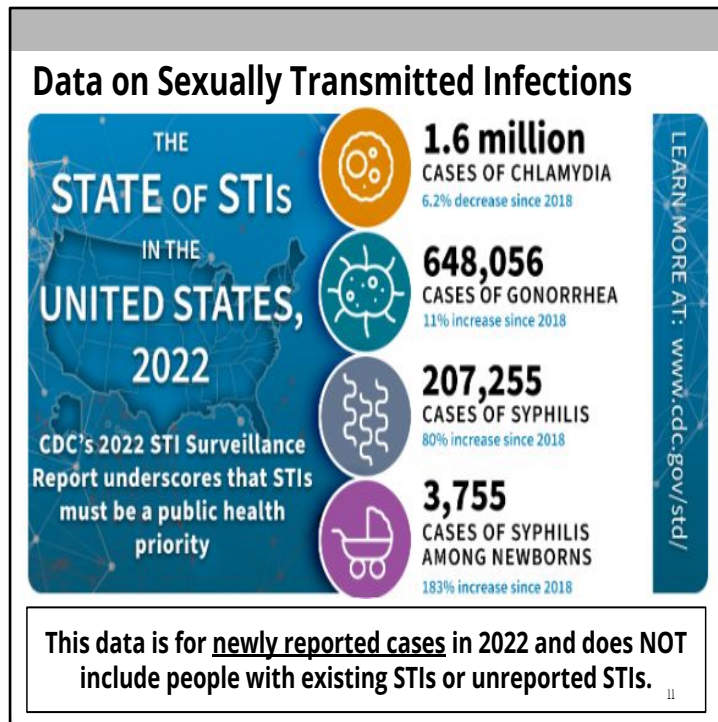
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**Presenter Notes:**

Data from <https://www.cdc.gov/std/statistics/infographic.htm>

**Data on Sexually Transmitted Infections**

15-24 year olds account for half of all new STD Infections



Young people are at greater risk of getting an STI for several reasons:

- Some do not get the recommended STI screeners.
- Many are hesitant to talk about their sexual activity in an open and honest way with their doctor or nurse.
- Some young people have more than one sex partner.
- Young women's bodies are biologically more prone to STIs.

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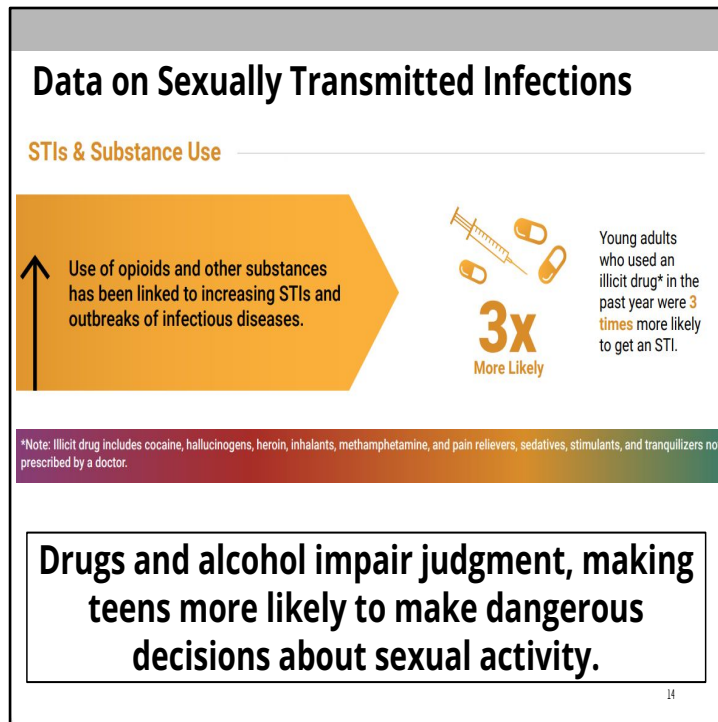
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**Presenter Notes:**

Graphic from



<https://www.cdc.gov/std/life-stages-populations/adolescents-youngadults.htm>



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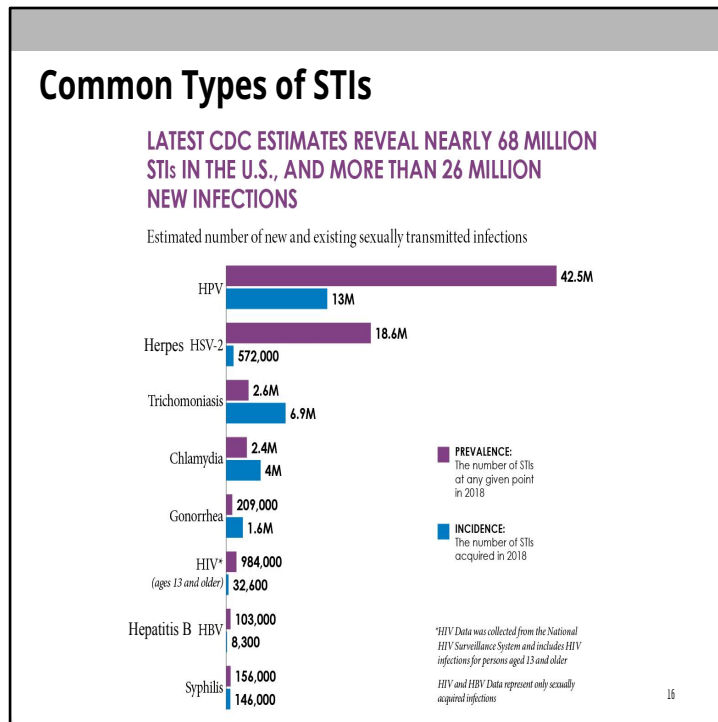
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Graphic from <https://www.cdc.gov/std/statistics/syndemic-infographic.pdf>

The increased risk comes from lowered inhibitions increasing the likelihood to engage in dangerous decisions sexual activity--having sex with multiple partners, unprotected sex, sex while intoxicated with drugs or alcohol, sex in exchange for drugs or money.

Additionally, drug use creates a risk for some STIs such as use of dirty needles that can expose you to HIV or hepatitis.



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### Presenter Notes:

Graphic from

<https://www.cdc.gov/nchhstp/newsroom/fact-sheets/std/STI-Incidence-Prevalence-Cost-Factsheet.html>

Note the terms prevalence (number of STIs at any given time in that year, existing STIs) and incidence (number of STIs acquired in that year, new STIs)

### Common Curable STIs

CURABLE STIs
Chlamydia
Gonorrhea
Syphilis
Trichomoniasis

The problem with “curable” STIs is most people show no signs or symptoms, so they don't get treatment, which leads to serious health problems and passing the STI to others.

“Curable” does not mean it is a safe infection!

Following a positive test from your healthcare provider, treatment can get rid of the STI for good, such as antibiotics to clear a bacterial infection. If left untreated, even curable STIs can lead to serious health complications such as infertility.

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**Presenter Notes:**

Remind students that “curable” does not mean SAFE. Since many STIs do

not show signs or symptoms, if left untreated, even curable STIs can lead to serious health complications. These complications include pelvic inflammatory disease (PID-infection or inflammation of organs affecting the female reproductive system), increased risk of getting HIV, certain cancers, and even infertility. Additionally, people who have untreated STIs are passing the STIs to their partners during physical contact and sexual activity.

## Chlamydia

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What is it?

- A common STI caused by a bacterial infection.

### How is it transmitted?

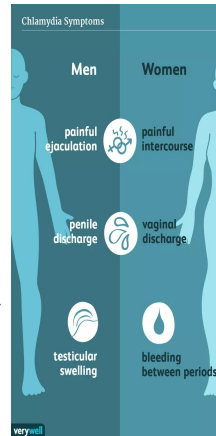
- By having sexual contact with someone who has chlamydia.
- A pregnant woman with chlamydia can give the infection to the baby during childbirth.

### How is it treated?

- If you test positive for chlamydia, you will be prescribed antibiotics.
- Patients who have been treated for chlamydia can get it again.

### What are the symptoms?

- People with chlamydia often do not exhibit signs of infection.
  - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
  - If left untreated in men, it can destroy the sperm ducts and cause sterilization.



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## Presenter Notes:

Graphic from



<https://www.verywellhealth.com/signs-and-symptoms-of-chlamydia-49527>

Basic content from <https://www.cdc.gov/std/chlamydia/stdfact-chlamydia.htm>

## Gonorrhea

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What is it?

- A common STI caused by a bacterial infection.

### How is it transmitted?

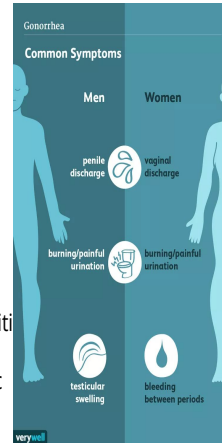
- By having sexual contact with someone who has gonorrhea.
- A pregnant woman with gonorrhea can give the infection to the baby during childbirth.

### How is it treated?

- If you test positive for gonorrhea, you will be prescribed antibiotics.
- Patients who have been treated for gonorrhea can get it again.

### What are the symptoms?

- People with gonorrhea usually show no signs of initial infection.
  - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
  - If left untreated in men, it can lead to an inflamed epididymis and cause infertility.



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## Presenter Notes:

Graphic from

<https://www.verywellhealth.com/symptoms-of-gonorrhea-2329059>

Basic content from <https://www.cdc.gov/std/gonorrhea/stdfact-gonorrhea.htm>

## Syphilis

The only way to fully prevent STIs is **abstinence** from sexual activity.

What is it?

- An STI caused by a bacterial infection that develops in stages.

How is it transmitted?

- By having sexual contact or skin to skin contact with someone who has syphilis.
- A pregnant woman with syphilis can give the infection to the baby during childbirth.

How is it treated?

- If you test positive for syphilis, you will be prescribed antibiotics; however, treatment might not undo damage the infection has already caused.
- Patients who have been treated for syphilis can get it again.

What are the symptoms?

Syphilis appears in stages if not treated early.

- Stage 1-a painless sore may appear on the penis, vagina, anus, or mouth
- Stage 2-signs of common illness, including fever, swollen lymph nodes, and skin rash
- Stage 3-impact on vital organs, including the heart, brain, and eyes; can cause death

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Graphic from

<https://www.verywellhealth.com/syphilis-signs-and-symptoms-49530>  
Basic content from <https://www.cdc.gov/std/syphilis/stdfact-syphilis.htm>

## Trichomoniasis

The only way to fully prevent STIs is **abstinence** from sexual activity.

What is it?

- An STI caused by a parasitic infection.

How is it transmitted?


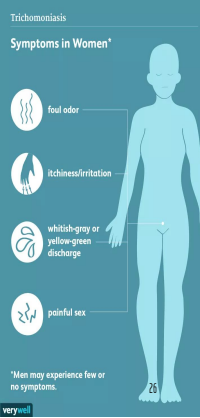
- By having sexual contact or skin to skin contact with someone who has trichomoniasis.
- A pregnant woman with trichomoniasis is more likely to have a preterm and low birth weight baby.

How is it treated?

- If you test positive for trichomoniasis, you will be prescribed antibiotics.
- Patients who have been treated can get it again. In fact, repeated re-infection is common.

What are the symptoms?

- 70% of people do not have signs of infection.
  - If left untreated in women, it can lead to pelvic inflammatory disease, permanently damaging the reproductive organs.
  - If left untreated in men, it can damage components of the urinary and reproductive system.

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### Presenter Notes:

Graphic from

<https://www.verywellhealth.com/trichomoniasis-overview-3133043>

Basic content and parasite graphic from

<https://www.cdc.gov/std/trichomonas/default.htm>

**Common Incurable STIs**

<b>INCURABLE STIs</b>
Hepatitis B
Genital Herpes
Human Immunodeficiency Virus (HIV)
Human Papillomavirus (HPV)

No treatment will clear your body of the STI for good; incurable STIs require a lifetime of symptom management and can have serious impacts on many aspects of your health and your lifestyle.

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**Presenter Notes:**



## Hepatitis B Virus (HBV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

What it is?

- An STI caused by a virus. A virus cannot be cured.
- Since the early 1990s in the US, infants are routinely vaccinated for Hepatitis B at birth.

How it's transmitted?

- When blood, semen, or other body fluids infected with the virus enter the body of a person who is not infected (sexual activity, injection drug use, exposure to infected bodily fluids).
- A pregnant woman with HBV can give the virus to the baby during childbirth.

How it's managed?

- If you test positive for HBV, you will be treated with antiviral medication to slow or prevent liver damage.
- HBV cannot be cured and lives inside your body permanently.

What are the symptoms?

- 2 out of 3 people with HBV do not know they have it.
  - If left untreated, HBV can cause liver cancer or cirrhosis and a liver transplant may be required.

Symptoms of Hepatitis

**Early:**

- muscle pain (myalgia)
- joint pain (arthralgia)
- headache
- fever

**Tell-tale:**

- nausea
- jaundice
- churia (darkening of urine)

verywell

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### Presenter Notes:

Graphic from <https://www.verywellhealth.com/hepatitis-symptoms-1760105>

Basic content from <https://www.cdc.gov/knowhepatitisb/faqs.htm>

Universal precautions, such as wearing gloves before handling bodily fluids, prevent the spread of Hepatitis B in situations like custodial cleanup, providing first aid, etc.

## Genital Herpes

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What it is?

- An STI caused by herpes simplex virus. Viruses cannot be cured.

### How it's transmitted?

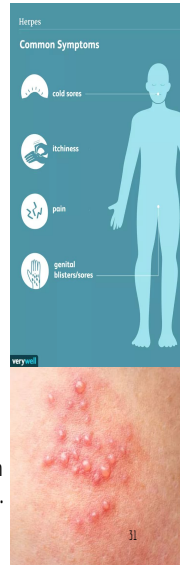
- Genital herpes is highly contagious and spread through sexual activity or skin to skin contact even if there are no warning signs such as a visible rash or sores.
- A pregnant woman can give genital herpes to the baby during childbirth causing life-threatening complications.

### How it's managed?

- If you test positive for herpes, you will be treated with antiviral medication to prevent or shorten outbreaks.
- Herpes cannot be cured and lives inside your body permanently.

### What are the symptoms?

- Most people have no or mild symptoms that may be mistaken for a pimple or ingrown hair. Because of this, most people do not know they have a herpes infection.
- Infects the areas around the genitals and rectum. During an outbreak, sores may appear as one or more painful blisters. Touching the sores or it's fluids may transfer herpes to another body part like the eyes.



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## Presenter Notes:

Graphic from

<https://www.verywellhealth.com/herpes-simplex-pictures-4020363>

<https://www.verywellhealth.com/herpes-signs-symptoms-2329074>

Basic content from <https://www.cdc.gov/std/herpes/stdfact-herpes.htm>

### Note on Genital Herpes

- Strains of the herpes virus have their own genetic markup, but both lead to the same symptoms, can infect the same areas, and will respond to the same antiviral drugs. The strains continue to recombine with each other in various ways to create additional recombinant versions, making vaccination and medical protection against herpes a difficult endeavor for researchers.
- Oral herpes, such as cold sores, does NOT mean you have an infection from sexual activity. Cold sores on the mouth are common and spread through saliva (kissing, sharing forks, using the same cup, etc.) especially in children and young adults.
- Oral herpes can be spread to the genitals through oral contact with an infected person. Genital herpes can be spread to the mouth through oral contact with an infected person.

## Human Papillomavirus (HPV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What is it?

- The most common STI in the US caused by the human papillomavirus. Viruses cannot be cured.
- There are more than 100 HPV strains, 30+ of which affect the genitals. Some types can cause health problems, including genital warts and certain cancers.
- HPV vaccines can prevent some of the risks from HPV. Discuss if vaccination is right for you with your parent/guardian and doctor.

### How it's transmitted?

- By having sexual contact or skin to skin contact with someone who has HPV, even if no bodily fluids are involved.
- A person with HPV can pass the infection to someone even when they have no signs or symptoms.

**Discuss if HPV vaccination is right for you with your parent/guardian and doctor.**

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### **Presenter Notes:**

Graphic from

<https://www.verywellhealth.com/signs-and-symptoms-of-hpv-4164644>

<https://www.cdc.gov/hpv/parents/cancer.html>

Basic content from <https://www.cdc.gov/std/hpv/stdfact-hpv.htm>

## Human Papillomavirus (HPV)

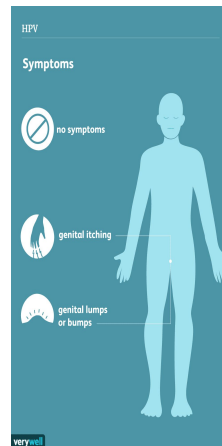
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### How it's managed?

- There is no treatment for the virus itself. However, there are treatments for some health problems that HPV can cause:
  - Genital warts and cervical precancer can be treated by a healthcare provider.

### What are the symptoms?

- Most people with HPV do not know they have the infection because they never develop symptoms or health problems.
- Genital warts appear as a small bump or group of bumps in the genital area. They can be small or large, raised or flat, or shaped like a cauliflower.
- For females, routine Pap smears will inform your doctor of cancerous or precancerous cells in the cervix.



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## Human Immunodeficiency Virus (HIV)

The only way to fully prevent STIs is **abstinence** from sexual activity.

### What it is?

- An STI caused by the human immunodeficiency virus that weakens the immune system, making it harder for the body to fight off other infections. Viruses cannot be cured.

### How it's transmitted?

- When blood, semen, or other body fluids infected with the virus enter the body of a person who is not infected. (sexual activity, injection drug use, exposure to infected bodily fluids)
- A pregnant woman with HIV can give the virus to the baby during pregnancy, birth, or breastfeeding.

### How it's managed?

- If you test positive for HIV, you will be treated with antiviral medication to reduce the viral load in the bloodstream.
- HIV cannot be cured and lives inside your body permanently.

### What are the symptoms?

- Most people have flu-like symptoms within 2 to 4 weeks after infection. Some people have no symptoms at all.
  - When people with HIV don't get treatment, they can develop acquired immune deficiency syndrome (AIDS) with a survival rate of about 3 years.

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### **Presenter Notes:**

Graphic from <https://www.verywellhealth.com/hiv-aids-symptoms-4014373>

Basic content from <https://www.cdc.gov/hiv/basics/>

## Sexually Transmitted Infections

Abstinence =  
100% Safe

If I get an STI, how will I know?

- Many STIs don't cause any symptoms that you would notice. This is called an asymptomatic infection. Individuals show no symptoms, or the symptoms are mild and disappear after the onset of the infection.
  - Because they have no signs of a disease, some people do not realize they are infected and do not seek treatment.
  - They are passing the STI on to their partners if they have unprotected sex.
  - You can get an STI from having sex with someone who has no symptoms.
- The only way to know for sure if you have an STI is to get tested.
  - Talk to your doctor or a parent/guardian if you think you need to be tested for a STI.

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### Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

### Law:

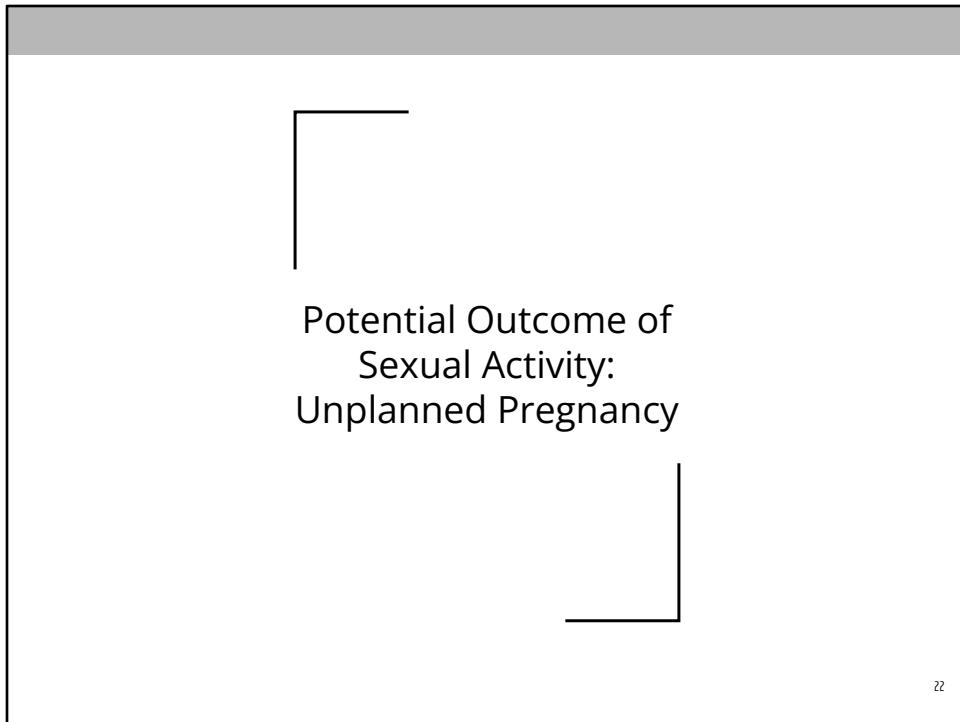
49-6-1304. Family life instruction.

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(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:



**Standards:**

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

**Law:**

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**Presenter Notes:**

**BIG  
IDEA**

Understand the potential outcome of unplanned pregnancy as a consequence of engaging in sexual behaviors.

**Vocabulary introduced in this lesson:**

- teenage pregnancy
- unplanned pregnancy

**Standards:**

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

**Law:**

49-6-1304. Family life instruction.

- (1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;
- (2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;
- (3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;
- (8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial

factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

The words on this slide will be covered in the lesson.

teenage pregnancy - pregnancy that occurs for a woman under the age of 20

unplanned pregnancy - conception of a child when parents were not trying to conceive

## Unplanned Pregnancy

Parenting at any age can be challenging, but it can be particularly difficult for teen parents. Unplanned teen pregnancy is associated with increased challenges, both short and long term, for the teen parents and their child. Unlike a planned pregnancy in a marital relationship, unplanned pregnancy and parenthood will change your goals for the future.

When compared to older parents, some challenges teen parents face include being:

- Less likely to finish high school;
- Less likely to complete college before the age of 30;
- Less likely to maintain their friendships resulting in feeling isolated;
- More likely to have a low birth weight baby, preterm delivery, or complications during delivery;
- More likely to be in a strained relationship with the other parent of the baby;
- More likely to need public assistance;
- More likely to have low income as adults, and as a result,
- More likely to have children who face challenges like poorer educational, behavioral, and health outcomes.

**Abstaining from all sexual activity is the only 100% effective way to prevent unplanned pregnancy.** 43

### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.  
HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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- (8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in

relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

Data from <https://www.cdc.gov/teenpregnancy/about/index.htm>

<https://opa.hhs.gov/adolescent-health/reproductive-health-and-teen-pregnancy/about-teen-pregnancy-and-childbearing>

<https://www.tn.gov/health/health-program-areas/tennessee-vital-signs/redirect-tennessee-vital-signs/vital-signs-actions/teen-births.html>

This topic, unplanned pregnancy, is addressed in more depth on Day 6.



## Unplanned Pregnancy

While you may think it can't or won't happen to you, if you're having sex, pregnancy is a very real possibility, even if you're not planning on getting pregnant and you're using contraceptives.

- More than half (about 51%) of all pregnancies are unplanned, according to the Centers for Disease Control (CDC).
- Teenage pregnancy is pregnancy in a girl who is 19 years of age or younger. A girl can get pregnant at any age if she has sexual intercourse after she has started having a menstrual period.
- Even though teen pregnancy rates have declined in the United States, it still has the highest teen pregnancy rates compared to other developed countries.
- Often, teens don't get prenatal care soon enough, which can lead to problems for the baby and mother later on.

**Abstaining** from all sexual activity is the only 100% effective way to prevent unplanned pregnancy.

### Standards:

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

### Law:

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(3) Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships, and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage;

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in

relation to educational, psychological, physical, social, legal, and financial factors;

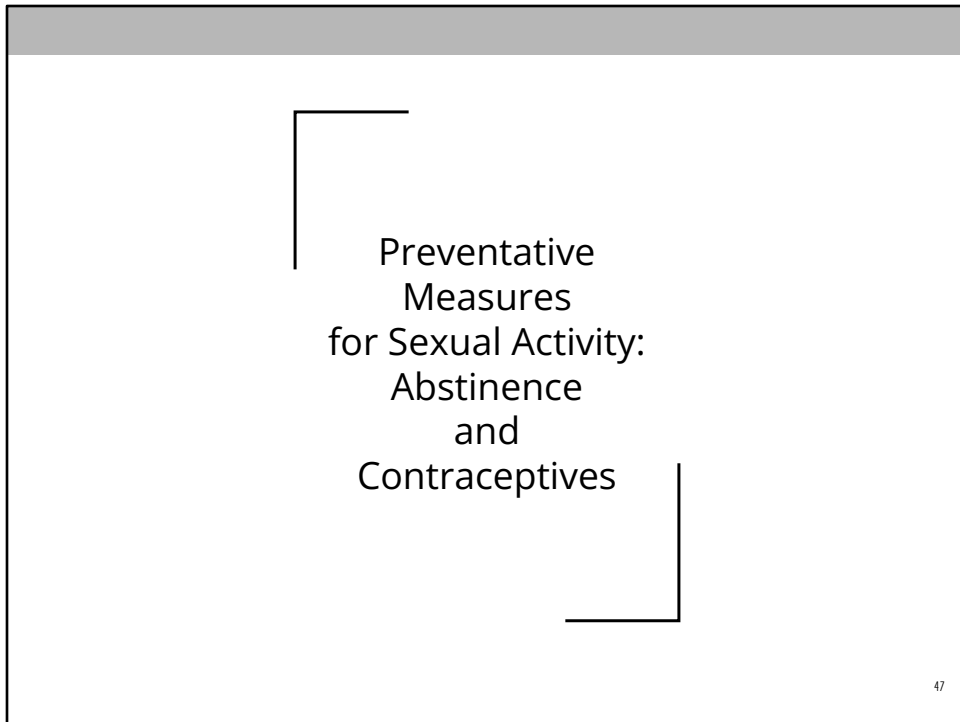
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**Presenter Notes:**

Data from

<https://storymd.com/story/Qd95blOU2d-10-facts-about-teenage-pregnancy-a-sexually-active-teenager-should-know>

This topic, unplanned pregnancy, is addressed in more depth on Day 6.



**Standards:**

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

**Law:**

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(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(b) Instruction of the family life curriculum shall not: (4) Distribute contraception on school property; provided, however, that medically accurate information about contraception and condoms that is consistent with public policy may be provided so long as the information is: (A) Presented in a manner consistent with this part and that clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk;

**Presenter Notes:**

**BIG  
IDEA**

Understand the preventative measures for the consequences and potential outcomes of engaging in sexual behaviors.

**Vocabulary introduced in this lesson:**

- abstinence
- contraceptive
- forms of contraception
  - chemical (spermicide)
  - hormonal (birth control pills, inserted ring, wearable patch, injection, emergency contraceptive pills, implant, IUD)
  - barrier (condom, diaphragm)

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**Standards:**

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

abstinence - a deliberate decision to not participate in sexual activity to avoid the risk of STIs and unplanned pregnancy; the only 100% effective method to prevent pregnancy and STIs

contraception - a method, medicine, or device that acts to prevent sperm cells from fertilizing eggs (can be chemical, hormonal, or barrier methods); no contraceptive method is 100% effective at preventing pregnancy and STIs

forms of over the counter contraception

condom - barrier method preventing contact between male and female bodily fluids

spermicide - chemical method that damages or prevents sperm from swimming in the vagina

emergency contraception pills - hormonal method used after intercourse and within 72 hours to potentially prevent pregnancy

forms of doctor visit contraception

hormonal contraception - hormonal method, such as birth control pills, inserted ring, wearable patch, or injection, containing female hormones to prevent ovulation

barrier devices - barrier method, such as a diaphragm, placed in vagina to stop sperm from traveling into the uterus

hormonal devices - hormonal method, such as an implant or IUD, causing cervical mucus to become thicker so sperm can't reach an egg

## Abstinence as Prevention

Abstinence is a deliberate decision to not participate in sexual activity to avoid the risk of STIs and unplanned pregnancy.

- Choosing abstinence from intercourse is the only 100% effective means of preventing pregnancy.
- Abstinence from all forms of sex can protect you from STIs 100% of the time.

Choosing not to participate in sexual activity is a healthy, responsible way of dealing with your sexuality.

- Everyone is capable of abstinence. Even if you've already had sex, you can still choose abstinence by waiting to have sex again.
- Unlike other forms of contraception, abstinence costs nothing and has no side effects

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### Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

### Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

### Presenter Notes:

Abstinence was covered in more detail on Day 4.

## Contraceptive Methods for Prevention

When you are ready for a sexual relationship, you must understand the consequences of sexual activity and ways to protect your health.

Contraceptives are one way to protect your health.

- If you are sexually active and are not ready to become a parent, it is important to use contraceptives to protect yourself from pregnancy.
- It is also important to use contraception to reduce your risk of getting STIs, including HIV.

A contraceptive is a method, medicine, or device that acts to prevent sperm cells from fertilizing eggs.

- A dual approach to contraception is best. That means choosing options that can protect you against unplanned pregnancy and STIs.
- The type of contraception used depends on your health. Your parent/guardian and doctor can help you decide which type is best for you.
- Some contraceptives are available for purchase over-the-counter. Other forms require a prescription or procedure from a doctor. Serious side effects are rare, but discussion with a doctor about the risks is recommended.

**NO contraceptive method is 100% effective**  
**in preventing pregnancy or STIs**  
**ONLY ABSTINENCE is 100% effective**

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### Standards:

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HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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### Presenter Notes:

Info from

[https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth\\_control\\_information.htm](https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth_control_information.htm)

<https://www.verywellhealth.com/best-birth-control-for-teens-5205128#toc-plan-b>



Over-the-Counter Contraceptives			
Type of Contraceptive	Pregnancy Prevention	STI Prevention	Information & Effectiveness
Condom (for males or females)	X	X	Barrier method preventing contact between male and female bodily fluids.  Male condom is 82% effective and female condom is 79% effective when used correctly.
Spermicide (for females)	X		Chemical method that damages or prevents sperm from swimming in the vagina.  70% effective when used correctly.
Emergency Contraception Pills (for females)	X		Hormonal method  90% effective when taken within 72 hours.

**Abstinence = 100% Effective**

**Standards:**

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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## Presenter Notes:

Info from

[https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth\\_control\\_information.htm](https://www.cdc.gov/healthyouth/healthservices/infobriefs/birth_control_information.htm)

<https://www.verywellhealth.com/best-birth-control-for-teens-5205128#toc-plan-b>

Over-the-counter means available without a prescription from a healthcare provider such as a doctor or nurse practitioner.

Over-the-counter does NOT mean always safe and effective! Talking to a parent/guardian and healthcare professional about correct use, effectiveness, and side effects is recommended before using OTC contraceptives.

**Condoms** are called a barrier to method to avoiding the spread of STIs and pregnancy.

Two types can be purchased-male condom, female condom

- Must be used according to instructions on the package, which includes applying prior to any physical contact.
- Male latex condoms are the most effective in preventing STIs and the spread of HIV.
- Male condoms are 82% effective at preventing pregnancy if used correctly but abstinence is the only 100% effective means to avoid pregnancy and STIs.
- A female condom is a polyurethane pouch that fits inside the vagina. To be effective, it must be inserted before the penis comes in contact with the vagina.
- Condoms should not be stored in a car or carried in a wallet for any length of time. Store in a cool, dry place.
- Never be reused; they should be used only once and then discarded.

**Spermicide** is a chemical that kills sperm. Spermicides are most effective when they are used along with other forms of contraception, such as a latex condom.

- Using a spermicide without a condom will not prevent the spread of STIs or HIV.
  - Using a spermicide correctly will reduce the risk of an unintended pregnancy by 70% but abstinence is the only 100% effective means to avoid pregnancy and STIs.

**Emergency contraception** is a hormonal method used after intercourse and

within 72 hours to potentially prevent pregnancy

- Using the emergency contraceptive pill does not act as a barrier against the spread of STIs and HIV.

## Over-the-Counter Contraceptives

- Condoms are the only contraceptive that reduces (not 100% prevents) your risk of both pregnancy and STIs.
  - In order to work, condoms must be used correctly by applying prior to any physical contact and must be used every time you engage in sexual activity.
  - Condoms cannot completely protect you and your partner from STIs like herpes, syphilis, and human papillomavirus that are spread by skin to skin contact.
  - Effectiveness of the male condom is 82% and female condom is 79% because they are often not used correctly (must be applied before any physical contact) and can break, slip, or leak, which increases the risk of pregnancy and STIs.

**The only sure way to 100% prevent pregnancy and STIs is **abstinence**.**

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### Standards:

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

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**Presenter Notes:**

**Doctor Visit for Contraception**  
 These require a prescription or medical procedure from a healthcare professional.

**Abstinence = 100% Effective**

Hormonal Contraceptives (for females)	Barrier Devices (for females)	Hormonal Devices (for females)
<p><b>Birth control pills, inserted ring, wearable patch, or injection</b></p> <p>All of these methods require regular, consistent use. If you forget to use it, irregular menstrual cycles are common and you can get pregnant.</p> <p>Effectiveness varies because some people do not use consistently.</p>	<p><b>Diaphragm</b></p> <p>A device placed in vagina.</p> <p>Inserted and removed for sexual activity.</p> <p>87% effective.</p>	<p><b>Implant or IUD</b></p> <p>Implant placed in upper arm or IUD placed in uterus</p> <p>Birth control implants and IUDs are almost 100% effective. It's the most effective form of reversible contraception available.</p>

**NONE of these prevent or protect from STIs/HIV**

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## **Presenter Notes:**

Info from

<https://my.clevelandclinic.org/health/articles/11427-birth-control-options>

<https://www.cdc.gov/reproductivehealth/contraception/index.htm>

[https://www.cdc.gov/healthyyouth/healthservices/infobriefs/birth\\_control\\_information.htm](https://www.cdc.gov/healthyyouth/healthservices/infobriefs/birth_control_information.htm)

Prescription contraceptives require an office visit with a healthcare provider, such as a doctor or nurse practitioner, and a prescription. Some of the choices involve a medical procedure.

Information from parents/guardians and healthcare providers can help teens decide which birth control method is right for them.

Considerations include:

How well does it work?

Some birth control methods are more effective at preventing pregnancy than others. IUDs and implants are the most effective reversible methods currently available.

Is it easy to use?

Some methods are easier to use than others. For example, if it is hard to remember to take a pill every day, birth control pills may not be the best option.

What are the possible side effects?

A healthcare provider can explain potential side effects of methods and ensure that a method is safe given an adolescent's overall health.

Does it prevent STDs?

Most contraceptive methods do not prevent STDs, so it is recommended that adolescents also always use condoms in addition to their primary birth control method for both STD and pregnancy prevention.

How much does it cost?

Most insurance plans, including Medicaid, fully cover most birth control methods. For those without health insurance, some doctors provide free or low-cost birth control. Health departments offer free or low cost contraception.



1. What is the only 100% effective method for preventing STIs?
2. Identify two high-risk behaviors that can lead to contracting an STI?
3. How do you know for sure that you or your partner don't have an STI?

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**Standards:**

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

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**Presenter Notes:**

Answers:

1. Practicing abstinence
2. Unprotected sex; use of drugs or alcohol lowering your inhibitions and leading to unsafe sexual activity; use of IV drugs or injectable steroids; having multiple partners for sexual activity
3. If you or your partner have engaged in sexual activity or high risk behaviors, then be tested for STIs; never engage in a sexual behavior or high risk behavior that puts you at risk for STIs

## Responsibilities of Sexual Activity

Deciding to participate in sexual activity is a decision with adult responsibilities.

- Sexual activity involves risk in all aspects of your social, mental, and physical health.
- Your choice may have life long consequences such as unplanned pregnancy or complications from sexually transmitted infection.

If you engage in sexual activity, avoid additional high risk behaviors to protect your health.

- Avoid being sexually active with more than one person.
- Never have unprotected sexually activity.
- Never engage in sexual activity with high-risk partners.

**Abstaining** from all sexual activity is the only  
**100% effective way to avoid health risks such as  
STIs and unplanned pregnancy.**

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### Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

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(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

Being sexually active with even one partner puts a person at risk, but the risk increases with the number of partners.

Abstaining from sexual activity is the only 100% effective method for avoiding STDs/STIs and pregnancy. Using barrier protection, such as male condoms, can only lessen the risk.

A high-risk partner is someone who has had more than one sexual partner but it could also be a person who has injected illegal drugs.

## Responsibilities of Sexual Activity

Abstinence =  
100% Safe

If you do decide to have sex, you and your partner should:

- Get tested for STIs before any sexual activity. See your healthcare provider such as your pediatrician or health department.
- Talk with your partner about how you will prevent STIs and pregnancy. If you think you're ready to have sex, you need to be ready to protect your body.
- Your partner should always respect your right to say no at any time.
- Avoid mixing alcohol and/or drugs with sex. If you use alcohol and drugs, you are more likely to take risks, like not using contraception or having sex with someone when you did not want to.

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### Standards:

HS.PW.10 Identify and explain signs, symptoms, screenings, treatment, and prevention of infectious diseases (e.g. influenza, COVID, strep, hepatitis, measles, STIs, etc.).

HS.PW. 12 Identify and implement the strategies for preventing disease (e.g. personal hygiene, health screenings, vaccination).

HS.HGD.8 Recognize abstinence from all sexual activity as a positive choice.

HS.HGD.9 Identify preventative methods and potential outcomes of engaging in sexual behaviors (e.g., pregnancy, abstinence, adoption, Hepatitis B, STIs). Compare various contraceptive methods in accordance with state/district policy.

### Law:

49-6-1304. Family life instruction.

(1) Emphatically promote only sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience;

(2) Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(6) Encourage students to communicate with a parent, guardian, or other trusted adult about sex or other risk behaviors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

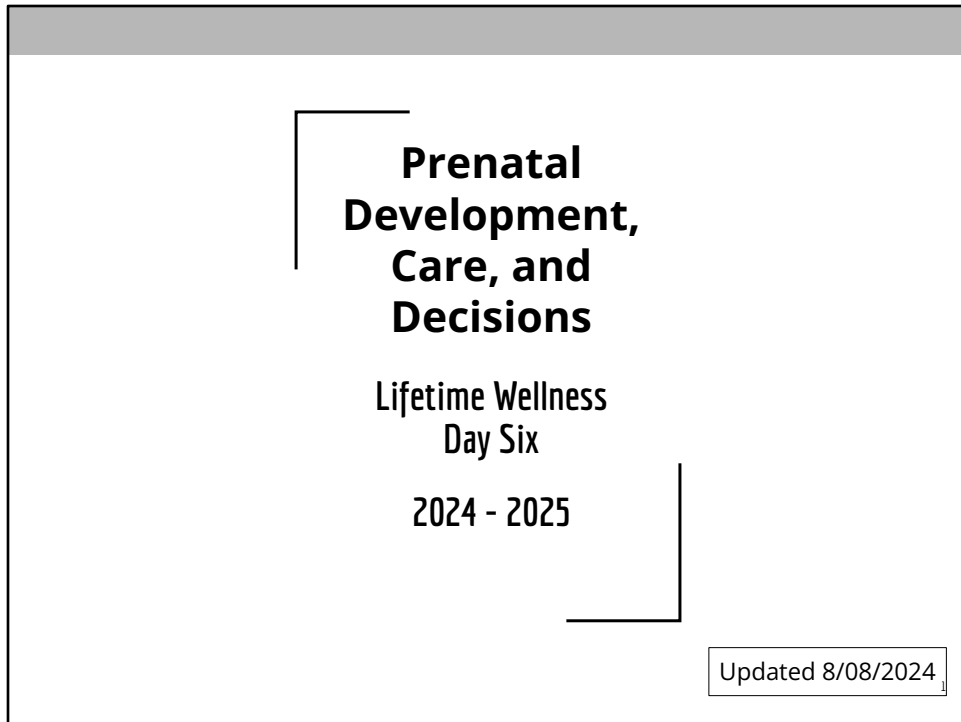
**Considering the  
Consequences  
of Sexual  
Activity**

Lifetime Wellness  
Day Five

2024 - 2025

**END OF PRESENTATION**

36



UPDATED 8/08/2024

- 30 total slides
- 4 videos
  - slide 8 - fertilization (1:00)
  - slide 17 - prenatal care - vaping while pregnant (1:12)
  - slide 27 - how adoption works (3:46)
  - slide 28 - an adoption story (5:00)
- 6 graphics
  - slides 9, 10, & 11 - fetal development
  - slide 16 - prenatal care & e-cig use (danger of nicotine)
  - slide 19 - prenatal care & drug use (NAS)
  - slide 18 - prenatal care & alcohol use (FAS)
  - slide 25 - cost of raising a child

# Family Life Curriculum Day 6

## Tennessee Academic Standards for Lifetime Wellness (2024):

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

2

## Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

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HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

## Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

(2) (A) "Abstinence-based" or "abstinence-centered" means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that



empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life

decisions, and build character; (B) Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of nonmarital sexual activity;

(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental

topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development,

human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

### **SBE Guidelines:**

from <https://www.tn.gov/sbe/rules--policies-and-guidance/guidance.html>

Guidelines for K-12 Instruction on Adoption (July 2015)

The following guidelines may be followed in implementing Family Life curriculum to include the process of adoption and its benefits. The Family Life Education program developed locally may be comprehensive and sequential and include the following content areas related to adoption:

9-12

a. Describe steps involved in adoption process, both international and domestic, and how children of adoptive families process social, emotional, and

cultural influences

- b. Compare and contrast domestic infant adoption and domestic foster care adoption
- c. Analyze stereotypical language surrounding adoption and implement positive adoption language
- d. Examine benefits of choosing adoption and identify common misconceptions associated with adoption
- e. Analyze outcomes for children raised from infancy in a stable home and educational/financial outcomes and goal accomplishments for teens who choose adoption
- f. Examine decision making process of a teen choosing adoption and steps of adoption for prospective adoptive families
- g. Research local, state and national agencies providing adoption services
- h. Identify adoption laws regarding the surrender and termination of parental rights in the state of Tennessee

# Family Life Curriculum Day 6

## Learning Targets:

Understand the basic structure and function of the reproductive system for conception and prenatal development.

Identify lifestyle choices to ensure a healthy pregnancy and baby.

Understand factors that influence decision making for a pregnancy including adoption and its benefits.

5

## Standards:

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

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HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

## Law:

49-6-1301. Part definitions.

(1) "Abstinence" means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease;

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empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life

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(3) “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Supplemental

topics in the curriculum, such as healthy relationships and substance abuse, reinforce the goal of primary prevention;

(6) “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development,

human development, decision making, abstinence, contraception and disease prevention;

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

### **SBE Guidelines:**

from <https://www.tn.gov/sbe/rules--policies-and-guidance/guidance.html>

Guidelines for K-12 Instruction on Adoption (July 2015)

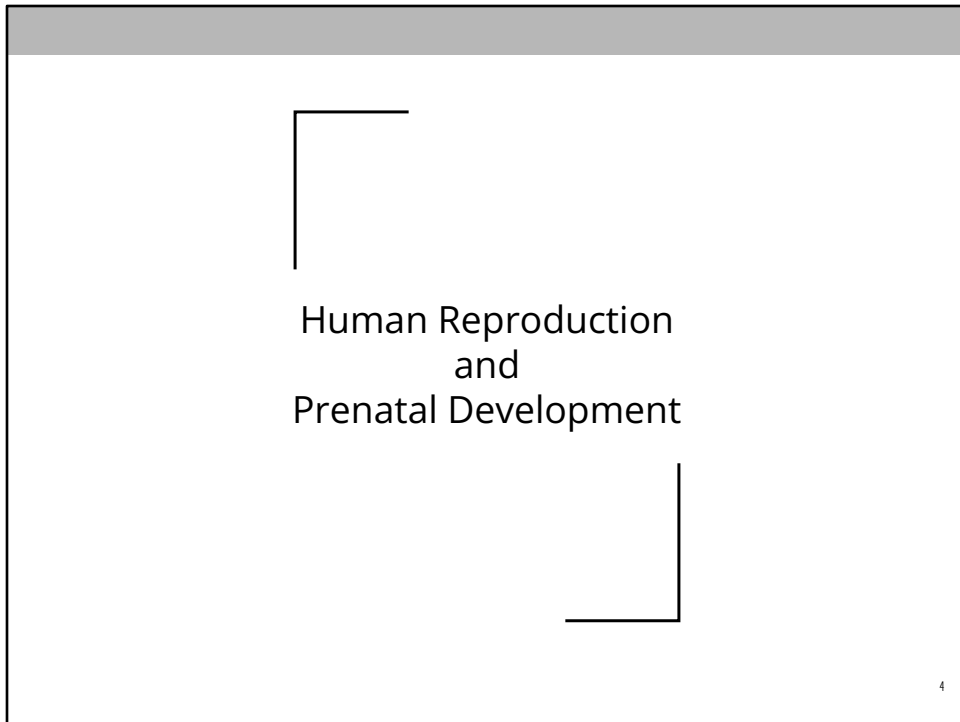
The following guidelines may be followed in implementing Family Life curriculum to include the process of adoption and its benefits. The Family Life Education program developed locally may be comprehensive and sequential and include the following content areas related to adoption:

9-12

a. Describe steps involved in adoption process, both international and domestic, and how children of adoptive families process social, emotional, and

cultural influences

- b. Compare and contrast domestic infant adoption and domestic foster care adoption
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- f. Examine decision making process of a teen choosing adoption and steps of adoption for prospective adoptive families
- g. Research local, state and national agencies providing adoption services
- h. Identify adoption laws regarding the surrender and termination of parental rights in the state of Tennessee



**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

**Law:**

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

**BIG  
IDEA**

Understand the basic structure and function of the reproductive system for conception and prenatal development.

**Vocabulary introduced in this lesson:**

- human reproduction
- conception
- implantation
- fetal development

**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

**Law:**

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

This lesson refers to some content covered in Day 1 - Reproductive Health

The words on this slide will be covered in the lesson.

human reproduction - female and male reproductive systems work together to reproduce life

conception - when a sperm joins an egg in the fallopian tube in the hours or days after sexual intercourse

implantation - a joined sperm and egg travel to the female's uterus and attach to the lining of the uterus causing pregnancy

fetal development - an orderly and intricate process beginning before a woman

knows she is pregnant and ending with the birth of the baby



## Female Reproductive System

The female reproductive system enables a woman to:

- produce eggs (ova)
- have sexual intercourse
- protect and nourish a fertilized egg until it is fully developed
- give birth

About once a month, during ovulation, an ovary sends a tiny egg into one of the fallopian tubes toward the uterus. During this journey through the fallopian tube, an egg can be fertilized by sperm. If sperm doesn't fertilize an egg, the egg dissolves and leaves the body about 2 weeks later through the uterus — this is menstruation. Blood and tissues from the inner lining of the uterus combine to form the menstrual flow, which in most women lasts from 3 to 5 days.

6

### **Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

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49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### **Presenter Notes:**

This lesson refers to some content/vocabulary covered in Day 1 - Reproductive Health

Info from <https://kidshealth.org/en/parents/female-reproductive-system.html>

## Male Reproductive System

The male reproductive system:

- makes semen
- releases semen into the reproductive system of the female during sexual intercourse
- produces sex hormones, which help a boy develop into a sexually mature man during puberty

A male who has reached puberty will produce sperm cells. Sperm develop in the testicles then move into the epididymis, where they complete their development before moving into the vas deferens, or sperm duct. The seminal vesicles and prostate gland make a whitish fluid called seminal fluid, which mixes with sperm to form semen. Semen is released from the male's body through his urethra during ejaculation.

7

### **Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

### **Law:**

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### **Presenter Notes:**

This lesson refers to some content/vocabulary covered in Day 1 - Reproductive Health

Info from <https://kidshealth.org/en/parents/male-reproductive.html>

## Human Reproduction



### Reproduction

In humans, female and male reproductive systems work together to reproduce life. During sex, sperm cells swim through the vagina and into the fallopian tube. When a male's sperm meets a female's egg, it can fertilize it and create a zygote. This zygote eventually becomes a fetus.

### Conception

Conception happens when a sperm joins an egg in the fallopian tube. It happens in the hours or days after sexual intercourse.

### Implantation

The joined sperm and egg travels to the female's uterus and attaches itself to the lining of the uterus. This attachment process is called implantation. After implantation, some cells develop into the embryo and others form the placenta. Hormones are released that signal the uterus to maintain its lining rather than shed it. This means females will not have a menstrual period because they are pregnant.

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### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

### Law:

49-6-1304. Family life instruction.

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Info from <https://kidshealth.org/en/parents/female-reproductive-system.html>

VIDEO (length 1:00)

Video Link:

<https://jcschools.instructuremedia.com/embed/bcff936d-b76b-4531-9201-2c57e1bda282>

Original link from Babycenter Youtube Channel:

<https://www.youtube.com/watch?v=4km5lp1CXbE>

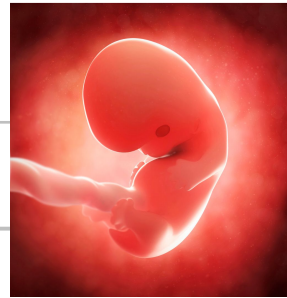
Transcript :

You know where babies come from, but do you know how exactly fertilization happens? After intercourse, tens of millions of sperm travel through the vagina, the cervix, and the fallopian tubes. They propel themselves forward by wiggling their tails, fighting against currents that can hold them back.

Eventually, one will randomly merge with the ova, the unfertilized egg released during ovulation in a fallopian tube. After the ovum is pierced by a sperm, it hardens and becomes impermeable to other sperm. The sperm sheds the tail it no longer needs and the genetic material of the egg and sperm join together. Once they start dividing, they form a blastocyst. About five or six days after the egg is fertilized, it travels from the fallopian tube to the uterus, where it implants itself and continues developing.

## Fetal Development

An orderly and intricate process beginning before a woman knows she is pregnant and ending with the birth of the baby.



First Trimester (0 to 14 weeks)	Major Changes
0 – 2 weeks	Implantation in the uterus occurs. The spinal cord grows. The brain, ears, and arms begin to form.
3 – 8 weeks	The embryo is about 1 inch long at 8 weeks. The mouth, nostrils, eyelids, hands, fingers, feet, and toes begin to form. The nervous system and cardiovascular system are functional. The heart begins to beat around week 6.
9 – 14 weeks	The fetus develops a human profile. Sex organs, eyelids, fingernails, and toenails develop. By week 12 it can make crying motions and may suck its thumb.

9

### Standards:

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

### Law:

49-6-1304. Family life instruction.

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

<b>Fetal Development</b>	
<b>Second Trimester (15 to 28 weeks)</b>	<b>Major Changes</b>
15 – 20 weeks	The fetus can blink its eyes and becomes more active. The body begins to grow. Growth of the head slows and the limbs reach full proportion. Eyebrows and eyelashes develop.
21 – 28 weeks	The fetus can hear conversations and has a regular cycle of waking and sleeping. Weight increases rapidly. The fetus is about 12 inches long and weighs a little more than one pound. The fetus may survive if born after 24 weeks, but will require special medical care.



**Standards:**

HS.HGD.7 Explain basic structures and functions of the reproductive system as they relate to the human life cycle (e.g., conception, birth, childhood, adolescence, adulthood).

**Law:**

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

<b>Fetal Development</b>	
<b>Third Trimester</b> (29 weeks to birth)	<b>Major Changes</b>
29 – 40 weeks	<p>The fetus uses all five senses and begins to pass water from the bladder.</p> <p>Brain scans have shown that some fetuses dream during their periods of sleep in the eighth and ninth months of development.</p> <p>Approximately 266 days after conception, the baby weighs 6 to 9 pounds and is ready to be born.</p>



11

**Standards:**

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

LIVE ACTION

# WINDOW TO THE WOMB

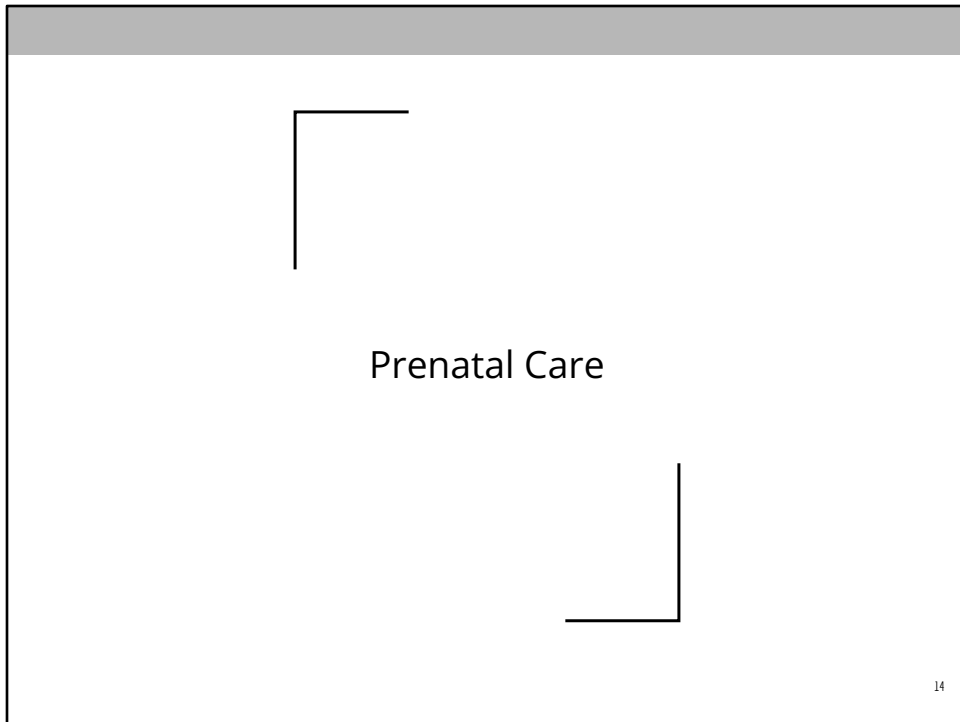


12





13



**Standards:**

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

**Law:**

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

**Presenter Notes:**

**BIG  
IDEA**

Identify lifestyle choices to ensure a healthy pregnancy and baby.

**Vocabulary introduced in this lesson:**

- prenatal care
- obstetrician

15

**Standards:**

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

**Law:**

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

prenatal care - health care women get while pregnant that benefits both the woman and the unborn child

obstetrician - medical doctors who give care during pregnancy, deliver babies, and give care after pregnancy

## Prenatal Care

Prenatal care is the health care women get while pregnant. As soon as a woman learns that she is pregnant, she should begin prenatal care to protect her health and the health of her growing baby.

- Babies of mothers who do not get prenatal care are three times more likely to have a low birth weight and five times more likely to die than those born to mothers who do get care.

Obstetricians (OBs) are medical doctors who give care during and after pregnancy and deliver babies. OBs can spot health problems early when they see mothers regularly allowing early treatment to cure many problems and prevent others.

- OBs also can talk to pregnant women and fathers about things they can do to give their unborn babies a healthy start to life.

16

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

Info from <https://www.womenshealth.gov/a-z-topics/prenatal-care>  
<https://www.cdc.gov/pregnancy/during.html>

Prenatal care includes the steps that a pregnant female can take to provide for her own health and the health of her baby.

## Prenatal Care-Healthy Choices

- See an obstetrician on a regular basis
- Follow a healthy diet as recommended by a doctor and based on your health needs as a pregnant woman
- Take a prenatal vitamin as recommended by your doctor
- Get regular exercise as advised by a doctor to avoid excessive weight gain during pregnancy
- Avoid exposure to potentially harmful substances such as lead and radiation can help reduce the risk for problems during pregnancy and promote fetal health and development.
- Control existing conditions, such as high blood pressure and diabetes, to prevent serious complications and their effects on yourself and your baby.

17

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

Info from

<https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/prenatal-care>

## Prenatal Care-Avoid Nicotine

Tobacco products, including e-cigarettes, are not safe to use. Any product with tobacco or nicotine is a health danger for women and developing babies and can damage a developing baby's brain and lungs. Also, some of the flavorings used in e-cigarettes may be harmful to a developing baby. Stay away from nicotine products and their vapors or smoke.

**Many have been led to believe that e-cigarette aerosol is a water vapor. This is just not true.**

**E-cigarette aerosol is NOT just "water vapor"**

 <p><b>Prop 65* Chemicals in Vapor<sup>2</sup></b></p> <p>Acetaldehyde Formaldehyde Isoprene Toluene Lead Nickel Nicotine N-Nitrosornicotine</p>	 <p><b>Metals in Vapor<sup>2</sup></b></p> <p>Aluminum Chromium Copper Iron Manganese Nickel Lead Antimony Tin Zinc</p>	 <p><b>Carcinogens Found in the Urine of Vapers<sup>9</sup></b></p> <p>Acrylonitrile Acrolein Propylene Oxide Acrylamide Crotonaldehyde</p>	 <p><b>Withdrawal Symptoms<sup>6</sup></b></p> <p>Cravings Anxiety Tingling Nausea Cramps Weight Gain Insomnia Mood Disorders Depression</p>
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\* Proposition 65 (Prop 65) is the Safe Drinking Water and Toxic Enforcement Act of 1986, which requires the State to publish a list of chemicals known to cause cancer or birth defects or other reproductive harm.

18

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

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(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

Image is from Boston Children's Hospital at

<https://www.childrenshospital.org/programs/pediatric-environmental-health-center/patient-resources/e-cigarettes>

## Prenatal Care-Vaping



What are the potential effects of vaping on an unborn baby?

- Early data shows the following, but more studies are still needed.
  - reduced learning ability
  - small birth size
  - low birth weight
  - harm brain function
  - hurt heart and lungs

25

### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

The best time to quit smoking is before you get pregnant, but quitting at any time during pregnancy can help your baby get a better start on life. Smoking by the mother during pregnancy as well as second hand smoke the mother and baby may breathe from others is dangerous.

VIDEO (length 1:11)

Video Link:

<https://jcschools.instructuremedia.com/embed/632cbc4c-9934-4dfc-8d5f-1073>

[11535933](#)

Original Link from Akron Children's Youtube Channel:

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

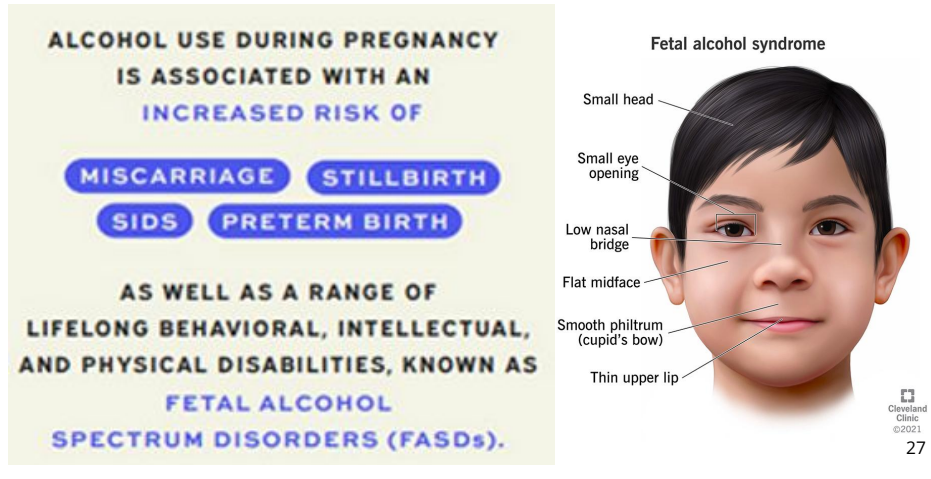
Transcript:

Katherine Wolfe, DO, FACOG, Chair, Maternal-Fetal Medicine at Akron Children's Hospital, discusses the potential dangers of vaping while pregnant. 0:00 (gentle music) 0:02 - Many women in pregnancy feel that vaping 0:04 may be a safer alternative to smoking. 0:07 We know that nicotine 0:08 in any form does affect baby's development. 0:12 Specifically, concerns are for low birth weight, 0:15 preterm delivery, and effects on baby's brain development. 0:21 We don't have any long term data 0:22 to compare vaping exposure versus cigarette exposure. 0:28 However, the concerns are that there's additional chemicals 0:31 in vaping, including flavors that may potentially 0:35 be harmful to developing babies. 0:38 There is a small study that shows 0:40 that switching from cigarettes 0:42 to e-cigarettes lessens the low birth weight risk 0:46 but the most prominent effect 0:48 is if they were smoking or using e-cigarettes 0:52 prior to pregnancy and actually quit using those products 0:55 that risk of low birth weight was eliminated. 0:59 So the best strategy in pregnancy 1:01 is to try to reduce nicotine use, 1:04 whether it is cigarettes or vaping.



## Prenatal Care-Avoid Alcohol

During pregnancy, alcohol can pass from the pregnant person to the fetus and affect its development.



### Standards:

HS.HGD.10 Research the skills necessary for maintaining reproductive health (e.g., self-examinations, annual doctor visits, prenatal care).

### Law:

49-6-1304. Family life instruction.

(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

(10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;

### Presenter Notes:

There is no known safe amount of alcohol use at any time during pregnancy. All types of alcohol are equally harmful.

When a pregnant woman drinks alcohol it enters the bloodstream. The alcohol then passes through the umbilical cord and into the baby. Drinking alcohol when pregnant can result in miscarriage, stillbirth, and an entire range of developmental and cognitive disabilities.

FASD = Fetal Alcohol Syndrome Disorders

Fetal Alcohol Syndrome is a group of alcohol-related birth defects including both physical and mental defects. FASD can cause learning, memory, and attention problems, as well as visual and hearing impairments.

- During the first trimester, alcohol can alter the facial features of the baby, resulting in a lack of philtrum (the small ridge between nose and lip) and a small head size.

Image from

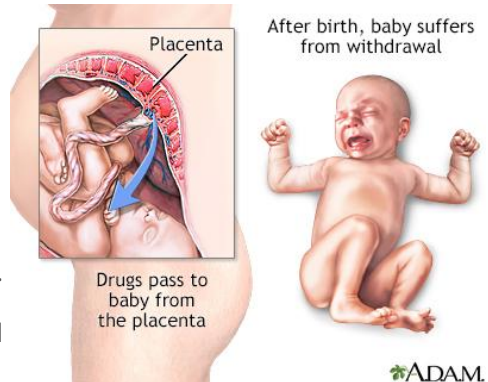
[https://www.cdc.gov/ncbddd/fasd/documents/Infographic1\\_AlcoholUseDuringPregnancy-508.pdf](https://www.cdc.gov/ncbddd/fasd/documents/Infographic1_AlcoholUseDuringPregnancy-508.pdf)

<https://my.clevelandclinic.org/health/diseases/15677-fetal-alcohol-syndrome>

## Prenatal Care-Avoid Drugs (Legal or Illegal)

Almost every drug, legal and illegal, passes from the mother's bloodstream through the placenta to the fetus. Talk to your doctor or pharmacist about any medications taken during pregnancy including prescription and over-the-counter medications or supplements.

- Neonatal abstinence syndrome (NAS) is a condition that affects newborns exposed to opioid drugs or other addictive substances while in the womb.
- Newborns with NAS will experience withdrawal symptoms until the drug or substance is out of their system.
- Signs of withdrawal include seizures, tremors, sweating, and crying.



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### Standards:

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### Law:

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### Presenter Notes:

From National Institutes of Health at

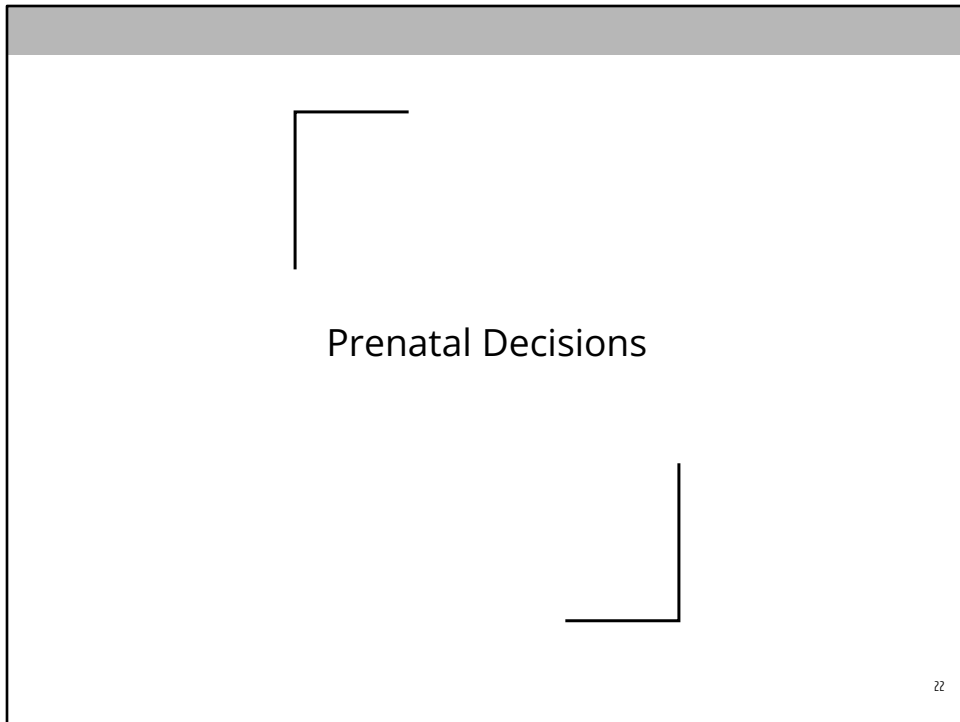
<https://nida.nih.gov/publications/research-reports/substance-use-in-women/substance-use-while-pregnant-breastfeeding>

From <https://www.cdc.gov/pregnancy/during.html>

<https://www.cdc.gov/pregnancy/opioids/index.html>

Image from

<https://www.mountsinai.org/health-library/diseases-conditions/neonatal-abstinence-syndrome>



**Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

HS.HGD.12 Analyze the benefits of adoption.

HS.HGD.13 Identify and give examples of multicultural, blended, or "different" families (adoption or foster).

**Law:**

49-6-1304. Family life instruction.

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(12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop

guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

**Special Note:**

The JCS Family Life Curriculum does NOT include any reference to or discussion of “abortion” as defined by TCA 49-6-1303 “Abortion”: (i) Means the act of using or prescribing an instrument, medicine, drug, device, or other substance or means with the intent to terminate the clinically diagnosable pregnancy of a woman with knowledge that the termination by those means will with reasonable likelihood cause the death of the unborn child; and (ii) Does not include an act described in subdivision (c)(3)(A)(i) if the act is performed with the intent to: (a) Save the life of the mother; (b) Save the life or preserve the health of the unborn child; (c) Remove a dead unborn child caused by spontaneous abortion; or (d) Remove an ectopic pregnancy;

**BIG  
IDEA**

Understand factors that influence decision making for a pregnancy including adoption and its benefits.

**Vocabulary introduced in this lesson:**

- motherhood
- fatherhood
- adoption
- safe haven

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**Standards:**

HS.HGD.1 Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).

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**Presenter Notes:**

The words on this slide will be covered in the lesson.

motherhood - the female parent and her actions

fatherhood - the male parent and his actions

adoption - the process of a parent or parents assuming the legal rights of a child who is not biologically theirs

safe haven - a place of protection from harm or danger where an infant can be left

## Prenatal Decisions

Deciding to participate in sexual activity is a decision with adult responsibilities.

While you may think it can't or won't happen to you, if you're having sex, pregnancy is a very real possibility, even if you're not planning on getting pregnant and you're using contraceptives.

Options for unplanned pregnancy:

- Giving birth and becoming a parent
- Giving birth and making an adoption plan



The decision to raise a child or make an adoption plan is hard to make. Your values, beliefs, age, health, current situation, and future goals will all play a role in your decision.

- How would my decision affect my future?
- Am I ready to raise a child right now?
- Would my decision change my life in a way I don't want?
- Will my family, friends, and partner support my decision?

Make sure you have all the facts and questions answered before you decide. Seek the support of your parents/guardians or other trusted adult. There are many organizations that can provide information.

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### Standards:

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.12 Analyze the benefits of adoption.

### Law:

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**Presenter Notes:**

Information from the American College of Obstetrics and Gynecology at <https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion>

**Participating in sexual activity is a decision with adult responsibilities.  
ABSTINENCE is the only way to 100% prevent pregnancy.**

## **Deciding to Raise the Baby - Motherhood**

You may want to think about the following:

- Will the father of the baby and his family be involved in raising the child?
- Where will you and the baby live? Will you have to change your living arrangements?
- Do you have the income to support yourself and a new baby?
- Will you finish high school? Will you attend college?
- How will you transition to parenthood and plan for the future?

Some teens raise their child alone, some have involvement of the baby's father, and some rely on their families for support.

- How much support will be needed to raise the child?
  - Teens may not realize the cost of housing, food, clothing, doctor visits, and necessary baby items like diapers, formula, car seat, and stroller.
  - Childcare is one of the biggest concerns for any new parent. Teen parents may not realize the limitations on their school and work hours when they have a child of any age—baby, toddler, or even school age.

As rewarding as having a child is, it isn't always fun — caring for a baby is a huge responsibility and a **lifelong commitment**.

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### **Standards:**

HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.

HS.HGD.12 Analyze the benefits of adoption.

### **Law:**

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(8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;

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### **Presenter Notes:**

**Participating in sexual activity is a decision with adult responsibilities.  
ABSTINENCE is the only way to 100% prevent pregnancy.**

## **Deciding to Raise the Baby - Fatherhood**

You've become a father. Now what? You may want to think about the following:

- A father's involvement and commitment in the life of his child is important to the child's development and should be taken seriously.
  - How will you support and take responsibility to your child and the mother of your child? Social workers, parenting classes, and formal parenting education can be great resources for teen fathers if you need a support system.
- Children of teen mothers who continue to have close ties with the child's biological father have better outcomes in employment and education, are less depressed, and are at lower risk of becoming adolescent parents themselves.
- Fathers who maintain active participation in the prenatal process with the mother have a greater likelihood of ongoing involvement with the child.
- For the father, ongoing participation in a child's life includes playing with their children, reading to them, and feeding, diapering, bathing, and caring for the child.

Being a father can and should be more than financial support. It is challenging to be a father and a **lifelong commitment**, but fathers have the unique opportunity to impact children's lives by setting a strong example of what it means to be a responsible, compassionate, and resilient individual.

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### **Standards:**

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HS.HGD.12 Analyze the benefits of adoption.

### **Law:**

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### **Presenter Notes:**

Information from the American Academy of Pediatrics

<https://publications.aap.org/pediatrics/article/147/5/e2021050919/180815/Care-of-Adolescent-Parents-and-Their-Children?autologincheck=redirected>

<https://www.fatherhood.gov/for-programs/young-fathers#:~:text=What%20are%20the%20demographics%20of,compared%20to%20their%20white%20peers>

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## Cost of Raising a Child

What are the 1st year costs of raising a baby?

How much does it cost to raise a child from birth to 18?

What are the benefits of planning for children after you have met your after high school goals?

How would having an unplanned teen pregnancy (as a father or mother) impact your after high school goals?

### What kids cost

From daycare to doctor visits, a middle-income family will spend an average of \$226,920 to raise a child to age 18. Here's the breakdown of where all that money goes:

Clothing	\$13,200	6%
Health care	\$18,420	8%
Miscellaneous	\$19,110	8%
Transportation	\$30,900	14%
Food	\$36,210	16%
Child care and education	\$39,420	17%
Housing	\$69,660	31%

For each category, the expense represents the average for a child from age 0 to 18 in a two-child, two-parent family.

SOURCE: U.S. DEPARTMENT OF AGRICULTURE

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**Presenter Notes:**

Info from [https://money.cnn.com/2011/09/21/pf/cost\\_raising\\_child/index.htm](https://money.cnn.com/2011/09/21/pf/cost_raising_child/index.htm)

1st year cost calculator <https://www.babycenter.com/baby-cost-calculator>  
Visual Calculator for thru 18  
<https://www.visualcalc.com/blog/cost-of-raising-children>

## Raising a Child in a Healthy Relationship

What are some RIGHT reasons for wanting a child?

What are some WRONG reasons for wanting a child?

SCENARIOS:

- Do you think this couple is ready for a baby? Explain why or why not?
- What additional changes, problems, or conflicts might occur (positive or negative)?
- What advice would you give this couple?

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### Standards:

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### Law:

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**Presenter Notes:**

Use content from Day 2 (slide 14 - Traits of Healthy Relationships and slide 20 - Three C's of Healthy Relationships) to reinforce raising a child in a healthy relationship home.

**RIGHT Reasons for Having Children**

- you want to add depth to a strong marriage/relationship by starting a family
- you have a solid and committed relationship
- you are physically mature to care/love a child
- you are emotionally mature and want to care/love a child
- you are ready for the rewards of parenthood
- you want to experience the special parent/child bond
- you love children and want to be a parent
- you are financially able to provide for a child
- you are ready to give a child your time and attention

**WRONG Reasons for Having Children**

- you want to prove adulthood
- you want to please someone else
- you want the perceived emotional benefits
- you are looking for respect and status
- you want to escape a situation
- society expects it
- you want to improve a struggling relationship
- you want to fit in with your peers
- you want someone to take care of you in the future

**SCENARIOS (from Kim Graybill/FamilyConsumerSciences.com)**

- Babies are so sweet and adorable! They are so much fun! Everytime I see one, I just fall in love and get baby fever; I want one so bad! Then I could dress her up in all those cute outfits and show her off to all my friends and family!
- I feel so alone, so unloved and non-existent. If I have a baby I will have someone who belongs to me and will always love me and be there for me. I will get the attention and love I need and my life will matter!
- We've only been married for a few months and already my family is pressuring us to have children. They are constantly dropping hints because they really want to be grandparents. I guess we should have a



- baby just so we can fulfill their wishes and get them to stop pestering us!
- We dread the thought of getting old! What if we are incapable of taking care of ourselves? If we have children, we will have someone to care for us and to be our companions in old age.
- My friends think I'm not a "real man" because I have not fathered a child during our first two years of marriage. My wife and I wanted to wait five years to have children. Now I need to convince her to move up the timeline! I want to prove that I'm capable of being a "real man" to my friends.
- Our marriage has been super rocky right from the start. Even after three years, we have unresolved conflict and major issues in our marriage. We argue constantly. I truly believe that having a baby to love will solve our problems, bring us closer together and save our marriage.
- All our friends who married around the same time we did are pregnant or have just had babies. We are so excluded because we can't relate with what they are going through and feel like we don't have anything in common with them. I guess we should have a baby too so we can relate and maintain our friendships.

## Choosing Adoption

Becoming a parent is challenging at any stage of life, even more so when the parents are teenagers. Although parenthood is very rewarding, it also requires maturity. This is why some teens who become pregnant choose adoption for their baby. Seek the support of your parents/guardians or other trusted adult. There are many organizations who can provide information on adoption.



Three types of adoption:

1. Open—The birth parents and the adoptive parents may meet and share names and addresses.
2. Semi-open—The adoption agency can provide the birth parents with information about the baby from the adoptive parents and vice versa, but there is no direct contact between the birth parents and the baby. Identities are usually kept hidden.
3. Closed—The birth parents and the adoptive parents do not meet or know each other's names. The adoptive parents only get information about the medical history and family history of the birth parents but nothing that would identify them.

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### Standards:

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

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## **Presenter Notes:**

Info from

<https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion>

VIDEO (length 3:46)

Video Link:

<https://jcschools.instructuremedia.com/embed/19fdecceb-97dd-4eae-ae61-319ec28d5900>

Original Link from BraveLove: <https://vimeo.com/844257878>

Transcript:

(uplifting music)

Narrator: Meet Camille. She never thought it would be her. In spite of things feeling a bit out of control, she's doing her best to understand her options so she can make a good decision for herself and her child. Adoption was the one she knew the least about. Instead of just ruling it out, she's taking the time to learn more about what adoption looks like today. Here it is, broken down into some basic steps. The first step is to get the facts. Talk to an adoption professional, either from an adoption agency or law firm. They'll explain what's involved every step of the way. Next, pick an adoption agency or attorney. All agencies have case workers who work with expectant moms and serve as a guide during the pregnancy. If someone is considering working with an attorney, be sure that he or she has plenty of experience with adoption, and ask what services and support they offer. The next step is to create a personalized adoption plan. A birth mom is in control of all her adoptive decisions. For example, what she wants in a family, and then how to choose a family, how much contact she wants with her child and the adoptive family, how does the baby's father fit into all of this and his legal rights, what all the paperwork and legal terms mean, how she wants the delivery and hospital stay to go, as detailed as who's in the room when she delivers and who holds the baby first, what to expect with the grief and loss and the sad feelings afterwards, and then specific ways to get help and support to move forward. Once an adoption plan is created, choose a family. The caseworker will share profile books with the expectant mom. They're like family scrapbooks. These families have been carefully interviewed and approved by the agency to make sure they will provide a safe and loving home for a child. Some women even choose to meet the family before the baby is born. This is a good time for an expectant mom to ask her caseworker to connect her with a birth mom. Speaking with someone who has already placed may be helpful for her when exploring her options, and could provide a unique avenue of support. After the woman gives birth to the baby is when she signs the adoption papers. This is probably the most emotional part of the process, because she's making a

permanent legal decision to basically say, "I'm signing over my legal rights to this family to be parents of my child." Again, the caseworker explains all of this, especially regarding how much time between the birth and signing the paperwork, as this can vary from state to state. Lastly, find support afterwards. Placing a baby for adoption is a big decision. Processing through it all is really important, for the short and long term. Your caseworker will help you find support groups and counselors, help with communication between the birth family and the adoptive family, connect you with other birth moms through online and in-person groups. Back to Camille, she's still not sure what she's going to do, but she now knows more about adoption than she did before. She sees that she would get to be involved and in control. Though challenging, it could be the beginning of something new and good, but it's her choice and her plan.

(uplifting music)

## Choosing Adoption

Adoption is a loving option for unplanned pregnancy. No two stories from birth mothers about their adoption experience are the same; however, their stories erase stigmas and can change the narrative of adoption from shame to hope.

- "I chose adoption so this 17-year-old girl could grow up and be the person he needed."
  - Unexpectedly pregnant at the age of 17, Morgan chose adoption for herself and her son. She faced many stigmas from those around her and desires to break those stigmas in through the career she has now as an adult. This is Morgan's story and why she chose adoption.



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### Standards:

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## Presenter Notes:

Info from

<https://www.acog.org/womens-health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion> <https://www.bravelove.org/>

VIDEO (length 5:00)

Video Link:

<https://jcschools.instructuremedia.com/embed/a5ca7209-fb38-4576-9b2e-a7648c09561c>

Original Link from BraveLove: <https://vimeo.com/878676740/cef728faaf>

Transcript:

My name is Morgan and I'm a birth mom. I got pregnant at 17 and I was still in high school, so I felt very ashamed of myself. So I hid my pregnancy. Um, for nine months. I stayed alone and I distanced myself from a lot of people and I hid it from my family, my friends, um, my parents. Only a couple people knew which one of them was, uh, my teacher in high school, she's the one who actually talked to me about adoption and let me know what adoption was. I think I still had like this perception like everybody else has. Um, where you think that somebody just comes and takes your baby and you never see 'em again, and then you find they find you when they turn 18. I think that's what kind of my perception was. Lifetime movies, um, is what I thought of whenever I thought of adoption. When I got to the hospital, they, they asked me a lot of questions and I said, well, I wanna place him for adoption. And then that's when they were like, okay. And so they asked me, you know, do you want him placed on your chest when he was born? And I said, no. They said, do you wanna hold him? I said, no. Um, so he was born, they told me it was a boy. And I remember crying even more because I was like, I've always wanted a boy. I don't have, I don't have any brothers.

They said they knew about one adoption agency. So right after that, they called him. Um, and Deaconess showed up. People suspected I was pregnant and then they knew I was no longer pregnant. And so when I would tell them, they kind of called me selfish or called me or said that, um, I was just trying to get out of being a mom. And I was tell 'em, no, I'm not, you know, I made this decision for him 'cause I wanted him to have a life that I couldn't give him. Um, I wanted him to have the best life. So I chose adoption so that this 17 year old girl could grow up and be the person that, The person that he needed. So, so that's what I did. The adoption agency had, um, support groups every month at the time. And so I would go and I felt not alone anymore. There were people around me that, um, understood what I was going through and could understand my emotions. And I didn't feel alone. I didn't feel judged. Um, I started getting families sent to me. I guess I was looking for a flaw 'cause I was like, well, maybe if I find a flaw, I don't have to do this. I can just bring him

home with me and we'll figure it out from there. And, but I couldn't find any flaws in them. I was like, they're wonderful. And we met, and again, I left and I was like, they're perfect. It was like, they're absolutely amazing. They never felt like they were strangers. They asked me if I wanted to come to his first birthday. Um, and I was so excited at the time. I would just sit there and I would just watch him just for a moment. I got to be a part of their lives. And it was literally like the best thing in the whole world. So he's always known me as his birth mom. Um, he's never known me as anything else. After I placed my son, I said, I want to help the world. I wanna help change the world in every way that I can. And so I decided I wanted to be a social worker. I wanted to work with pregnant women, pregnant teens specifically. I feel, I feel like they get this stigma and um, this, uh, label and I just kind of wanted to help them through that. Now that I'm married, I have, uh, one kid. I am pregnant, so I am going to have another one. Um, and life has been good. Life is good now. Um, I still see my son as much as I can. It's not as often 'cause he's getting older and he has a life. When I had my daughter, I told people I felt like this was my first Mother's day, um, two years ago when I had her, because I never felt like a mom. I always felt like a birth mom. I felt like I am not the one who picks you up whenever you're hurt. I'm not the one you go to crying when you need something. He has a mom and I'm, and I'm your birth mom. So that means I'm here when you need me. I am here if you want to talk. I am here for the fun. I am here for the games of being a mom. A birth mom is, I had to make that choice that of what was best for you and not what was best for me as putting my own self aside. So I might describe adoption as hard 'cause it is hard, but there's so much love. I mean, regardless of how hard it is, is I don't know anybody who ever says that they don't love their kid. It's just hard. It's just different. But it's still love.

**There's always a choice.  
Never harm an unborn child or infant.**

**Safe Haven Law**

For some teens, the difficulties of an unplanned pregnancy or being a parent are too overwhelming. Without a support system, they may feel they lack choices.

The Tennessee Safe Haven Law provides a legal and safe alternative for women who feel they have no other choice but to anonymously surrender their babies. This law provides a safe and legal alternative to infant abandonment.

Safe Haven allows mothers of newborns to surrender unharmed babies to designated facilities within two weeks of birth without fear of being prosecuted for abandonment. As long as the baby is unharmed and the child is surrendered within two weeks of birth, the mother or parents will not be prosecuted and is assured of complete confidentiality. Any staff present at the location may take the surrendered baby. They may ask for information, but the mother is not required to answer.

- The Secret Safe Place for Newborns of Tennessee Help Line is 1-866-699-SAFE. It is a confidential service.
- TN Safe Haven Facilities-staff must be present at the facility at time of surrender
  - Hospitals, Birthing Centers, Health Departments, Outpatient/Walk-In Clinics, Fire Stations (24/7), Emergency Medical Service Facilities, Police Stations (24/7)

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**Standards:**

HS.HGD.11 Explain adoption and the types of adoption (open, semi-open, and closed).

**Law:**

- 49-6-1304. Family life instruction.
- (8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal, and financial factors;
- (10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases, including but not limited to HIV/AIDS, and the financial and emotional responsibility of raising a child;
- (12) Notwithstanding § 49-6-1302(a)(1), inform students, in all LEAs, concerning the process of adoption and its benefits. The state board of education, with the assistance of the department of education, shall develop guidelines for appropriate kindergarten through grade twelve (K-12) instruction on adoption, what adoption is, and the benefits of adoption. The guidelines shall be distributed by the department of education to each LEA by the start of the 2015-2016 school year;

**Presenter Notes:**

Information from TN Dept of Children's Services at



<https://www.tn.gov/dcs/program-areas/child-safety/safe-haven-law.html>

# **Prenatal Development, Care, and Decisions**

Lifetime Wellness  
Day Six

2024 - 2025

**END OF PRESENTATION**

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