FEDERAL WAY PUBLIC SCHOOLS

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

HEALTH, GRADES 11-12

Preview Night Materials

Comprehensive Sexual Health Unit

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Standards:

Lesson	Standards
Lesson 1: Introduction and Healthy Relationship	• Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb • Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS
Lesson 2: Coercion and Consent	• Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS • Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS • Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa
Lesson 3: Abstinence and Birth Control Methods	• Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS • Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb • Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa
Lesson 4: HIV/STDs Prevention	• Describe behaviors that impact reproductive health. H1.Se1.HSc • Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb • Demonstrate steps to using a condom correctly. H7.Se4.HS • Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa
Lesson 5: HIV/STDs Testing	• Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS

Grade: High School – 11th/12th Grade

Lesson 1: Introduction and Healthy Relationships

Standard(s):

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

Learning Objective(s):

- LT – I will learn how to identify and avoid unhealthy relationships.
- SC – I can summarize the qualities of healthy and unhealthy romantic and sexual relationships and demonstrate effective strategies to avoid or end an unhealthy relationship.

Warm-up

We will be learning about these topics in the sexual health unit.

Which topic do you already know the most about (for example, from health class, books, your family, etc.)?

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

Which topic do you think will be most interesting to learn about?

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

FLASH Bill of Rights

1. The right to be treated with respect

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

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

4. The right to receive accurate answers

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

6. The right to live free of discrimination, harassment, intimidation, and bullying

Anonymous Questions

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

2. **The question can be about any topic in this unit.**
   - Sexual health
   - Sexually transmitted diseases
   - HIV and AIDS
   - Birth control
   - Abstinence and decisions about sex
   - Sexual abuse and rape
   - Sexual orientation and gender identity
   - Relationships and love
   - Pregnancy, becoming a parent, abortion, adoption
   - People's bodies

3. **Here are some common ways to start anonymous questions.**
   - Is it true that…?
   - Should you worry if…?
   - What do they mean by…?
   - How do you know if…?
   - Is it normal…?
   - What should you do if…?

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

Exit Ticket

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

Warm-up

List 3 characteristics of a healthy relationship.

How I Want to Be Treated by My Partner

Instructions: Review the following list and circle the top 5 ways you want to be treated in a relationship. You may see many qualities here that you like but try to pick your top 5. When you have finished, complete the bottom of the page.

I want my partner to…

Treat me with respect

Communicate well

Need me

Not pressure me

Support me

Treat me as an equal

Be honest with me

Make me laugh

Protect me

Encourage me

Love me

Trust me

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

Number 1 Quality: _____

Explanation:

Real-Life Couples

1. Marcus and Lillian

   Marcus and Lillian have been going out for 6 months. Marcus thinks Lillian is the prettiest girl he has ever dated and is very smart. Marcus often feels nervous that he might lose her to another guy. One day he told her that she needed to stop talking with other guys.

   Lillian got upset with him for not trusting her and for telling her what to do, and they had a huge fight. Marcus grabbed her by the arms to get her to listen to him and then threw his cell phone across the room, smashing it to pieces. Marcus promised Lillian it would never happen again. He said he couldn't control himself because he was feeling so angry.

2. Tony and Andre

   Tony and Andre have been dating for about 6 months. Tony just made the varsity soccer team. He excitedly calls his boyfriend Andre to tell him the news. Andre is not interested in soccer, but he still talks and listens throughout the conversation, showing Tony he is excited for him.

   Tony invites Andre to his first game. Andre tells him that he can't come because he has a student leadership meeting that night. Tony is disappointed, but he knows that the meeting is as important to Andre as soccer is to him.

   Tony tells Andre it would mean a lot to him if he could come to the game, even if he can't be there for the whole thing. Andre agrees to come during the second half, as soon as his meeting is over.

Healthy, Unhealthy and Warning Signs of Abuse

In a healthy relationship, people …

- Support and encourage each other
- Treat each other as equals
- Have shared interests and separate interests
- Try hard to have honest and clear communication
- Don't pressure each other to do things they aren't comfortable with

In an unhealthy relationship, people …

- Treat their partners disrespectfully and unfairly
- Argue or fight often
- Have no shared interests OR do things ONLY with each other
- Pressure their partners into doing things they aren't comfortable with
- Don't care about their partners' feelings

Warning signs of an abusive relationship include …

- One person throws or breaks things during an argument
- One person tries to control the other (what they do, whom they see, what they wear)
- One person is often jealous or is overly jealous
- One person hurts the other person physically or sexually
- One person humiliates, calls names or puts the other person down

How to Help a Friend

What if your friend is abusing someone?

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

- Express your own emotion or reaction.
  "I don't like it when you talk to people like that." "I'm surprised you'd do that."
- Increase empathy.
  "I hope no one ever treats you like that."
- Make a short statement right away.
  "Leave them alone!"
- Separate the person who is acting abusively.
  "Let's get to class." "Let's get out of here!"
- Get another friend or a trusted adult to help.

What if your friend is the one who's been hurt, assaulted or abused?

Here are some tips if a friend tells you they are scared or have been hurt.

- Listen. It's okay if you don't know what to say. Show that you are glad to listen.
- Believe your friend. People rarely make up stories about being abused or assaulted.
- Show that you care. Say, "I'm sorry this happened." Show with your body language and your facial expression that you care.
- Reassure your friend that it's not their fault. The person who committed the assault is the one responsible. It is never the victim's fault.
- Respect your friend's privacy. Let your friend be in control of their decisions, such as who to tell, when to tell, and what to do. You can decide together on a trusted adult you can both talk to.

Where to Get Help

Love Is Respect is a national, 24-hour resource for youth. Phone, text, or live chat to get help.

1-866-331-9474 or loveisrespect.org

Effective Communication Tips

Voice

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

Intent

Know what you want if you're asking for something.

Body Language

Think about what you're saying with your body. It's best when your body language is saying the same thing as your words.

Approach

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

Effective communication often includes:

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

Exit Ticket

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

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

Grade: High School – 11th/12th Grade

Lesson 2: Coercion and Consent

Standard(s):

- Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS
- Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS
- Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa

Learning Objective(s):

- LT1 – I will learn about the importance of consent in relationships.
- SC1 – I can apply the terms coercion and consent properly to scenarios and identify ways to ensure consent.

Video Link: https://youtu.be/laMtr-rUEmY

Sexual Attitudes Survey

Instructions: Rank each of the following 5 statements. Check off how strongly *you* agree or disagree with each statement, and how strongly you believe *other people your age* would agree or disagree with the statement. There are no right or wrong answers. Write what you honestly think. Do not put your name on this survey.

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

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

Warm-up

Answer the following question in 2 or 3 sentences: Why is it important that people of all genders and sexual orientations work to end sexual violence?

Washington Laws and Resources Handout

What is sexual assault?

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

Different kinds of sexual assault

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

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

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

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

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

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

- The younger person is age16 or 17, and the older person is more than 5 years older and is in a position of authority over the younger person.
- Any school employee has a sexual relationship with any enrolled student under age 21.

Where to Get Help

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

Find help in the United States: nsvrc.org/organizations

Coercion and Consent Scenarios

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

    - Is consent possible in this situation? Why or why not?
    - Would it be different if both people were intoxicated?
    - What could Jackson's friends do to help? What could Naomi's friends do to help?

2. Jamal and Leila have been dating for 6 months. Jamal feels he is ready to have sex, andinvites Leila over to his house one weekend night when his parents are out of town. Alone in the house, Jamal talks with Leila about wanting to have sex and Leila tells him she's not ready. A little later while making out in Jamal's room, he asks her again about having sex. Leila shakes her head no and looks away. Jamal is disappointed but goes no further.

    - Was there consent in this scenario? What did the person say or do to let you know?
    - What should Jamal do now?

3. Rob and Elena are in the school library, when Rob begins to give Elena a backrub. "This research is boring," he says. Elena shrugs her shoulders under his hands. Rob puts his arms around her from behind and pulls her close to him. Elena leans forward and hisses, "Cut it out, you're going to get us in trouble." Rob tries to pull her into the corner and Elena tries to push him away.

    - Was there consent in this scenario? What did the person say or do to let you know?
    - If you have time, read and discuss Scenario 4.

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

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

5. Tyra walked Monica home after they saw a movie together Friday night. When they got to Monica's house, they stood talking for a while. When Monica leaned in and asked "is this okay?" Tyra nodded and they had a quick kiss. Tyra smiled and said, "Can we do that again?" Monica smiled happily and laughed, and they kissed again. Tyra wanted to go further but couldn't really tell what Monica wanted.

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

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

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

Exit Ticket

List 2 nonverbal signs that show someone might be feeling uncomfortable.

Grade: High School – 11th/12th Grade

Lesson 3: Abstinence and Birth Control Methods

Standard(s):

- Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS
- Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb
- Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa

Learning Objective(s):

- LT– I will learn about healthy behaviors that can help avoid or reduce the risk of contracting an STD, including HIV.
- SC1 – I can define abstinent and analyze influences that may have an impact on deciding to be abstinent.
- SC2 – I can demonstrate effective use of refusal skills.

Warm-up

The majority of high school students are abstinent. List at least 2 benefits of not having oral, anal, or vaginal sex.

Refusal Skills Visual

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

Refusal Skills Example

Fully Scripted for Class Demonstration

Jonathan and Amber are a straight, cisgender couple who have been dating for 2 weeks. They talked last week and decided they were not going to have sex. Jonathan is not ready to have sex and is scared by the idea of getting someone pregnant.

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

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

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

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

Jonathan: Amber, I'm not ready to have sex and I don't want to get you pregnant. I think we should go outside to hang out so we don't get more tempted.

Amber: Okay, you're right. I respect that.

Refusal Skills Scenario A

Jonathan and Amber are a straight, cisgender couple who have been dating for 2 weeks. They talked last week and decided they were not going to have sex. Jonathan is not ready to have sex and is scared by the idea of getting someone pregnant.

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

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

Jonathan: _____

_____

_____

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

Jonathan: _____

_____

_____

Amber: Okay, you're right. I respect that.

Refusal Skills Scenario B

Amara and Son run into each other at a party. Amara is a trans straight girl who has had crush on Son since meeting him at their school GSA. Son is cisgender and also straight. He has been talking with Amara for a while and tells her how pretty she looks tonight. Son has been drinking and offers Amara a beer. Amara likes Son and wants to keep talking to him, but she doesn't want to drink.

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

Amara: _____

_____

_____

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

Amara: _____

_____

_____

Son: Okay, you're right. I respect that.

Refusal Skills Scenario C

Roz is a nonbinary, queer tenth grader who is hanging out at the mall after school with friends. Anthony, whose sexual orientation and gender identity we don't know, is 20 years old and just stopped by with some friends. Roz thinks that Anthony is cute and is flattered when Anthony starts talking to them. Roz's parents only let them hang out with friends their own age. Roz knows their parents would definitely not be okay with them dating someone who is 20.

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

Rosibel: _____

_____

_____

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

Rosibel: _____

_____

_____

Anthony: Okay, you're right. I respect that.

Refusal Skills Scenario D

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

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

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

Grace: _____

_____

_____

Stacia: You better rethink that before she finds someone else. You keep saying that you're in love with her!

Grace: _____

_____

_____

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

Exit Ticket

List three things a person could do if someone is pressuring them to do something sexually that they don't want.

Warm-up

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

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

Easy to use

Effective

Safe

Inexpensive

Easy to get

Good side effects

Partner likes it

Protects against STDs, including HIV

Fits with personal beliefs

Good for health

Heard good things about it from family and friends

Sexual Health Resources in the U.S.

Confidential

Click on the map to find out if sexual health services are confidential in your state. sexetc.org/state

Birth Control and STD Clinics

There are many websites and phone numbers to help teens find birth control, condoms, emergency contraception, pregnancy tests, STD tests and HIV tests.

- Enter your zip code or call to find the nearest Planned Parenthood clinic. plannedparenthood.org or 800-230-PLAN
- Scroll to "Find a Family Planning Clinic." Enter your zip code to find the nearest birth control clinic that is free or low cost. opa.hhs.gov
- Enter your zip code to find a clinic for HIV tests, birth control, counseling and other services. HIV.gov
- Call your local public health department to get information about local birth control and STD clinics.
- Birth control method information: cdc.gov/reproductivehealth/contraception
- STD Information: cdc.gov/std
- HPV Vaccine Information: cdc.gov/vaccines/vpd-vac/hpv
- PrEP and PEP information to prevent HIV: cdc.gov/hiv/basics/prep and cdc.gov/hiv/basics/pep

Help Finding a Clinic and Other Services

Enter your address to find the nearest health clinics that are free or low cost. These clinics are for all health issues, not just sexual health. findahealthcenter.hrsa.gov

Prenatal Care

- Scroll to your state to find the phone number for the Women, Infants, Children (WIC) Program. fns.usda.gov/wic/program-contacts
- WIC is a nationwide nutrition program that helps pregnant people, new parents, and young children eat well, learn about nutrition and stay healthy. They also give information about where to get prenatal care.

Abortion Clinics

- Click on the map to see a list of abortion clinics by state. prochoice.org/patients/find-a-provider
- Call 800-772-9100 to find the nearest abortion clinic, get more information, and get financial help.

Adoption Agencies

- Both of these organizations provide unbiased support to individuals who may be considering adoption:
- Open Adoption and Family Services: visit openadopt.org or call 800-772-1115
- Friends in Adoption: visit friendsinadoption.org or call 800-982-3678 or text 518-350-4581

Commercial Watchers Worksheet

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

IUD

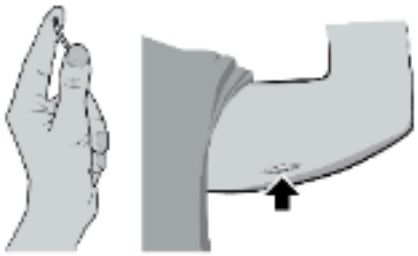


Important Points:

1.

2.

Implant

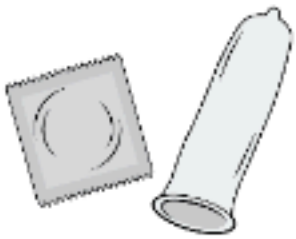


Important Points:

1.

2.

Condom



Important Points:

1.

2.

EC (Emergency Contraception)

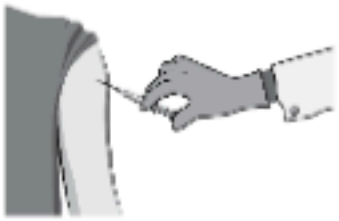


Important Points:

1.

2.

Depo Shot

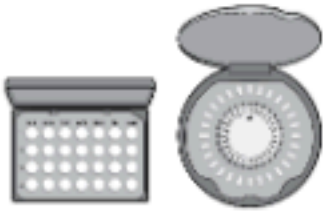


Important Points:

1.

2.

Birth Control Pill



Important Points:

1.

2.

Patch



Important Points:

1.

2.

Vaginal Ring

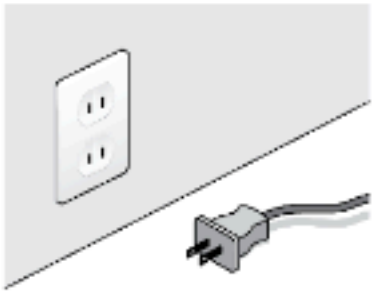


Important Points:

1.

2.

Pulling Out (Withdrawal)



Important Points:

1.

2.

IUD

What is it?

- The IUD is a small object that stays in the uterus. It is very safe and easy to use.
- It prevents pregnancy up to 12 years, depending on the type.
- The IUD works mainly by slowing down sperm (copper IUD) or making it hard for sperm to reach an egg (hormone IUD).
- With the hormone IUD, the hormone slowly leaves the IUD and goes into the uterus. It is similar to natural hormones.



Is the IUD safe?

- Yes, the IUD is very safe.
- A person can get pregnant as soon as a doctor takes the IUD out.

Is the IUD good at preventing pregnancy?

- Yes, it is one of the most effective methods of birth control.
- An IUD can also be used for emergency contraception.
- It does not protect against STDs or HIV.

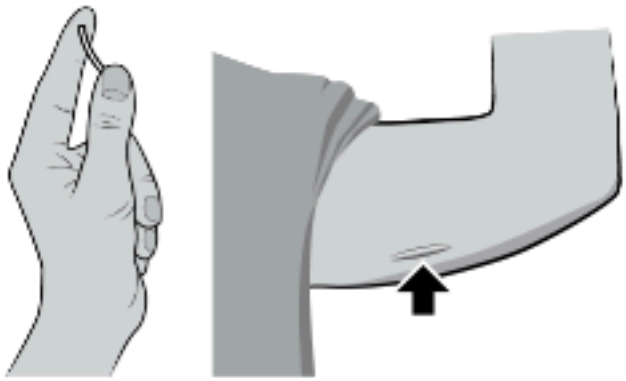
How do you get an IUD?

- From a health clinic. The IUD is folded into a skinny straight tube, which a doctor gently slides into the uterus, through the vagina.
- A doctor takes it out when you are done with it.

Source: Contraceptive Technology, 22nd revised edition, 2024

Implant

What is it?



- The implant is a soft tube that goes under the skin in the upper arm. It is very safe and easy to use.
- The implant lasts for 5 years. People who have a uterus and ovaries can use the implant.
- It works by making it hard for sperm to get to the uterus and by stopping the ovaries from releasing an egg.
- The hormone slowly leaves the implant and goes into the body. It is similar to natural hormones.

Is the implant safe?

- Yes, the implant is very safe.
- A person can get pregnant as soon as a doctor takes out the implant.

Is the implant good at preventing pregnancy?

- Yes, it is the most effective method of birth control.
- It does not protect against STDs or HIV.

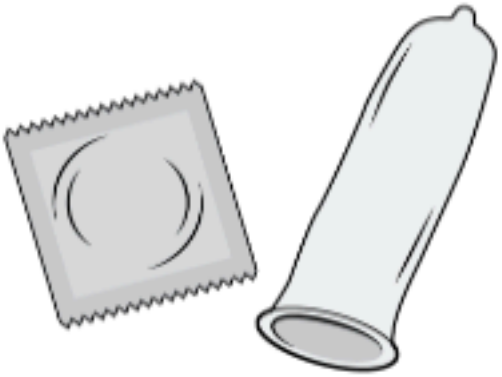
How do you get an implant?

- From a health clinic. A doctor uses a thin tube to put the implant under the skin in the upper arm. There are no stitches, just a bandaid.
- A doctor takes it out when you are done with it.

Source: Contraceptive Technology, 22nd revised edition, 2024

Condom

What is it?



- Condoms are worn over the penis to catch semen. They are like thin, strong, stretchy gloves.
- The condom is unrolled over the penis when the penis is hard.
- The tip of the condom should be squeezed to push out air. This leaves room to catch the semen when it comes out.
- Some people use slippery gel, called lube, on the outside and inside of the condom. Lube makes the condom feel better during sex.
- After sex, a person must hold the condom onto the base of their penis, so it won't slip off and spill semen.
- The condom is used only once. Then it is thrown away.

Is the condom safe?

- Yes, condoms are very safe.
- Some people are allergic to latex. They need to ask for condoms made of vinyl or polyurethane (a type of plastic).

Is the condom good at preventing pregnancy?

- Yes, condoms are very good at preventing pregnancy. They are also very good at preventing STDs and HIV.
- Many people use a condom and a method of birth control at the same time. This gives even more protection against pregnancy.

How do you get condoms?

- Condoms are very easy to get.
- People get them from health clinics, drugstores, and gas stations.
- People of any age can buy condoms.

Source: Contraceptive Technology, 22nd revised edition, 2024

Emergency Contraception (EC)

What is it?



- EC is a type of birth control that is used after unprotected vaginal sex. There are two kinds: pills and IUD.
- EC is used by people who have a uterus and ovaries.
- EC is the only way to prevent pregnancy after unprotected sex. It is good to have EC pills on hand, just in case.
- There are many brands of EC pills. EC is sometimes called the "morning after pill."
- EC does not protect against STDs or HIV.

Is emergency contraception safe?

- EC is very safe.
- If EC doesn't work, it will not harm the pregnancy. It does not cause an abortion.

Is emergency contraception good at preventing pregnancy?

- EC pills are much more effective the sooner they are taken.
- EC pills can be taken up to 5 days after vaginal sex.
- EC works by preventing the ovaries from releasing an egg.

How do you get emergency contraception?

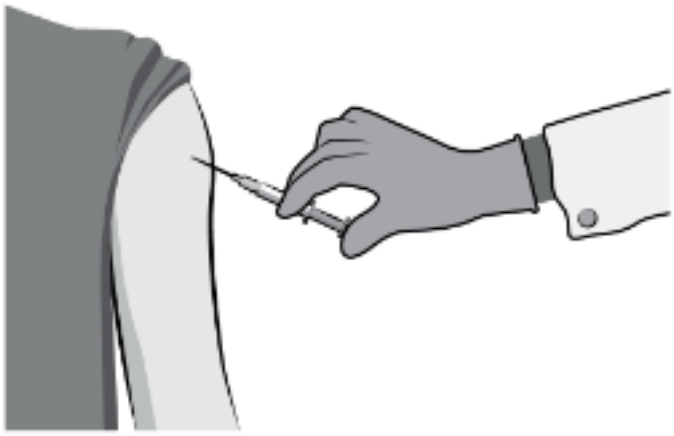
- EC pills are in the pharmacy area of the drugstore. Call first to make sure they have it.
- All brands of EC pills can be bought at a drugstore. A prescription is not needed, except for ella. A person of any age or gender can buy EC.
- Many health clinics also carry EC. Call first to make sure they have it.

Source: Contraceptive Technology, 22nd revised edition, 2024

Depo Shot

What is it?

- The depo shot is given into the arm or hip every 3 months. It is also called Depo-Provera.
- A person needs to get a shot four times per year.
- It is used by people who have a uterus and ovaries.
- It is made of a hormone, like the ones that occur naturally in the body.



Is depo safe?

- The shot is very safe.

Is depo good at preventing pregnancy?

- The shot is very effective when used correctly.
- The shot prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- The shot does not protect against STDs or HIV.

How do you get depo?

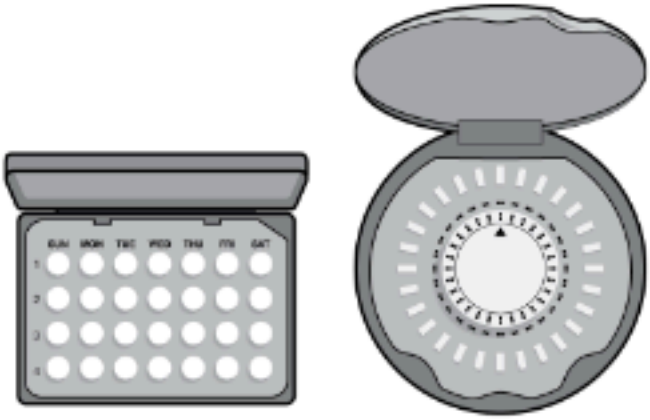
- A person needs to go to a doctor to get the shot.

Source: Contraceptive Technology, 22nd revised edition, 2024

Birth Control Pill

What is it?

- A person takes the pill once a day to prevent pregnancy.
- The pill is used by people who have a uterus and ovaries.
- It is made of hormones just like the ones that occur naturally in the body.



Is the pill safe?

- The pill is very safe.
- It is good for your health. It helps prevent some types of cancer, it makes bones stronger, and it helps acne. It also makes period cramps better.

Is the pill good at preventing pregnancy?

- Birth control pills are very good at preventing pregnancy when used correctly.
- The pill prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- Birth control pills work well for people who can remember to take a pill every day.
- They do not protect against STDs or HIV.

How do you get the pill?

- A person needs to go to a doctor to get started on the pill.
- One type of birth control pill will be in drugstores without a prescription or going to the doctor first, starting some time in 2024.

Source: Contraceptive Technology, 22nd revised edition, 2024

Patch

What is it?



- The patch is a small, thin, tan-colored square or circle that sticks to the skin.
- It is used by people who have a uterus and ovaries.
- A new patch is put on once a week, for 3 weeks in a row. Then the person goes 1 week without a patch.
- A person wearing the patch can take showers, swim, play sports, and use hot tubs.

Is the patch safe?

- The patch is very safe.
- A person can get pregnant as soon as they stop using the patch.

Is the patch good at preventing pregnancy?

- The patch is very effective when used correctly.
- It has hormones just like the ones that occur naturally in the body. The hormones are released into the body through the skin.
- The patch prevents pregnancy by stopping the ovaries from releasing an egg each month.
- The patch does not protect against STDs or HIV.

How do you get the patch?

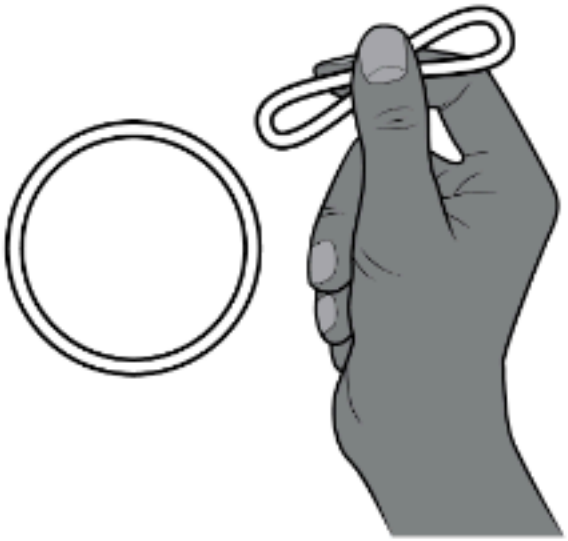
- A person needs to go to a doctor to get started on the patch.

Source: Contraceptive Technology, 22nd revised edition, 2024

Vaginal Ring

What is it?

- The ring is soft, plastic birth control that goes in the vagina.
- The ring stays in the vagina for 3 weeks. Then the person goes 1 week without a ring.
- The ring does not hurt. The person using it should not be able to feel it.
- There are hormones in the ring. They are similar to hormones that occur naturally in the body.



Is the vaginal ring safe?

- The ring is very safe.
- A person can get pregnant as soon as they stop using the ring.
- The ring is very helpful for people with heavy or painful periods.

Is the vaginal ring good at preventing pregnancy?

- The ring is very effective when used correctly.
- The ring prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.
- It does not protect against STDs or HIV.

How do you get the vaginal ring?

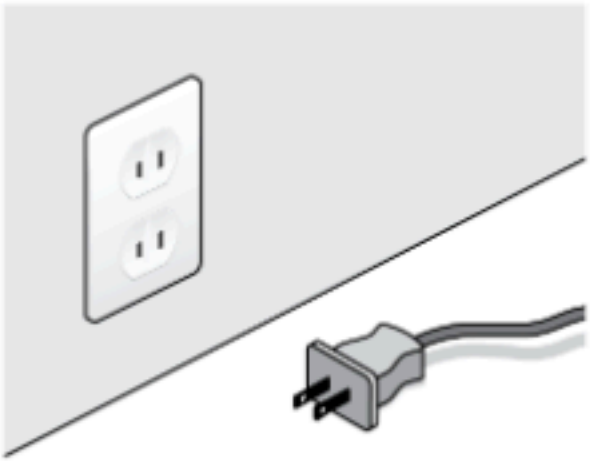
- A person needs to go to a doctor to get started on the ring.

Source: Contraceptive Technology, 22nd revised edition, 2024

Pulling Out (Withdrawal)

What is it?

- A person pulls their penis out of their partner's body before they ejaculate.
- Pulling out is free and always available.
- It can be used at the same time as other methods of birth control.
- Pulling out lowers the chance of getting HIV and some STDs. It does not give full protection.



Is it safe to pull out?

- Pulling out is not harmful to the body.

Is pulling out good at preventing pregnancy?

- It is much more effective than most people think, when used correctly.
- It is very effective for people who can tell when they are about to ejaculate.
- It takes experience and self-control to pull out in time.
- A person should not get semen near the other person's genitals when pulling out.
- There is a drop of fluid on the tip of the penis before a person ejaculates. The chance of getting pregnant from this fluid is very low.

Source: Contraceptive Technology, 22nd revised edition, 2024

Exit Ticket

What is the benefit of using a condom at the same time as another method of birth control for a couple having vaginal sex?

Grade: High School – 11th/12th Grade

Lesson 4: HIV/STD Prevention

Standard(s):

- Describe behaviors that impact reproductive health. H1.Se1.HSc
- Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb
- Demonstrate steps to using a condom correctly. H7.Se4.HS
- Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa

Learning Objective(s):

- LT1 – I will learn how HIV is transmitted and how using condoms correctly can prevent the spread of HIV/STD infections.
- SC1 – I can describe the steps to using a condom correctly and explain the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STD infection.

Warm-up

The best way to avoid getting or giving an STD is not to have sex. For people who are having vaginal or anal sex, the best way to avoid getting or giving an STD is to use a condom. Choose one of the following statements and write 1 or 2 sentences about why you agree with it.

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

- If I have sex, I will use condoms.

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

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

- People of all sexual orientations and gender identities need to protect themselves from HIV and other STDs.

STD Graffiti Stations Worksheet

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

2. People can get an STD by…

3. People might think they have an STD if…

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

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

My Plan for Avoiding STDs

1. What's one thing I'm already doing that helps protect me from giving or getting an STD?

2. What's one more thing I will commit to do for the next 6 months to lower my chances of giving or getting an STD?

3. What things could make it hard to stick to this commitment? What will I do if any of these things happen to make sure I can stick to my goal?

4. Why is it important that I take steps to protect myself from STDs, instead of just letting my partner handle it?

Sexual Health Resources in the U.S.

Confidential

Click on the map to find out if sexual health services are confidential in your state. sexetc.org/state

Birth Control and STD Clinics

There are many websites and phone numbers to help teens find birth control, condoms, emergency contraception, pregnancy tests, STD tests and HIV tests.

- Enter your zip code or call to find the nearest Planned Parenthood clinic. plannedparenthood.org or 800-230-PLAN
- Scroll to "Find a Family Planning Clinic." Enter your zip code to find the nearest birth control clinic that is free or low cost. opa.hhs.gov
- Enter your zip code to find a clinic for HIV tests, birth control, counseling and other services. HIV.gov
- Call your local public health department to get information about local birth control and STD clinics.
- Birth control method information: cdc.gov/reproductivehealth/contraception
- STD Information: cdc.gov/std
- HPV Vaccine Information: cdc.gov/vaccines/vpd-vac/hpv
- PrEP and PEP information to prevent HIV: cdc.gov/hiv/basics/prep and cdc.gov/hiv/basics/pep

Help Finding a Clinic and Other Services

Enter your address to find the nearest health clinics that are free or low cost. These clinics are for all health issues, not just sexual health. findahealthcenter.hrsa.gov

Prenatal Care

- Scroll to your state to find the phone number for the Women, Infants, Children (WIC) Program. fns.usda.gov/wic/program-contacts
- WIC is a nationwide nutrition program that helps pregnant people, new parents, and young children eat well, learn about nutrition and stay healthy. They also give information about where to get prenatal care.

Abortion Clinics

- Click on the map to see a list of abortion clinics by state. prochoice.org/patients/find-a-provider
- Call 800-772-9100 to find the nearest abortion clinic, get more information, and get financial help.

Adoption Agencies

- Both of these organizations provide unbiased support to individuals who may be considering adoption:
- Open Adoption and Family Services: visit openadopt.org or call 800-772-1115
- Friends in Adoption: visit friendsinadoption.org or call 800-982-3678 or text 518-350-4581

Warm-up

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

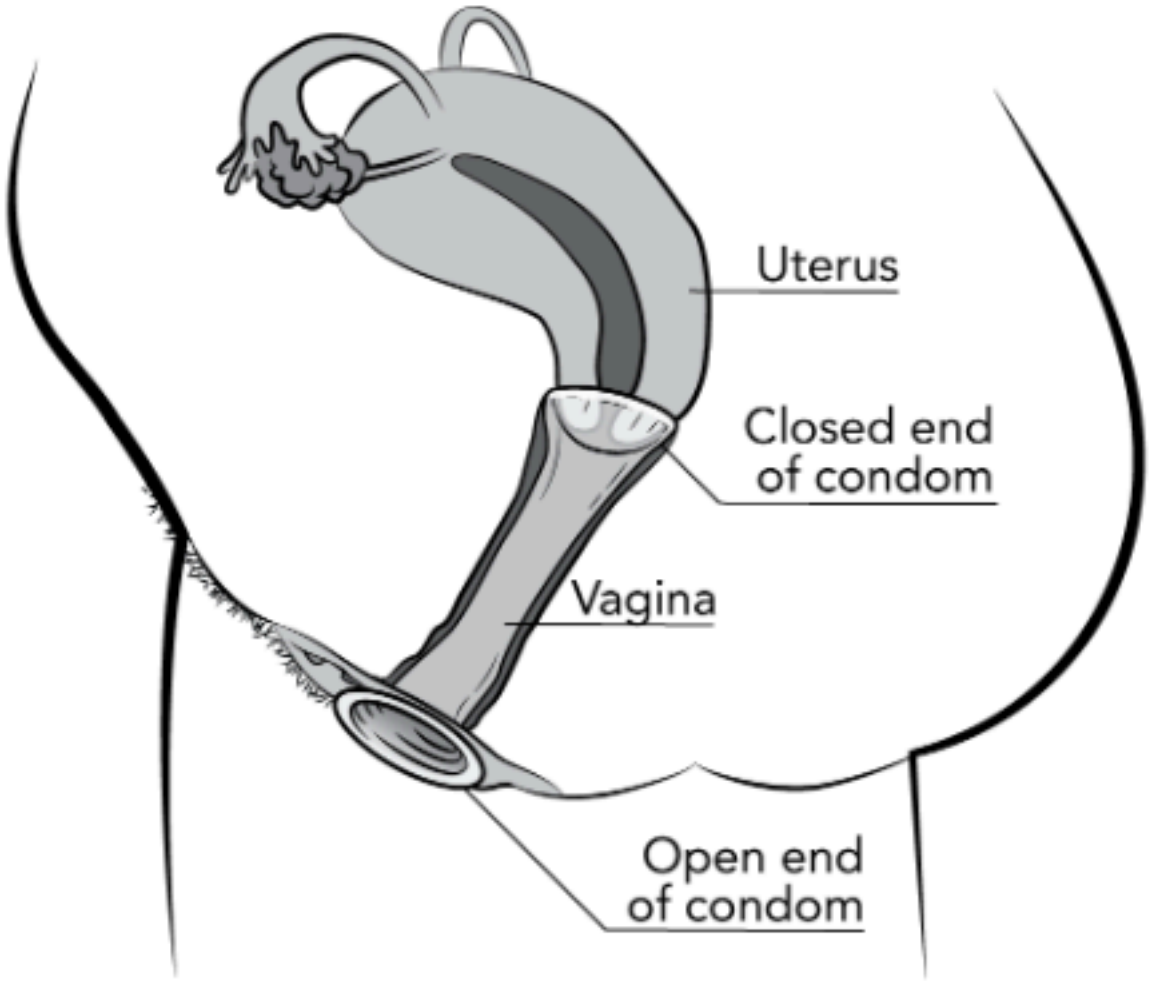
Visual 1: Condom Facts

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

Actual research example:

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

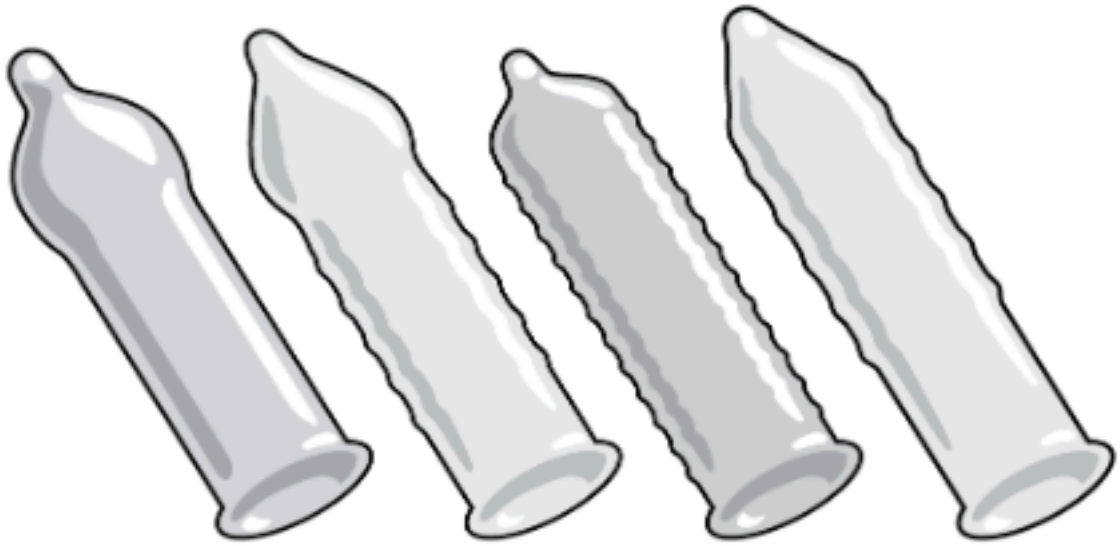
Visual 2: Vagina Condom



Visual 3: Condom Variation

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

- All condoms sold in the United States meet safety standards.



Grade: High School – 11th/12th Grade

Lesson 5: Testing for HIV and other STDs

Standard(s):

- Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS

Learning Objective(s):

- LT – I will learn about the importance of sexually active youth getting tested for STDs and HIV, and where to access valid and reliable information about STD and HIV testing and treatment services.
- SC – I can advocate for sexually active youth to be tested for STDs and HIV, including explaining the importance of testing and accessing valid and reliable information about testing and treatment services.

Warm-up

When people have an STD, including HIV, they usually have no symptoms. Testing is the only way to know for sure. There are many good reasons to get tested for HIV and other STDs, if a person has had anal or vaginal sex without a condom.

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

☐ **Protect current partner:** If people know they have an STD, they can tell their partner(s), so their partner(s) can get tested (and treated if needed,).

☐ **Prevent the spread of STDs:** If people know they have an STD, they can take action to prevent it from spreading: take medicine, tell their partner(s), use condoms for vaginal or anal sex, or be abstinent.

☐ **Protect one's own health:** If people know they have an STD, they can get medicine right away, which cures most STDs. Treatment can make other STDs, including HIV, less severe.

☐ **Reassurance:** If people learn they don't have HIV or other STDs, it can give them peace of mind. Then they can decide to use condoms for vaginal or anal sex, or be abstinent.

HIV Review Quiz

1. **What do the letters in HIV stand for?**

   H _____

   I _____

   V _____

2. **What do the letters in AIDS stand for?**

   A _____

   I _____

   D _____

   S _____

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

   1. _____ 3. _____

   2. _____ 4. _____

4. **List 3 ways people can get HIV.**

   1. _____

   2. _____

   3. _____

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

   1. _____

   2. _____

   3. _____

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

   _____

   _____

HIV Review Quiz: Answer Key

1. **What do the letters in HIV stand for?**
   Human
   Immunodeficiency
   Virus

2. **What do the letters in AIDS stand for?**
   Acquired
   Immune
   Deficiency
   Syndrome

3. **If a person has HIV, list 4 body fluids that contain the virus.** (Any 4 below)
   - Blood
   - Semen
   - Vaginal fluid
   - Rectal fluid
   - Breast milk

4. **List 3 ways people can get HIV.**
   1. Unprotected vaginal or anal with someone who has HIV
   2. Sharing needles with someone who has HIV (for injecting them)
   3. Childbirth or breastfeeding from someone who has HIV

5. **List 3 ways that a person can prevent getting HIV.** (Any 3 below)
   - Using a condom for vaginal or anal sex
   - Not having vaginal or anal sex
   - Not injecting drugs
   - Taking PREP (medicine that prevents HIV before having sex)

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

Where to Get Tested

Instructions: Look up information about 1 nearby clinic that offers tests for HIV, other STDs, or both. Use the worksheet to record your findings.

- Get specific information that you could share with a friend who needs to get tested.
- If there isn't a clinic nearby, you may have to find one further away.
- Keep track of your sources of information at the bottom of the worksheet. This section will also give you good tips on where to get information.
- Internet is required. Phone and text are optional.

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

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

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

4. **What other services does the clinic have?**
   (For example, condoms, pregnancy test, birth control, medication for HIV, etc.)

5. **Is the appointment confidential?** ☐ Yes ☐ No
   (For example, does a teen need a parent's permission to get tested? If the results show that a teen has an STD, will the parent be called?)

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

7. **Are patients of all sexual orientations and gender identities welcome?** ☐ Yes ☐ No

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

9. **How does the clinic give test results to the patient?**
   (For example, come back to the clinic, phone call, etc.)

10. **Write driving directions from the high school to the clinic.**

11. **Is there a bus or train a person could take from school to the clinic?**
    ☐ Yes ☐ No If "yes," write directions

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

☐ Enter zip code at hiv.gov for map of clinics

☐ Look up laws about HIV testing for teens in your state and other related topics at sexetc.org/state

☐ Other websites

_____

_____

☐ Other phone numbers

_____

_____

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

_____

_____

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

_____

_____

STD Testing Scenario

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

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

1. Start by saying something supportive to Lena. Be sure to avoid judgment or scare tactics.

2. Next, give Lena some helpful facts. Use information you learned in today's lesson.

3. Conclude by offering to help Lena in some way. (You could drive her to the clinic, go with her for support, help her look up other information, ask her what you can do to help, etc.)

Exit Ticket

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

Assessment Questions

1. Which situation(s) should lead people to visit a clinic for an HIV test?

    a. If they've had unprotected anal or vaginal sex
    b. If a current or past partner tells them they have HIV
    c. If they've kissed someone who has HIV
    d. A and B only

2. Why should people tell their partner(s) if they think they have an STD?

    a. So the partner can get tested
    b. So the partner can get treated, if needed
    c. It would be a good prank
    d. It's the responsible thing to do
    e. A, B and D

3. There are many good reasons to get tested for HIV and other STDs, if a person has had anal or vaginal sex without a condom. Describe one reason that seems especially important.

4. List 2 places a person could find the name of a clinic that offers testing for HIV and other STDs.

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