FEDERAL WAY
PUBLIC SCHOOLS

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

HEALTH, GRADES 6-8
CURRICULUM GUIDE
SEXUAL HEALTH UNIT

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Grades 6-8 Lesson 1

Learning Targets:

- I will learn about the physical, emotional, and social changes of puberty.
- I will learn about the basic reproductive organs and their functions.

Success Criteria:

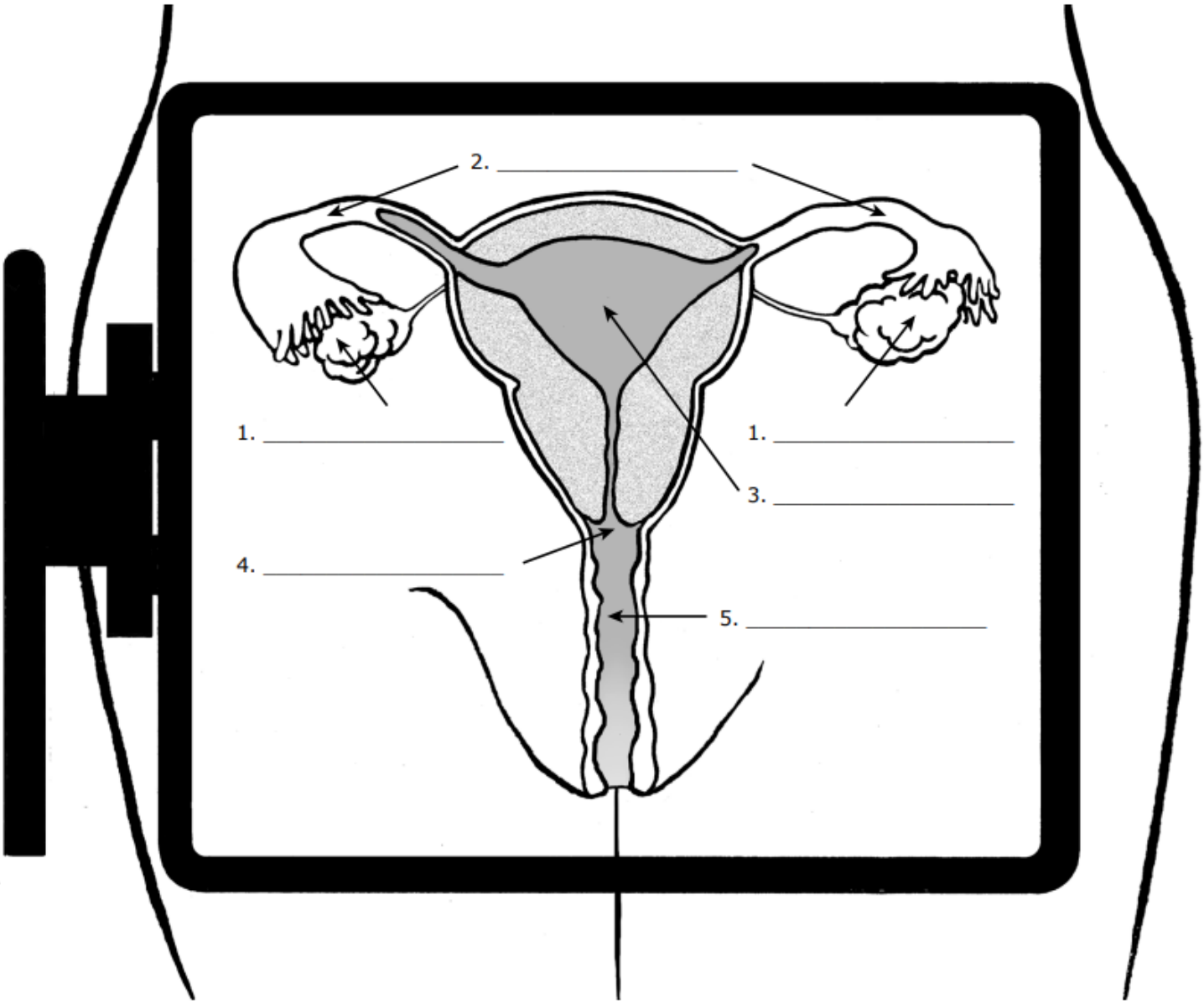
- I can describe the physical, social, and emotional changes of puberty in boys and girls.
- I can describe the basic reproductive organs and their functions.

Standards:

- Describe reproductive systems including body parts and functions. H1.Se1.7
- Identify physical, social, mental, and emotional changes that occur during puberty. H1.Se2.6

Middle School FLASH, 2nd edition

Reproductive System Worksheet 1



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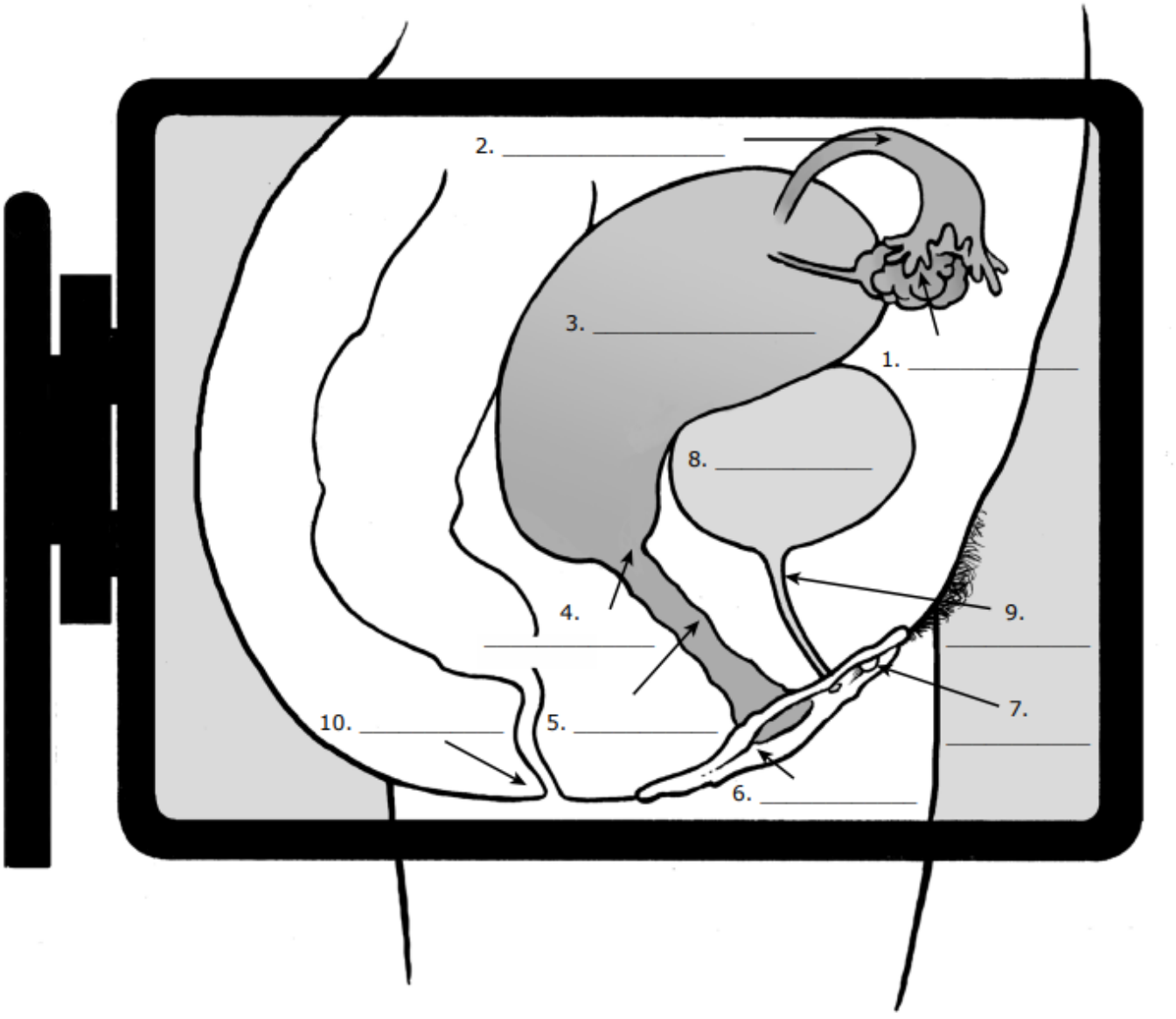
Reproductive System Worksheet 2



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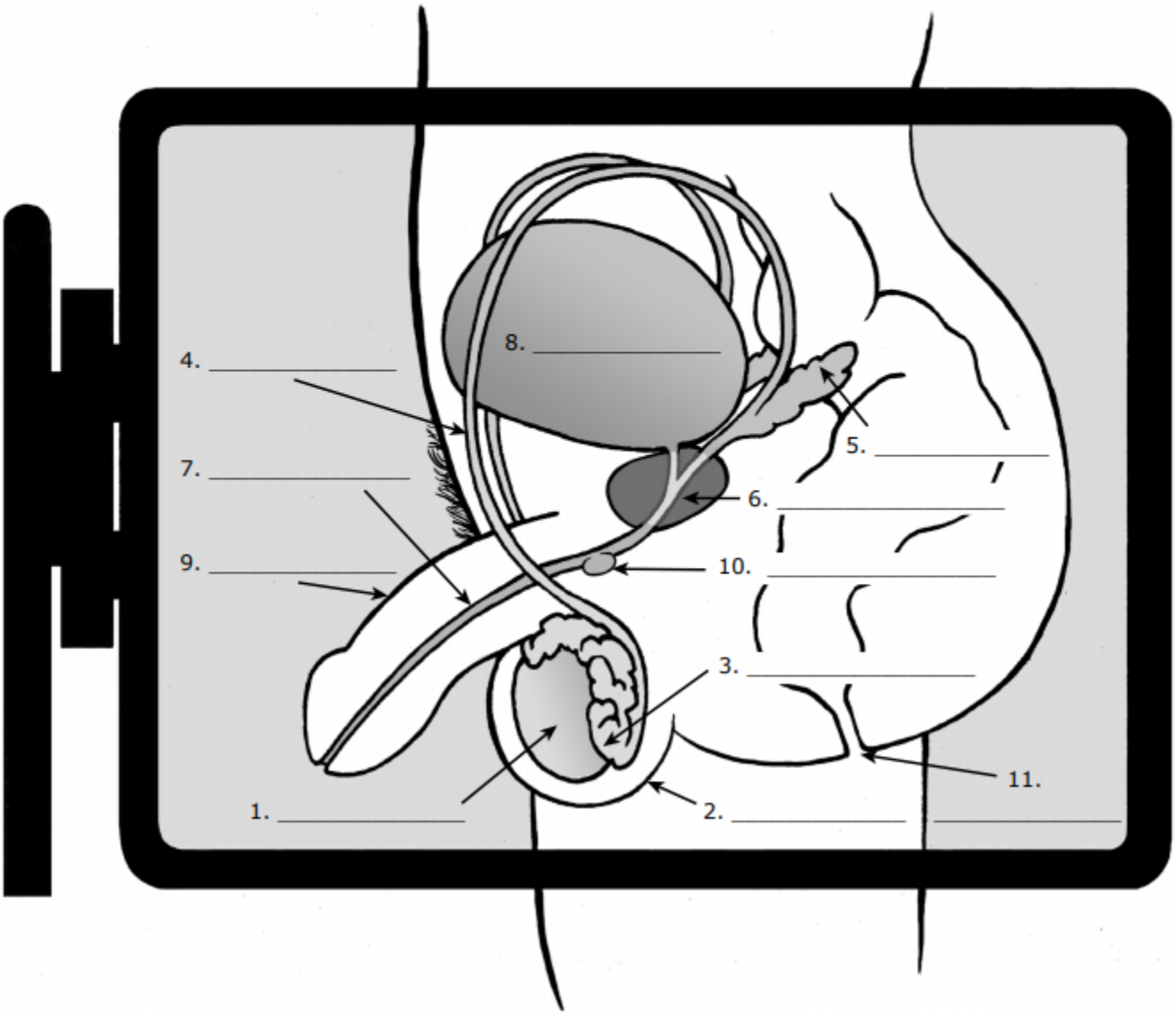
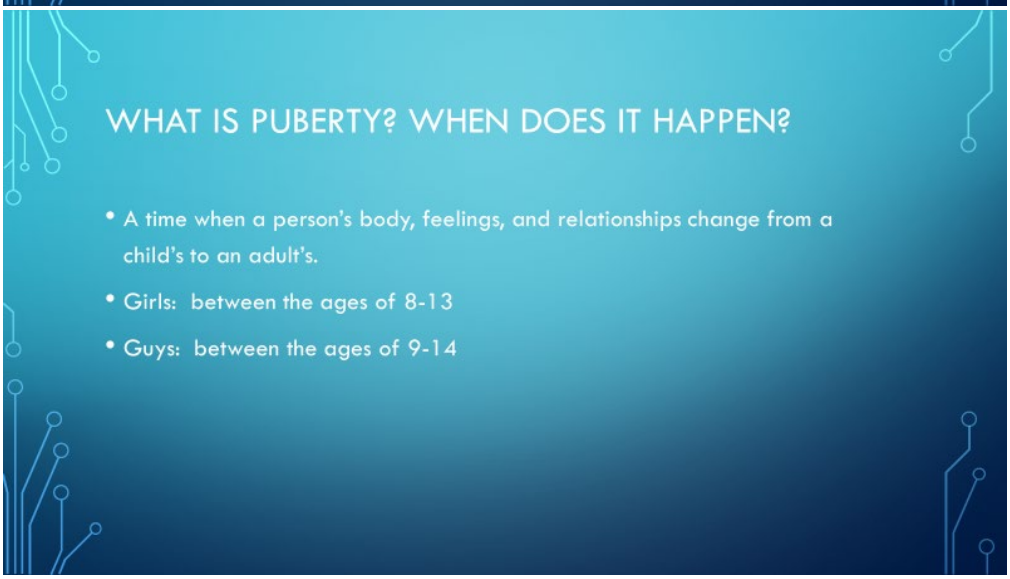
Reproductive System Worksheet 4

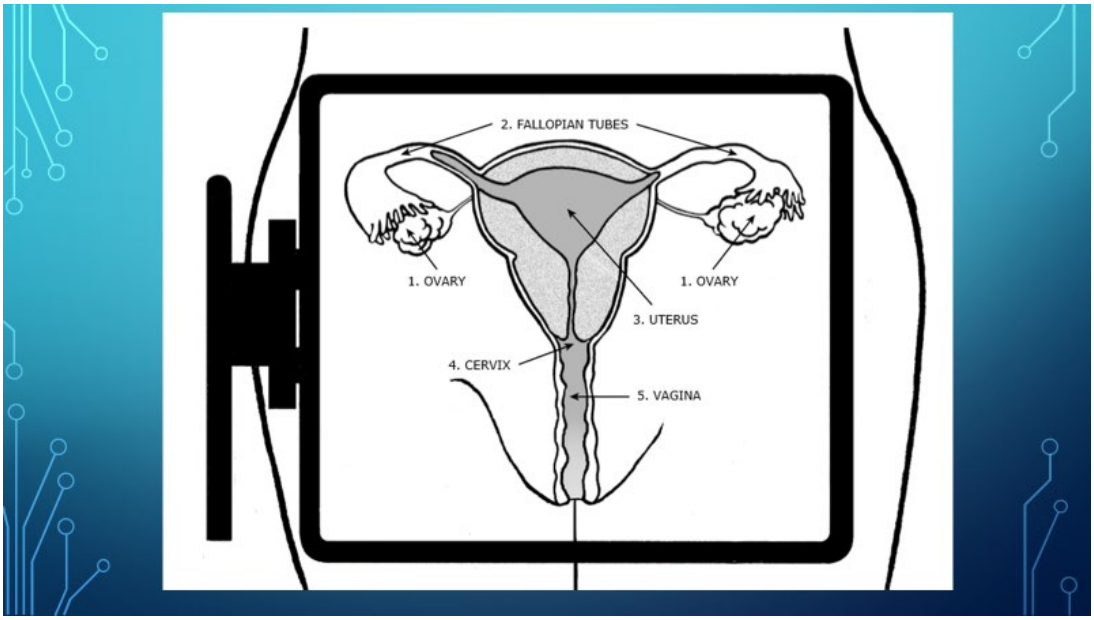


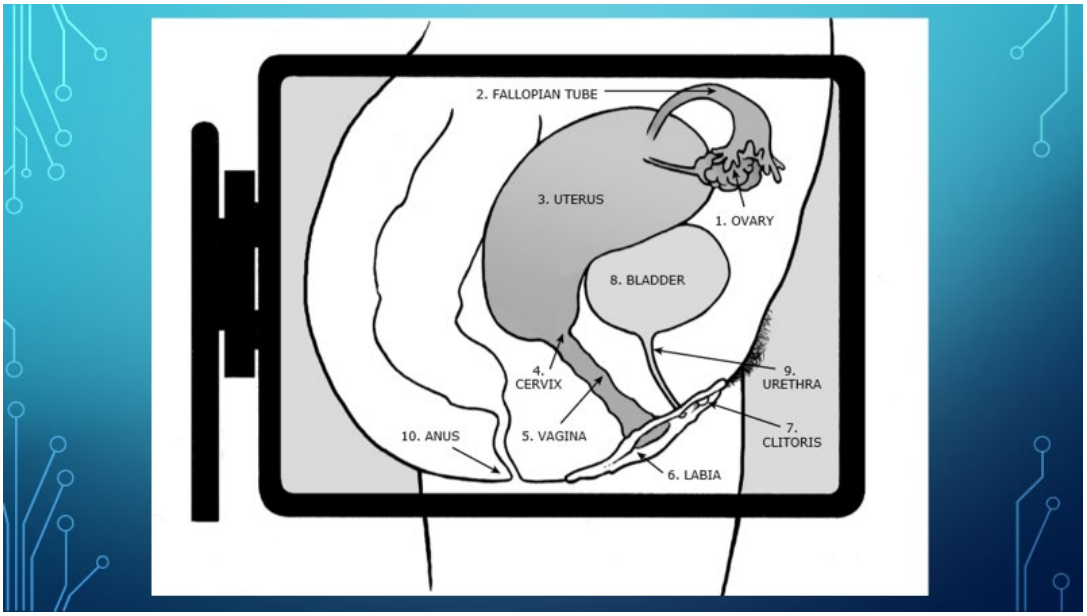
PowerPoint for Lesson 1

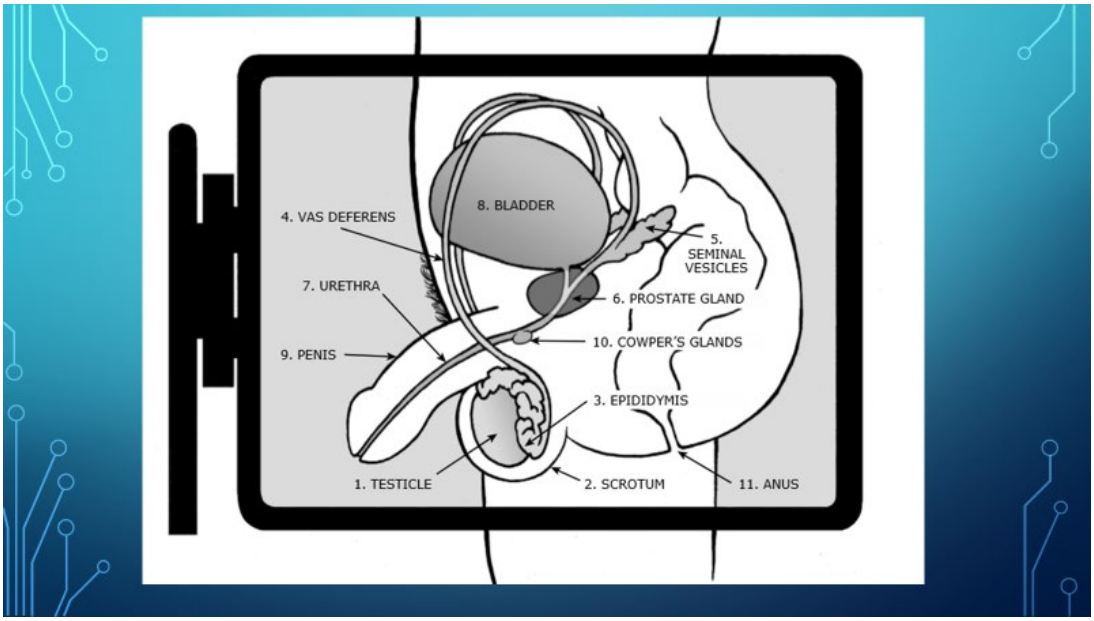







2. FALLOPIAN TUBES
1. OVARY
1. OVARY
3. UTERUS
4. CERVIX
5. VAGINA


2. FALLOPIAN TUBE
3. UTERUS
1. OVARY
8. BLADDER
4. CERVIX
9. URETHRA
10. ANUS
5. VAGINA
7. CLITORIS
6. LABIA


8. BLADDER
4. VAS DEFERENS
5. SEMINAL VESICLES
7. URETHRA
6. PROSTATE GLAND
9. PENIS
10. COWPER'S GLANDS
3. EPIDIDYMIS
1. TESTICLE
2. SCROTUM
11. ANUS

Grades 6-8 Lesson 2

Learning Targets:

- I will learn about gender identity and sexual orientation, and how to communicate respectfully with and about people of all gender identities and sexual orientations.
- I will learn about the qualities of healthy dating relationships.

Success Criteria:

- I can explain the difference between gender identity and sexual orientation. I can explain why it is important to treat all people respectfully.
- I can explain why it is important for people to feel proud of their identities.
- I can describe qualities of a health dating relationship.
- I can collaborate with others to advocate for safe, respectful, and equitable relationships.

Standards:

- Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7
- Describe characteristics of healthy and unhealthy relationships. H1.Se5.7

Student Page – Lesson Two Warm-up & Exit Ticket

Name: _____

Period: _____

Sexual Health Lesson 2 Day 2

Gender Identity & Sexual Orientation – Do Now

1. Name 3 of your most important identities. For example, male, Mexican American, gay, sister, Buddhist, soccer player, straight, artist, environmentalist, gamer, etc.

2. Would you pick the same identities now as when you were in Kindergarten? Why or why not?

Exit Ticket

1. What is the difference between gender identity and sexual orientation?

2. List 2 reasons to have pride in your identity.

Ways to Develop Pride in Our Identities (Categories)

Visual

Connecting with community

Standing up for others who face discrimination based on their identities

Learning about community history

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Ways to Develop Pride in Our Identities

Handout

Connecting with community

- Volunteer with organizations that work with specific communities.
- Attend events put on by that community.
- Join school clubs or community organizations that are for specific communities.

Standing up for others who face discrimination based on their identities

- Speak up when you see or hear discrimination based on people's identities.
- Volunteer with organizations that fight discrimination.
- Organize projects or events within your own community that fight against discrimination.
- Support individuals who have faced discrimination by publicly showing your friendship.
- Support individuals who have faced discrimination by asking them what they need, instead of trying to solve their problems.

Learning about community history

- Educate yourself about your community's history by reading books, watching films, and talking to older community members.
- Educate yourself about the history of other communities that you are not already learning about at school.
- Every community has parts of its history to be proud of and parts that people do not feel proud of. Decide for yourself what you can feel proud of, and what parts were not so good.

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Steps of Dating

Visual



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Washington State Laws on Relationships and Sex

Visual

1. A person has to be at least 18 years old to get married.

2. A person can get married to someone of any gender.

3. If two people have sex or engage in sexual touch, they have to both give consent to each other, which means permission.

   If a person who is drunk or high gives consent to have sex, it does not legally count as consent. The person they have sex with will get in trouble.

   It is never allowed to have sex with a person who is passed out, asleep or unconscious, even if the person consented to sex in the past. Consent needs to be freely given each time.

4. At age 16, a person can legally give their permission to have sex.

5. If someone under the age of 16 chooses to have sex or engage in sexual touch, they can only legally consent to someone who is close in age.

   The only way a person can make sure they are following the law is to never sexually touch or get in a relationship with someone who is more than 2 years younger than them.

   If an older and a younger person have sex, the older person is the one breaking the law, and will be in trouble.

6. Anyone who is in a position of power, such as a teacher, coach or boss, cannot have sexual contact with a youth or student they supervise, no matter how they met.

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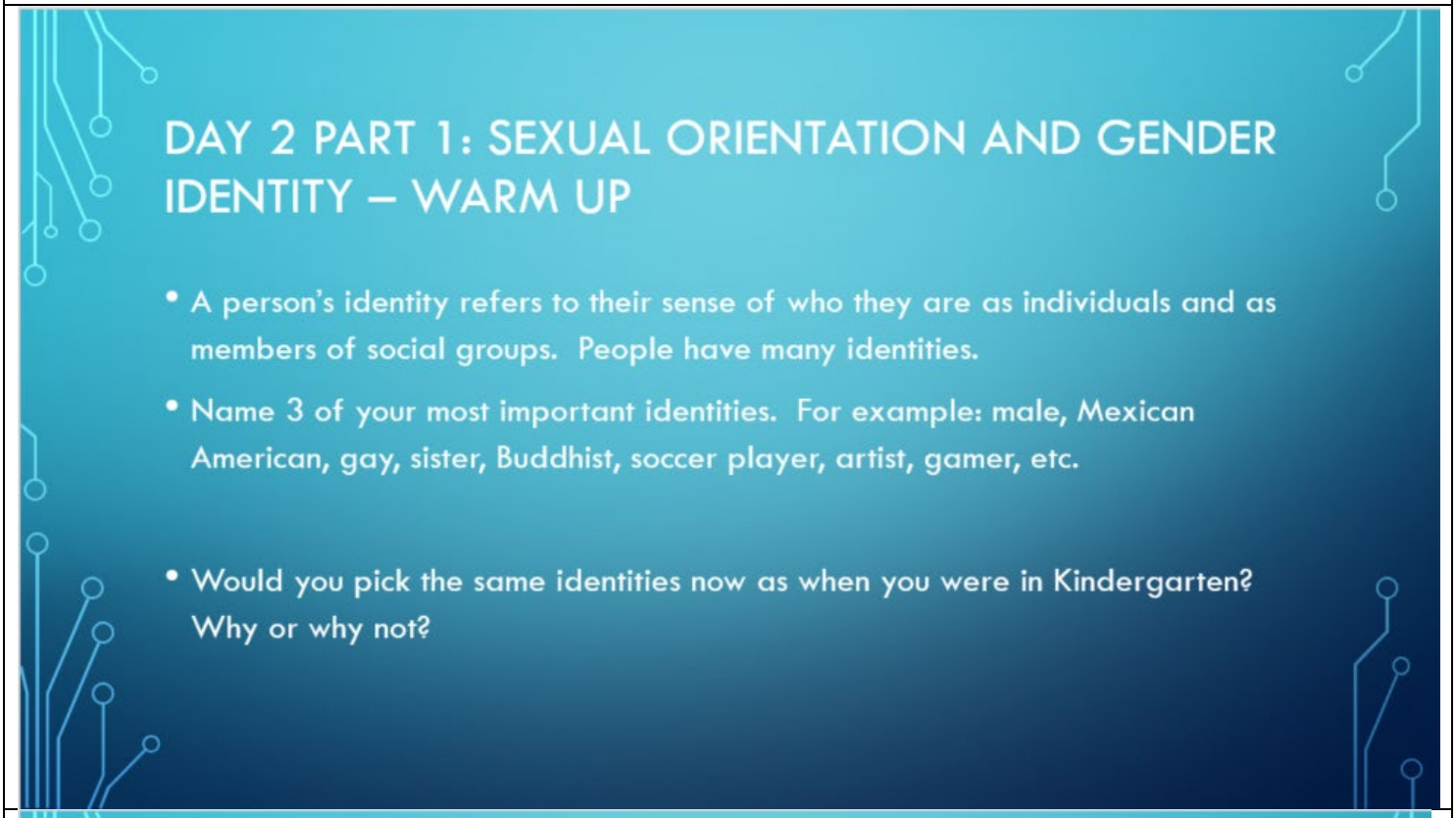
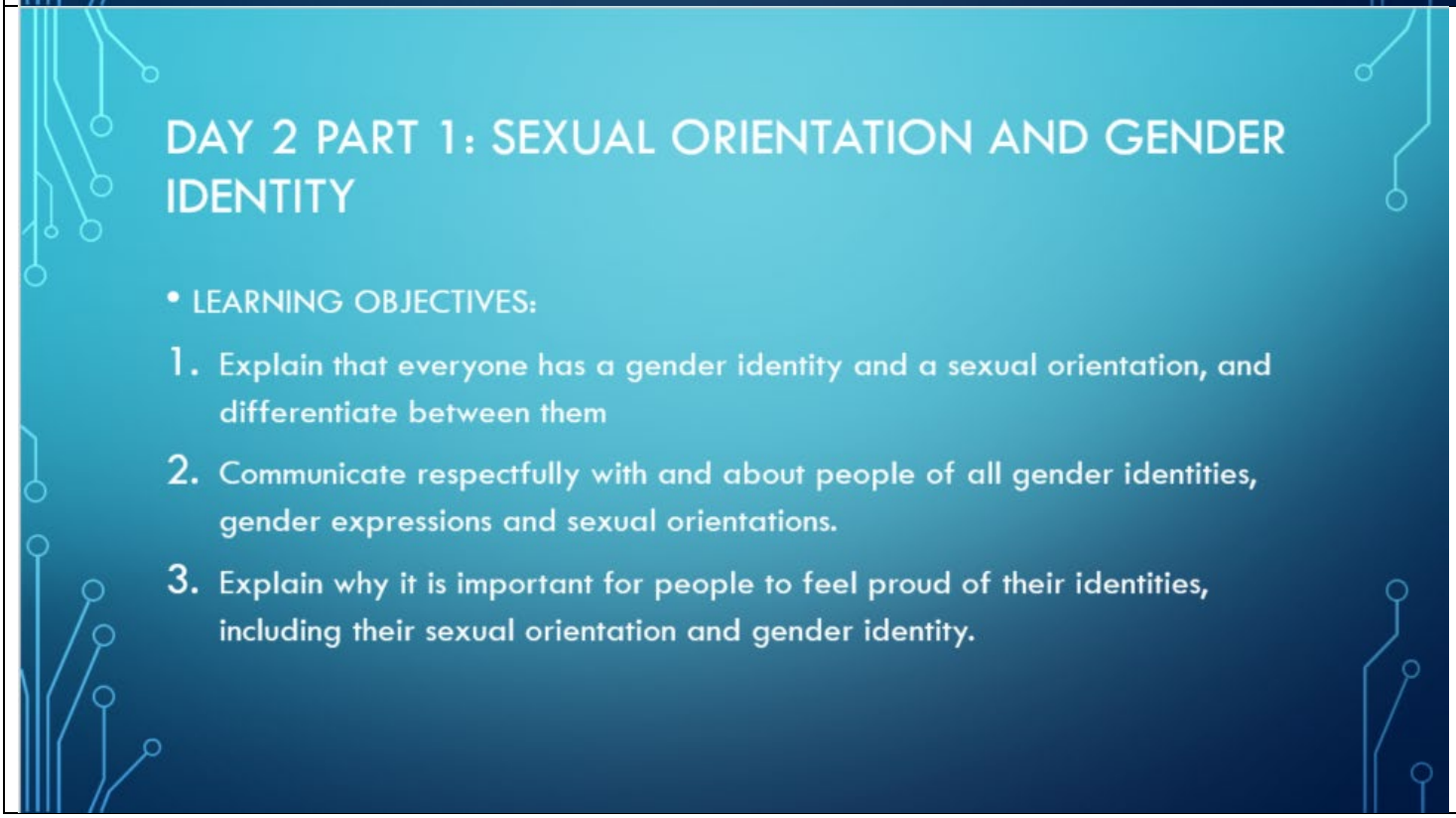
PowerPoint for Lesson 2

Slides





DAY 2 PART 1: SEXUAL ORIENTATION AND GENDER IDENTITY

- KEY CONCEPTS:
- Everyone has a sexual orientation and gender identity.
- A person knows their sexual orientation because of who they feel attracted to, not because of who they have sex with.
- A person knows their gender indentity because they feel like a boy, a girl, both, neither, or somewhere in between, not because of their body parts.
- People of all sexual orientations and gender identities need to know how to prevent pregnancy and STDs, either for themselves or to help a friend

DAY 2 PART 1: EXIT TICKET

What is the difference between gender identity and sexual orientation?

What are 2 reasons to have pride in your identity?

DAY 2 PART 2: RULES OF DATING – WARM UP

- Describe one characteristic of a healthy dating relationship.
- Explain why you think this quality would be important.

DAY 2 PART 2: RULES OF DATING

- LEARNING OBJECTIVES

1. Explain the qualities of a healthy dating relationship
2. Collaborate with others to advocate for safe, respectful, and equitable relationships

- KEY CONCEPTS
- Everyone has the right to say who touches their body and how
- It is never OK to touch someone else if they don't want you to, or to make them touch you.
- There are laws about sex that everyone must follow
- Permission or agreement is required to engage in all sexual activity
- Rigid ideas about how men and women should act are harmful and limit how people can express themselves

LAWS ON RELATIONSHIPS AND SEX

UNITED STATES LAWS

WASHINGTON LAWS

- A person has to be at least 18 years old to get married in most states.
- A person can get married to someone of any gender.
- If two people have sex or engage in sexual touch, they have to both give consent to each other, which means permission.
  - If a person is drunk or high gives consent to have sex, it does not legally count as consent in most states. The person they have sex with will get in trouble.
  - It is never allowed to have sex with a person who is passed out, asleep or unconscious, even if the person gave consent in the past. Consent needs to be freely given each time.
- A person can legally give their permission to have sex at age 16, 17, or 18, depending on their state. The laws for people who are younger than this and who choose to have sex or engage in sexual touch are different depending on the state they live in. If someone under the age of 16 chooses to have sex or engage in sexual touch, they can only legally consent to someone who is close in age, no more than 2 years younger than them. If an older and younger person have sex, the older person is the one breaking the law, and will be in trouble.
- Anyone who is in a position of power, like a teacher, coach or boss, cannot have sexual contact with a youth or student they supervise, no matter how they met.

Grades 6-8 Lesson 3

Learning Target:

- I will understand how sexual abstinence relates to pregnancy and STD prevention.

Success Criteria:

- I can demonstrate effective peer refusal skills to avoid sexual risk behavior.

Standards:

- Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a
- Explain how STDs are transmitted. H1.Se4.6b
- Identify examples of protective factors and risk behaviors. H1.Se4.6c

Warm Up

Visual

Research shows that only a little more than 10% of middle school students in the U.S. have ever had sex.

Below are some of the benefits of choosing abstinence. Please choose the one benefit that you think is best, or most important, and explain why you chose it.

- Choosing abstinence means a person does not have to worry about pregnancy or STDs.

- Choosing abstinence can help a person focus on other things that are important to them, like school, sports, friends or family.

- Choosing abstinence helps a person not have sex until the time is right for them.

- Choosing abstinence can help a person stick to values that are important to them.

- Choosing abstinence can help a couple get to know one another better before they decide to have sex.

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Refusal Skills

Visual

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

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Refusal Skills Scenario A

Handout

Fully Scripted (for Class Demonstration)

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

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

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

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

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

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

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

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

Gabriel: OK. I'm sorry I pressured you.

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Refusal Skills Scenario B

Handout

Partially Scripted (for Large-Group Practice)

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

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

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

Levi: _____

_____

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

Levi: _____

_____

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

Levi: _____

_____

Gabrielle: OK. I'm sorry I pressured you.

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Refusal Skills Checklist

Handout

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

	Scenario B Levi and Gabrielle	**Scenario C** Rebecca and Jackson	**Scenario D** Maria and Stephanie	**Scenario E** Marquis and Andre
Says NO (or states that he/she does not want to have sex).	_____	_____	_____	_____
Is clear.	_____	_____	_____	_____
Explains why.	_____	_____	_____	_____
Suggests an alternative.	_____	_____	_____	_____

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Refusal Skills Scenario C

Handout

Small-Group Practice

Rebecca and Jun are eighth grade girls who live on the same street. Jun invited Rebecca over to hang out on a Friday night and keep her company while her older brother has some friends over. Rebecca didn't know that the older teens would be there and that they would be drinking. Jackson, a boy from school is there. He offers Rebecca a beer. Rebecca does not want to drink. She doesn't like the taste of beer and doesn't want to get in trouble when she goes home.

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

Rebecca: _____

_____

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

Rebecca: _____

_____

Jackson: Really? It's just one beer!

Rebecca: _____

_____

Jackson: OK, that's cool. Do you want a soda?

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Refusal Skills Scenario D

Handout

Small-Group Practice

Maria, an 8th grade girl, is hanging out at the mall after school with some friends. Stephanie, a high school girl, just stopped by with some friends. Maria thinks that Stephanie is really cute and is very flattered when Stephanie starts talking to her and flirting with her. Maria is not allowed to date yet, and her parents would definitely not let her date someone in high school.

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

Maria: _____

_____

Stephanie: 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.

Maria: _____

_____

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

Maria: _____

_____

Stephanie: OK. I understand. Maybe I'll see you at school next year.

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Refusal Skills Scenario E

Handout

Small-Group Practice

Marquis and Andre have been good friends since the 3rd grade. Marquis does not want to have sex with his girlfriend, Jasmine. He feels like he is too young to have sex and doesn't want to risk a pregnancy. Even though Andre has never had sex, he is pressuring Marquis to have sex since Marquis has a girlfriend.

Andre: I can't believe that you haven't had sex with Jasmine. What are you waiting for?

Marquis: _____

_____

Andre: You better get to it. She is going to wonder why you haven't even tried.

Marquis: _____

_____

Andre: Oh come on. You can't stay a virgin forever!

Marquis: _____

_____

Andre: OK, I get it. That makes sense.

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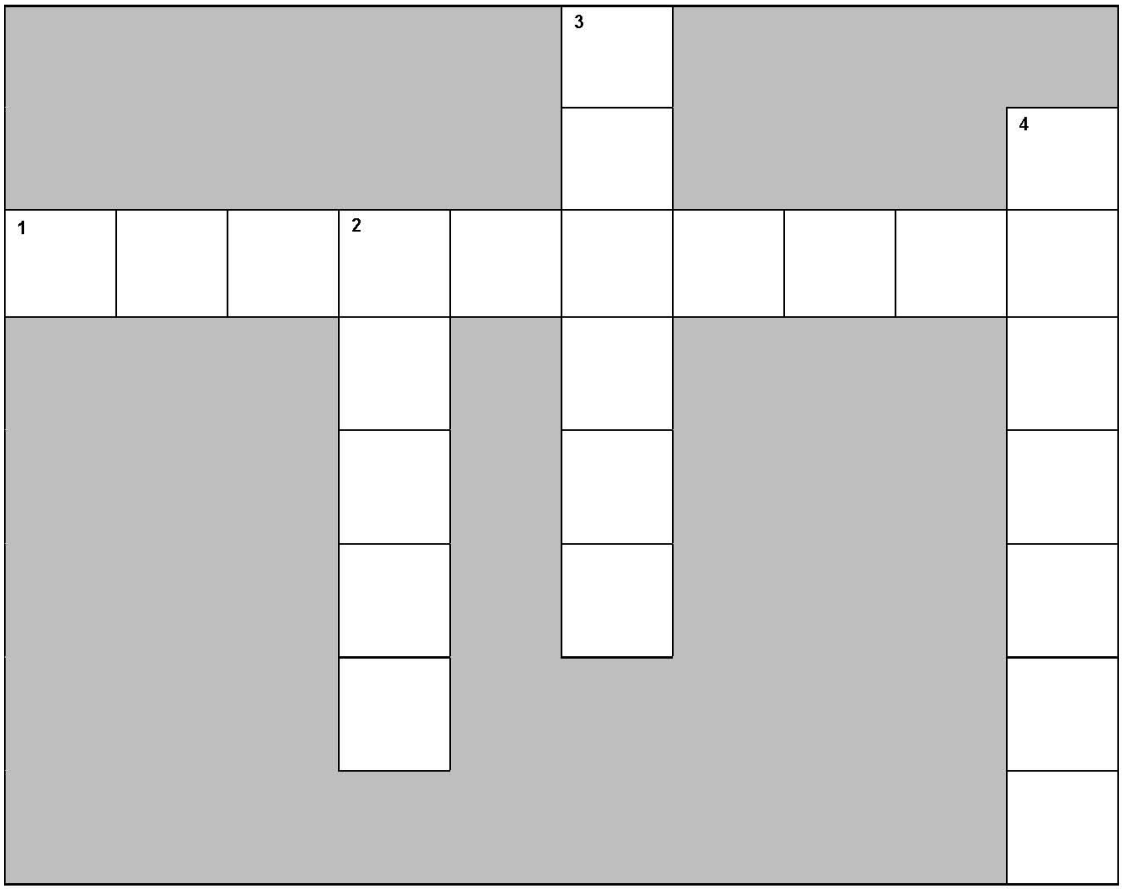
Warm Up

Handout

STD Crossword Puzzle – OK to get help from a neighbor



Across

1. Not having oral, anal or vaginal sex. An excellent way to prevent pregnancy, HIV and other STDs. Chosen by most high school students.

Down

2. This age group is more responsible about STD protection during sex than any other age group.
3. A thin, stretchy piece of rubber or latex worn over the penis during sex. An excellent way to prevent pregnancy, HIV and other STDs.
4. The only way for someone to know if they have HIV or any other STDs.

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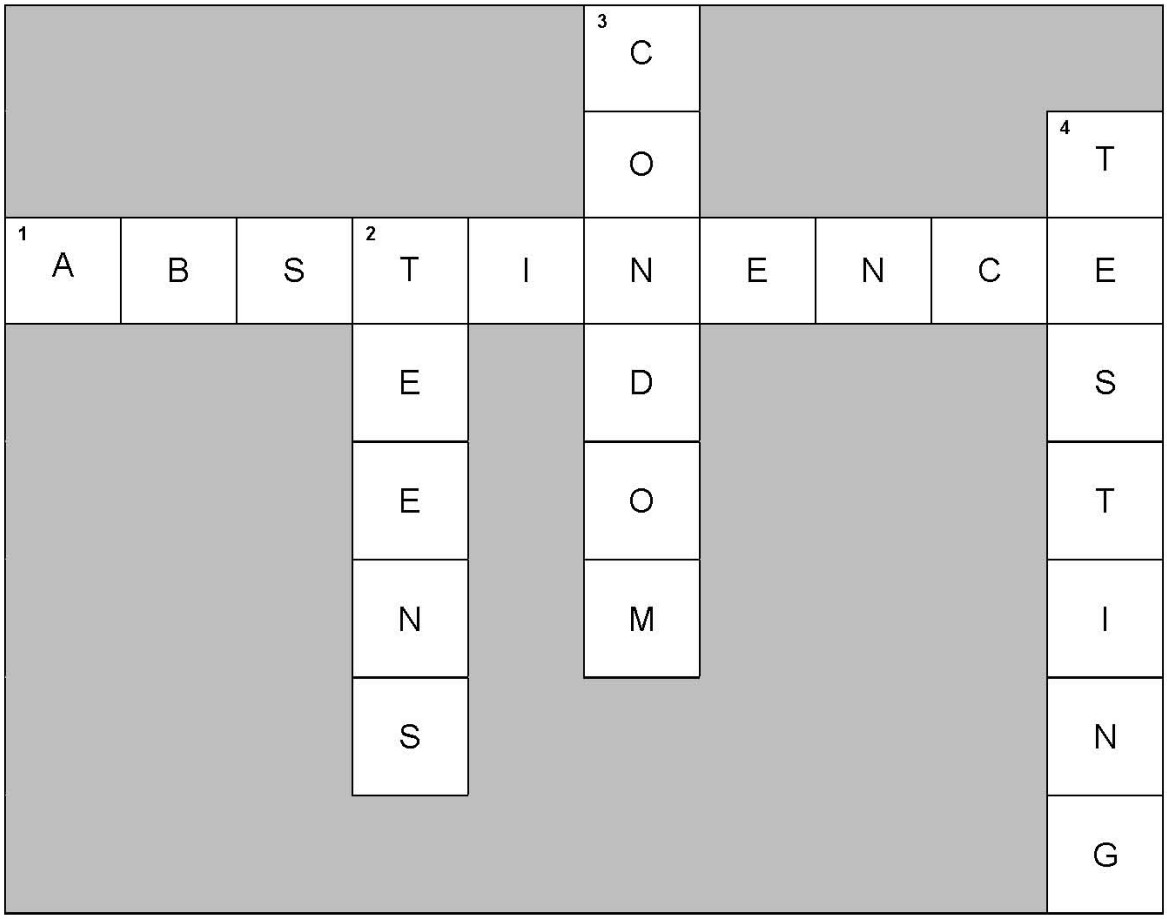
Warm Up

Answer Key

STD Crossword Puzzle



Across

1. Not having oral, anal or vaginal sex. An excellent way to prevent pregnancy, HIV and other STDs. Chosen by most high school students.

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2. This age group is more responsible about STD protection during sex than any other age group.
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4. The only way for someone to know if they have HIV or any other STDs.

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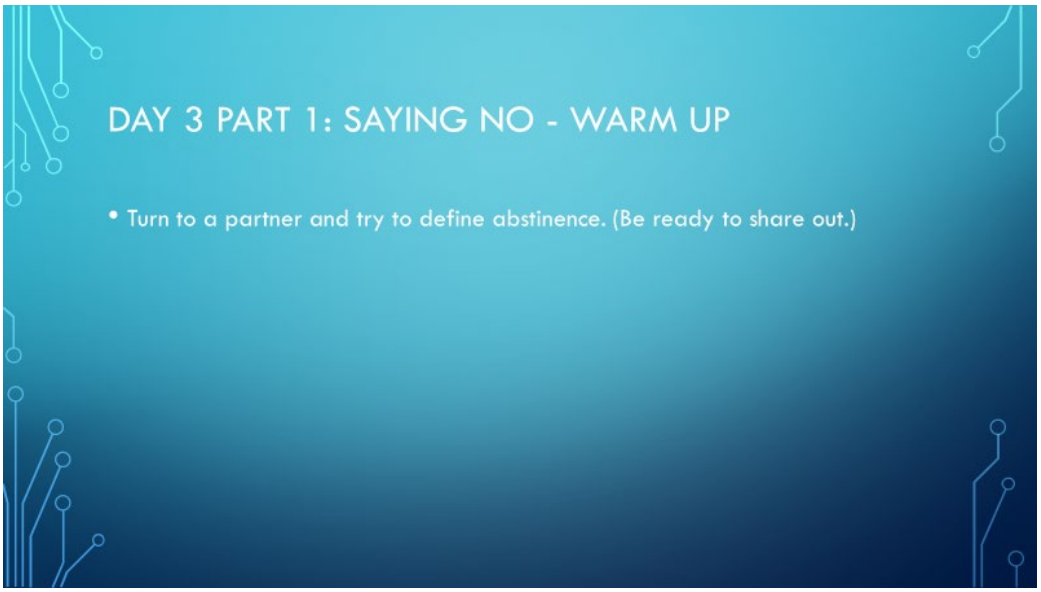
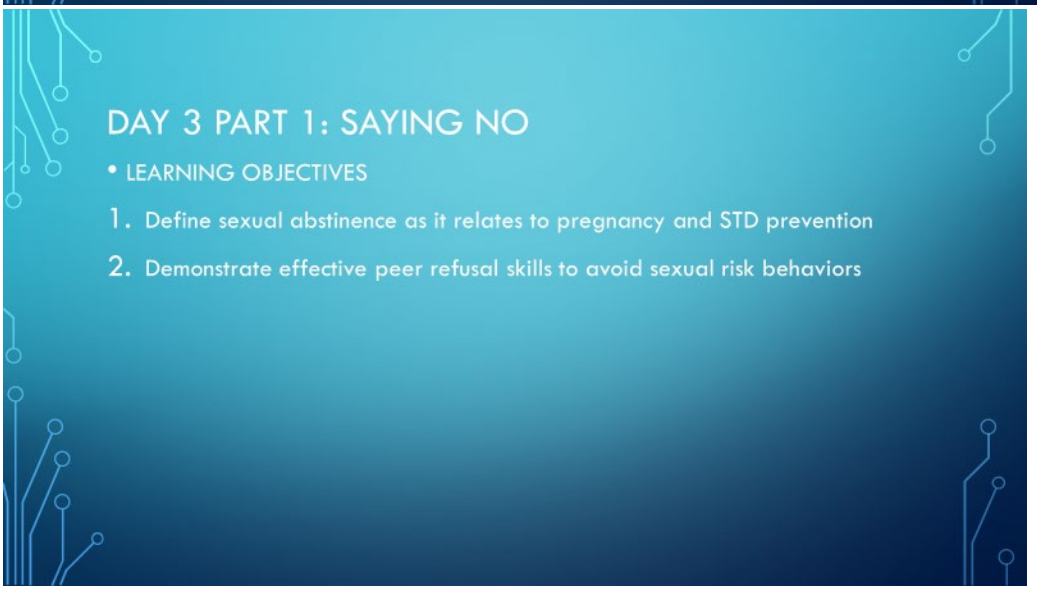
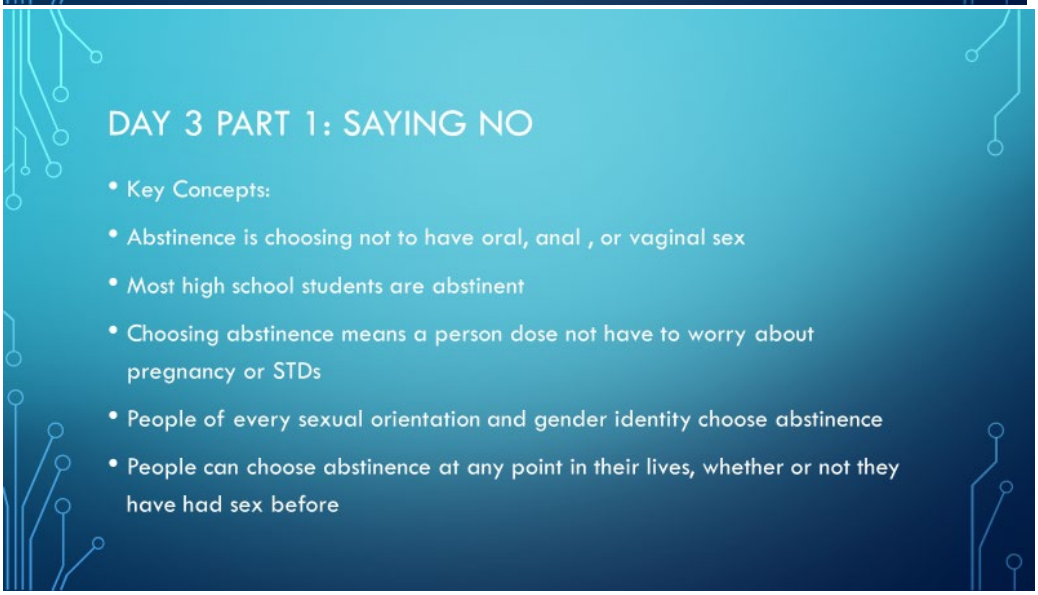
STD Review Guide

Statement	Answer	Teacher talking points
1. HIV is a virus.	True	
2. HIV is found in the blood, semen, vaginal fluids and breast milk of someone who has the virus.	True	
3. Bumps, sores, painful urination and unusual fluid from the penis or vagina are possible signs of an STD.	True	
4. People who have HIV and other STDs often have no symptoms at all.	True	
5. HIV can be spread through sweat, tears or urine.	False	
6. Some people can't get pregnant after having an STD.	True	*This usually happens when someone has had an STD a long time or many times without knowing and without getting treatment.*
7. HIV can be cured with medicine.	False	*There is still no cure for HIV, despite all of the advances in medicine.*
8. People can live a very long time with HIV with the help of a doctor.	True	*Medicine helps people live longer and healthier; helps make them less likely to pass HIV to others; and helps pregnant women not pass HIV to their babies.*
9. Anyone can get an STD: male, female, trans, straight, gay, lesbian, bisexual, poor, or rich.	True	
10. A person can get an STD by having unprotected oral, anal or vaginal sex with someone who already has an STD.	True	*STDs can spread by semen, vaginal fluid, blood, breast milk or skin-to-skin, depending on the specific type of STD. The most common ways are vaginal sex and anal sex.*
11. The most effective ways to protect against HIV and other STDs is to not have sex and not inject drugs.	True	
12. Vaginal, anal or oral sex with a penis is much safer when using a condom.	True	*Condoms are the best way for a person who has vaginal, anal or oral sex with a penis to protect themselves from HIV and other STDs.*
13. Some STDs can be cured with medicine.	True	*Many STDs can be cured, and all of them can be made better with treatment.*
14. A person usually can tell if they have an STD by their symptoms.	False	*Most of the time people have no symptoms.*
15. There is a vaccine to help people prevent getting Human Papillomavirus, a cancer-causing STD.	True	
16. It is risky to receive donated blood.	False	*The blood supply is very safe. It is tested for HIV.*
17. A person can choose abstinence at any point in their life.	True	


DAY 3 PART 1: SAYING NO - WARM UP
• Turn to a partner and try to define abstinence. (Be ready to share out.)


DAY 3 PART 1: SAYING NO
• LEARNING OBJECTIVES
1. Define sexual abstinence as it relates to pregnancy and STD prevention
2. Demonstrate effective peer refusal skills to avoid sexual risk behaviors


DAY 3 PART 1: SAYING NO
• Key Concepts:
• Abstinence is choosing not to have oral, anal , or vaginal sex
• Most high school students are abstinent
• Choosing abstinence means a person dose not have to worry about pregnancy or STDs
• People of every sexual orientation and gender identity choose abstinence
• People can choose abstinence at any point in their lives, whether or not they have had sex before

DAY 3 PART 1: SAYING NO – REFUSAL SKILLS

1. SAY NO
2. EXPLAIN WHY
3. SUGGEST AN ALTERNATIVE
4. LEAVE IF YOU NEED OR WANT TO

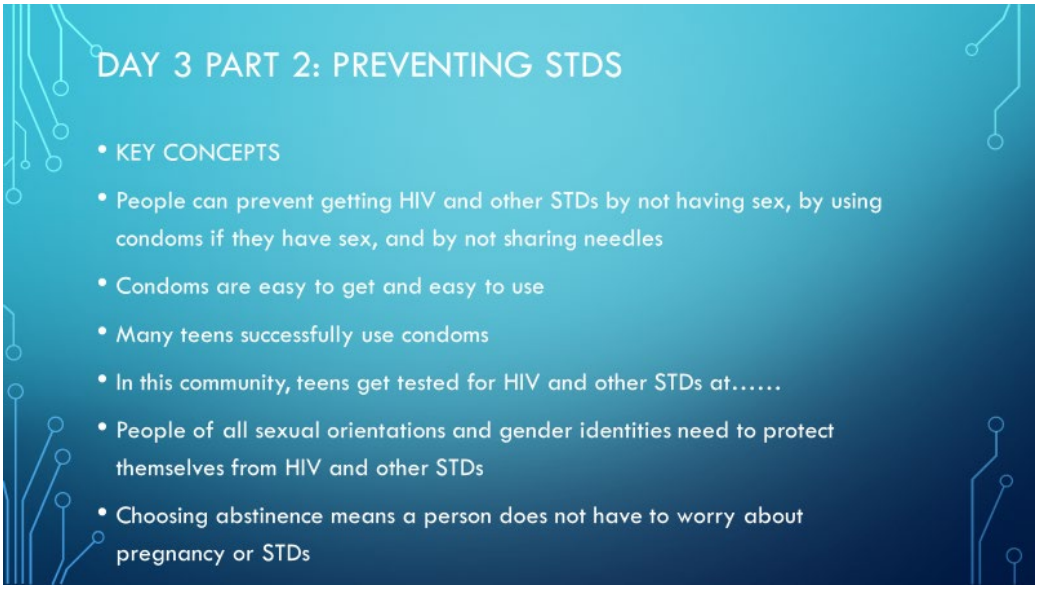
DAY 3 PART 2: PREVENTING STDS – WARM UP

Turn to a partner and tell them 2 things you know (or guess) about STDs and HIV.

DAY 3 PART 2: PREVENTING STDS

- LEARNING OBJECTIVES

1. Describe the benefits of sexual abstinence as the safest, most effective risk avoidance method of protection from STDs
2. Describe the benefits of condoms in reducing the risk of STDs
3. Describe the benefits of testing in reducing the spread of STDs
4. State a health-enhancing position on the prevention of STDs supported with medically accurate information
5. Collaborate with others to advocate for behaviors that prevent STDs


DAY 3 PART 2: PREVENTING STDS
• KEY CONCEPTS
• People can prevent getting HIV and other STDs by not having sex, by using condoms if they have sex, and by not sharing needles
• Condoms are easy to get and easy to use
• Many teens successfully use condoms
• In this community, teens get tested for HIV and other STDs at……
• People of all sexual orientations and gender identities need to protect themselves from HIV and other STDs
• Choosing abstinence means a person does not have to worry about pregnancy or STDs

Grade 6 Lesson 4

Learning Target:

- I will learn how HIV is and is not transmitted, and how to protect against acquiring or transmitting HIV.

Success Criteria:

- I can sort the ways HIV is and is not transmitted between people.

Standards:

- Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a
- Explain how STDs are transmitted. H1.Se4.6b
- Identify examples of protective factors and risk behaviors. H1.Se4.6c

Video: Marissa's Story - https://www.youtube.com/watch?v=S2J7bH1JQ40&ab_channel=JodieHowerton

Student Page: HIV Transmission Sort

A person CAN get HIV	A person CAN'T get HIV
Sharing needles for drug use with someone who has HIV	Sitting on public toilet seats
Kissing someone who has HIV	Having sex with someone who has HIV

When the person giving birth to them has HIV

Sharing food with someone who has HIV

When the person breast feeding them has HIV

Hugging someone who has HIV

When a mosquito bites them right after it bites someone with HIV

Grade 7 Lesson 4

Learning Target:

- I will learn how STDs are spread and how they are prevented.

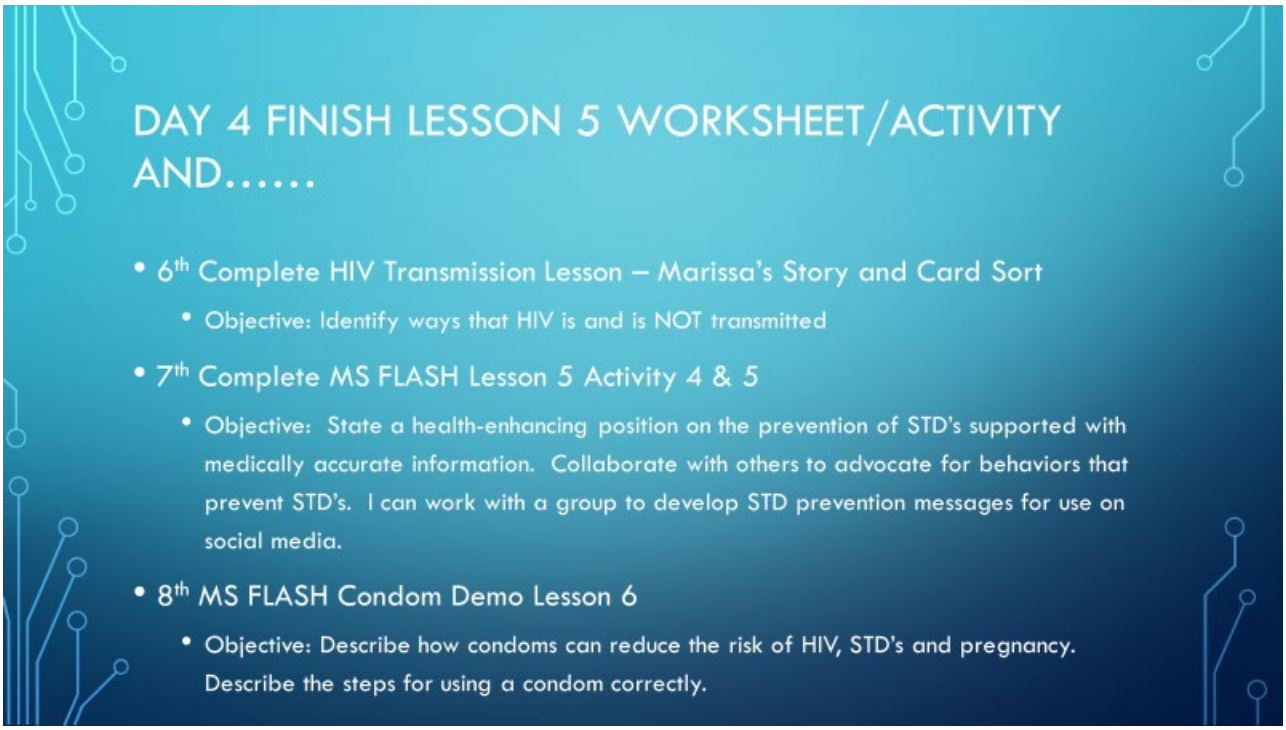
Success Criteria:

- I can describe methods to prevent the transmission of STDs/HIV, including abstinence.

Standards:

- List and describe commonly used methods of birth control, including abstinence. H1.Se4.7a
- Describe methods to prevent the transmission of STDs/HIV, including abstinence. H1.Se4.7b

PowerPoint Slides



Persuasion Map

Worksheet

For this exercise, the class will act as peer educators, encouraging others to take action against the spread of HIV and other STDs. The purpose of this persuasion map is to help you map out a convincing argument.

Select one main message out of the three choices below. Then fill in the boxes with the reasons you think the main message is important, and the facts that support your opinion. The *Facts About STDs* handout can help you. You may not create an argument for your main message by writing negatively about the other messages (abstinence, condoms or testing).

Main message (circle one)

Abstain from sex to protect yourself from HIV and other STDs.

Use a condom for vaginal, oral or anal sex with a penis.

Go to a clinic to get tested for HIV and other STDs if you ever have unprotected sex.

Why we think it's important

Supporting fact

Supporting fact

Supporting fact

Middle School FLASH, 2nd edition

Facts About STDs

Handout

HIV:

- HIV is a very serious illness that eventually causes death.
- People who have HIV can live for a long time with the help of a doctor.
- HIV is a type of STD.

STDs:

- An STD is an illness that people catch from having sex with someone who already has it.
- The most common way to get an STD is by having vaginal or anal sex with someone who already has an STD.
- Some STDs, including HIV, are spread by sharing needles.
- Some STDs, including HIV, are spread from mother to baby, through pregnancy, childbirth or breastfeeding.
- Lots of teens and young adults have STDs—10 million new cases of STDs each year in the United States are acquired by people between the ages of 15 and 24.

Prevention:

- People can prevent getting HIV and other STDs by not having sex.
- People can prevent getting HIV and other STDs by using a condom if they do have vaginal, anal or oral sex with a penis.
- People can prevent getting HIV and other STDs by not sharing needles.
- People can prevent getting the STD called Human Papillomavirus by getting the vaccine.

Abstinence:

- Most high school students are abstinent.
- Abstinence is choosing not to have oral, anal and vaginal sex.
- Abstinence is a 100% effective way to not get pregnant or catch an STD.

Condoms:

- Almost all teens who have vaginal sex have used a condom at some point.
- Condoms are easy to get and easy to use.
- Condoms are the only method of birth control that protects against pregnancy, HIV and other STDs.

Testing:

- The only way to know if you have HIV or other STDs is to get tested.
- Most people who have an STD, including HIV, do not have any symptoms.
- You can't tell if someone has HIV or other STDs by looking at them.

Clinics:

- See the websites listed on the *Sexual Health Resources* handout.

Grade 8 Lesson 4

Learning Target:

- I will learn how condoms prevent STDs (including HIV) and pregnancy.

Success Criteria:

- I can explain how condoms reduce the risk of HIV/STDs, and pregnancy.
- I can describe the steps to using a condom correctly.

Standards:

- Summarize ways to prevent pregnancy and STDs. H1.Se4.8a
- List steps to using a condom correctly. H7.Se4.8
- Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy. H3.Se4.8

Warm Up

Visual

There are many important reasons most teens use condoms. Pick the reason you think is most important and write 2 or 3 sentences about why you chose it.

- Using condoms helps prevent pregnancy.
- Using condoms helps a person not get or give an STD.
- Using a condom helps show care and concern for your partner.
- Using a condom shows that you are mature.
- Condoms are birth control that men can use.

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Exit Ticket

Handout

Place the following steps to using a condom in the correct order.

Throw condom in the garbage	Roll condom down erect penis	Hold condom onto penis while pulling out
Carefully open package	Sex – with condom	Pinch tip of condom
Ejaculation – with condom	Check expiration date	Take condom off penis

1.

2.

3.

4.

5.

6.

7.

8.

9.

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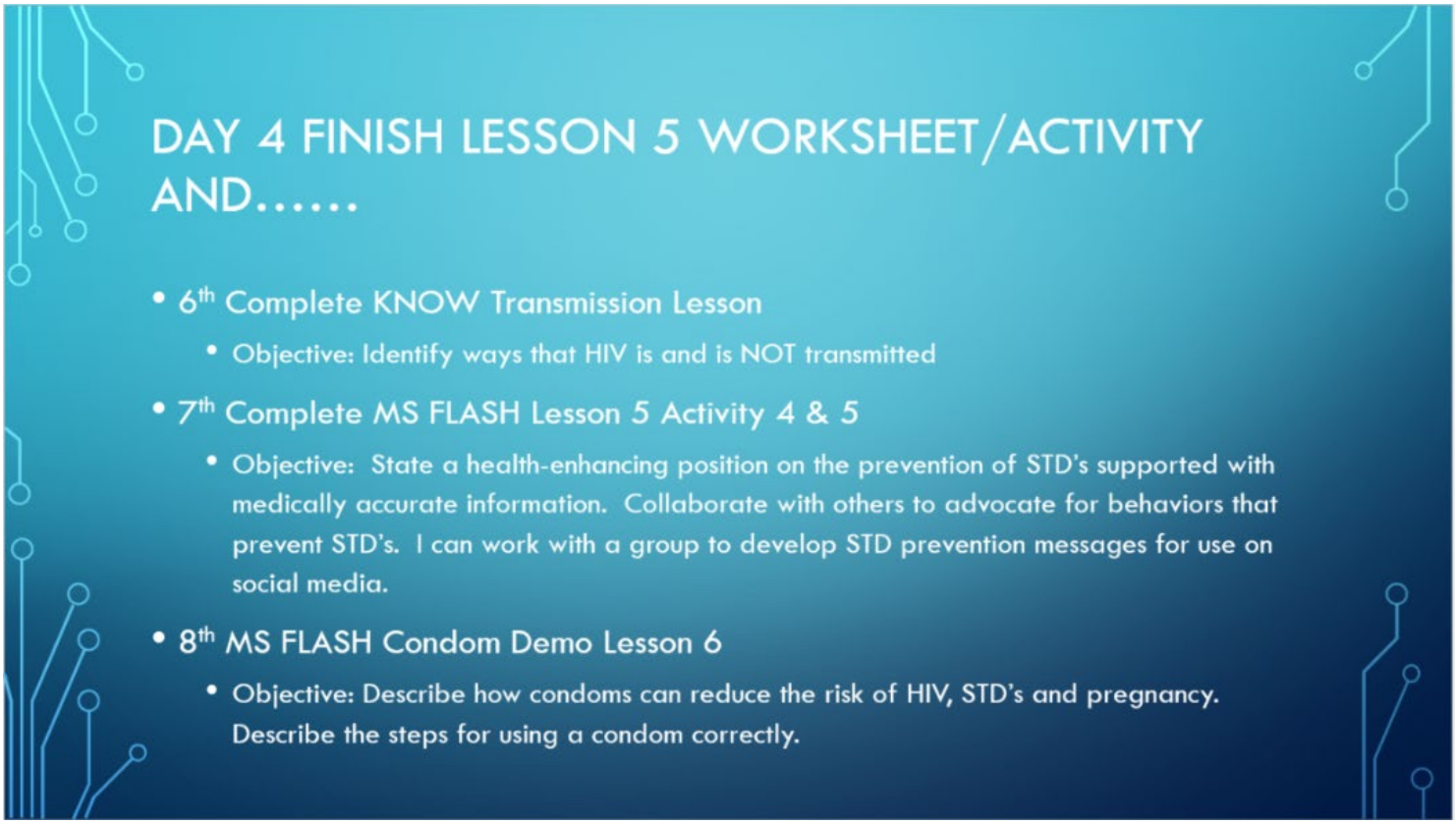
DAY 4 FINISH LESSON 5 WORKSHEET/ACTIVITY AND……
• 6th Complete KNOW Transmission Lesson
• Objective: Identify ways that HIV is and is NOT transmitted
• 7th Complete MS FLASH Lesson 5 Activity 4 & 5
• Objective: State a health-enhancing position on the prevention of STD's supported with medically accurate information. Collaborate with others to advocate for behaviors that prevent STD's. I can work with a group to develop STD prevention messages for use on social media.
• 8th MS FLASH Condom Demo Lesson 6
• Objective: Describe how condoms can reduce the risk of HIV, STD's and pregnancy. Describe the steps for using a condom correctly.