FEDERAL WAY PUBLIC SCHOOLS

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

HEALTH, GRADES 9-10 CURRICULUM GUIDE

Sexual Health Unit

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FWPS FLASH Student Instructional Materials

High School Health
Lesson 1

Learning Targets:

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

Success Criteria:

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

Standards:

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

Warm-up

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.

High School FLASH Family Homework

One of the goals of the FLASH unit is to increase parent and teen communication about sexual health. Research shows that teens would like to talk more about these issues with a parent or other trusted adult, and that these conversations play a very important role in helping teens prevent pregnancy, STDs, and HIV. FLASH includes Family Homework to make these discussions easier and more frequent.

Each FLASH lesson has a Family Homework question for the student and adult to talk about together. It is a chance to talk about the topics in FLASH and share your beliefs and the beliefs of your family or culture. Teachers will not ask about Family Homework conversations. Family Homework is recommended but it is not required. Students can complete an individual homework assignment for the same credit.

Thank you for taking the time to read about Family Homework. We hope it helps you and your teen have valuable discussions. To complete the Family Homework assignments, simply discuss the question for each day's lesson. Adults should initial each lesson they discussed with their young person and sign in the space provided below.

_____
Signature of adult

_____
Name of student

FLASH Family Homework Questions	Initials of adult
Lesson 1: Climate Setting There is no question for today's lesson. Please read the information on this page about FLASH Family Homework.	
Lesson 2: Reproductive System Why do you think it's important to learn about the reproductive system?	
Lesson 3: Pregnancy Did you learn anything about pregnancy today that surprised you?	
Lesson 4: Sexual Orientation & Gender Identity Why is it important for people to feel good about their identities?	

Lesson 5: Gender Stereotypes What are some gender stereotypes that you think are harmful? What should we do to try to change them?	
Lesson 6: Healthy Relationships Describe a relationship you have seen or read about. What characteristics of this relationship do you think are healthy, unhealthy, or warning signs of abuse?	
Lesson 7: Coercion and Consent Why do you think it's important to always have consent in a sexual situation? What should a person do if they're not sure if they have the other person's consent?	
Lesson 8: Online Safety What do you each already do to stay safe online? How can you help each other to stay safe online?	
Lesson 9: Abstinence How do you feel about teens dating? When do you think a person is ready to have sex?	
Lesson 10: Birth Control Methods How do you feel about people using birth control to prevent pregnancy?	
Lesson 11: Preventing HIV and other STDs What do you think a person should discuss with their partner about STDs and HIV?	
Lesson 12: Condoms When do you think someone should use a condom?	
Lesson 13: Testing for STDs and HIV What advice would you give teens who are worried that they might have an STD or HIV? For example, who should they tell, and where should they go for help?	
Lesson 14: Communication and Decision Making What kinds of things are important to think about when making a decision with someone else?	

Exit Ticket

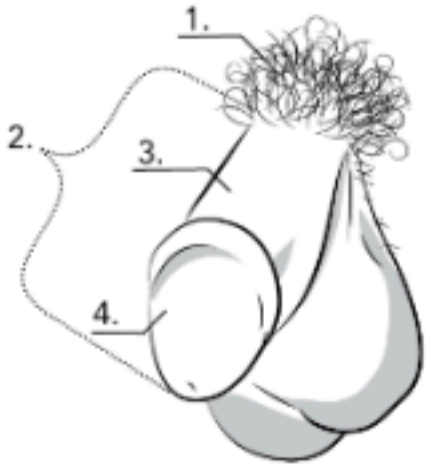
Today we discussed how to have respectful behavior and a good learning environment during the sexual health unit. Describe one ground rule from class today.

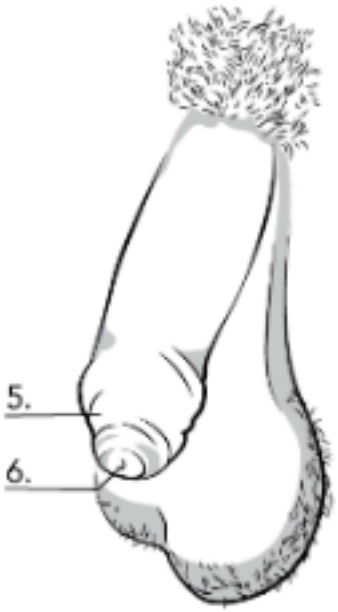
Warm-up

Today we are reviewing the parts of the body involved in sexual reproduction. List all the parts of the human reproductive system that you can remember.

Reproductive System Worksheet 1

Genital Variation







1. _____

2. _____

3. _____

4. _____

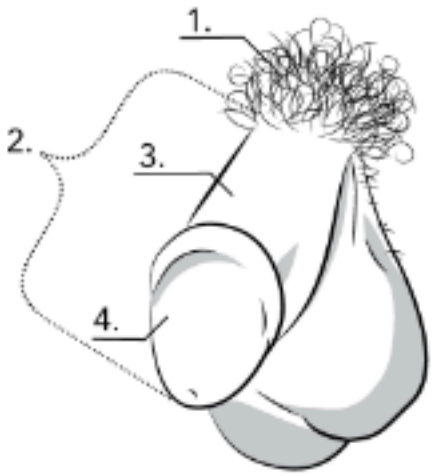
5. _____

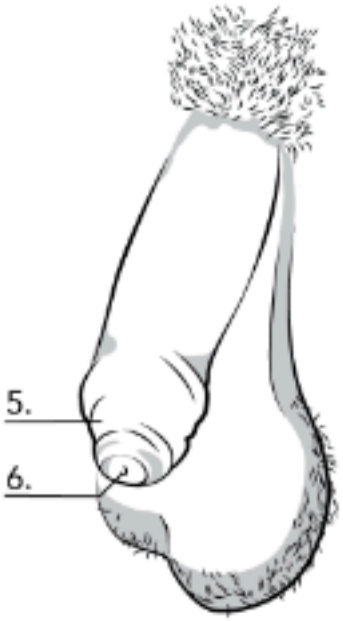
6. _____

7. _____

Reproductive System Visual 1

Genital Variation



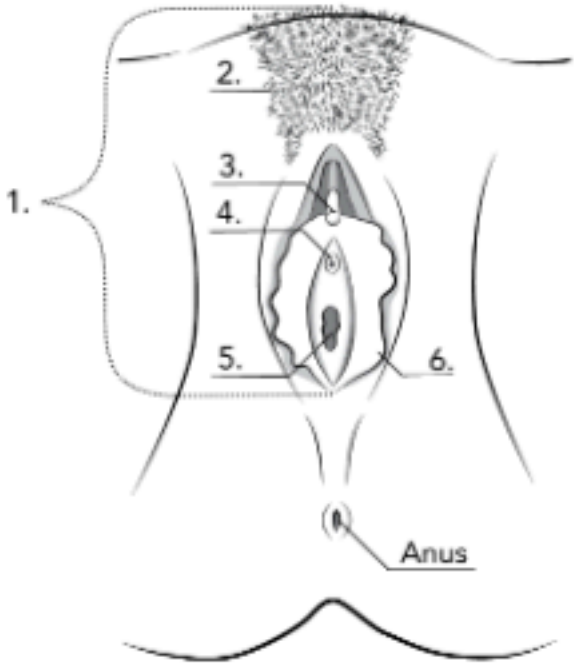




1. Pubic hair
2. Penis
3. Shaft of penis
4. Glans of penis
5. Foreskin
6. Urethra
7. Scrotum

Reproductive System Worksheet 2

Genital Variation



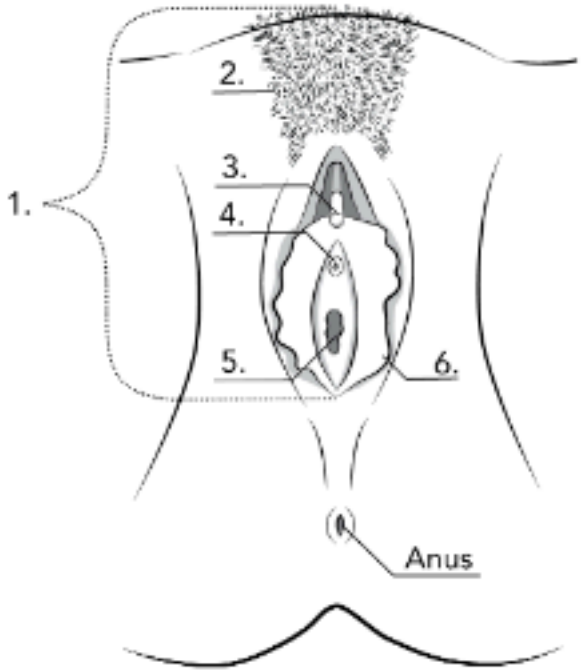




1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Reproductive System Visual 2

Genital Variation

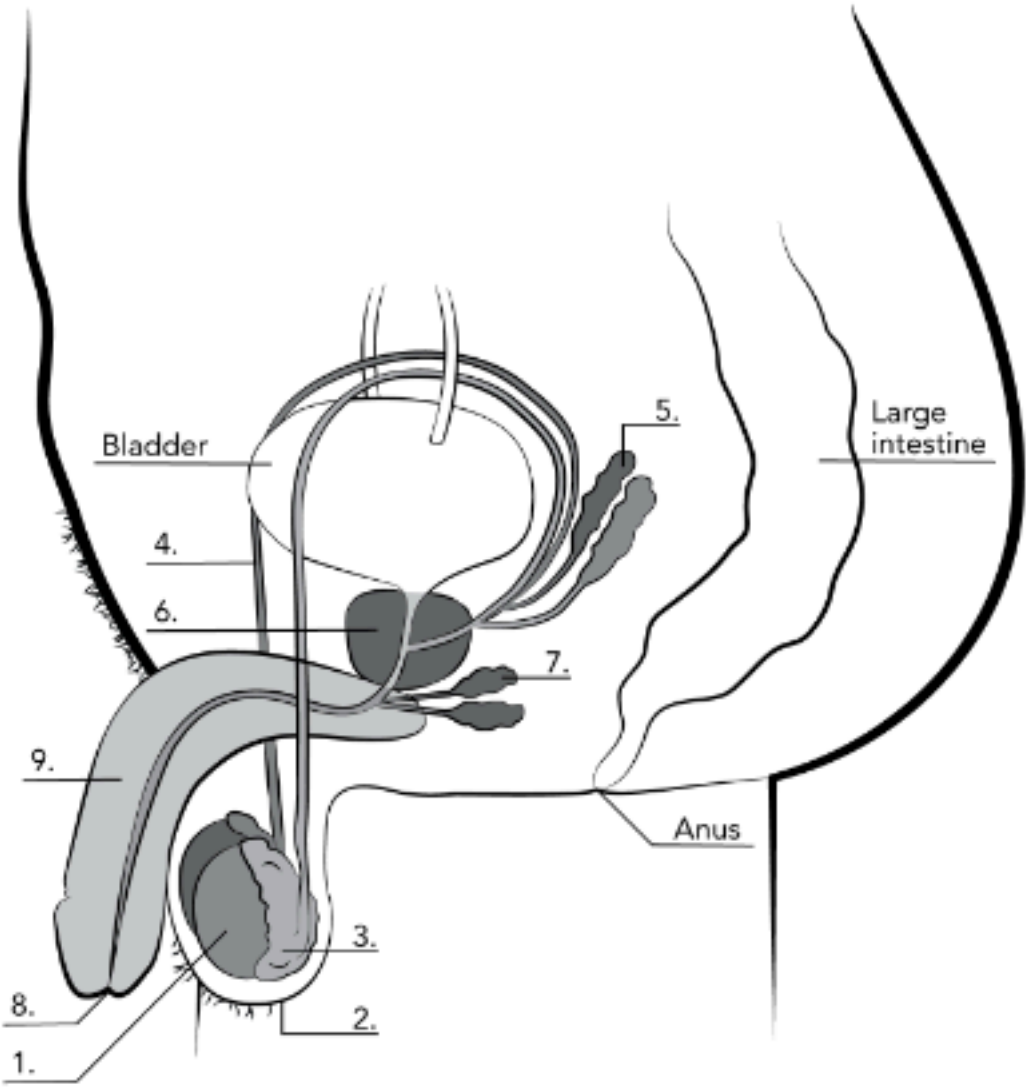






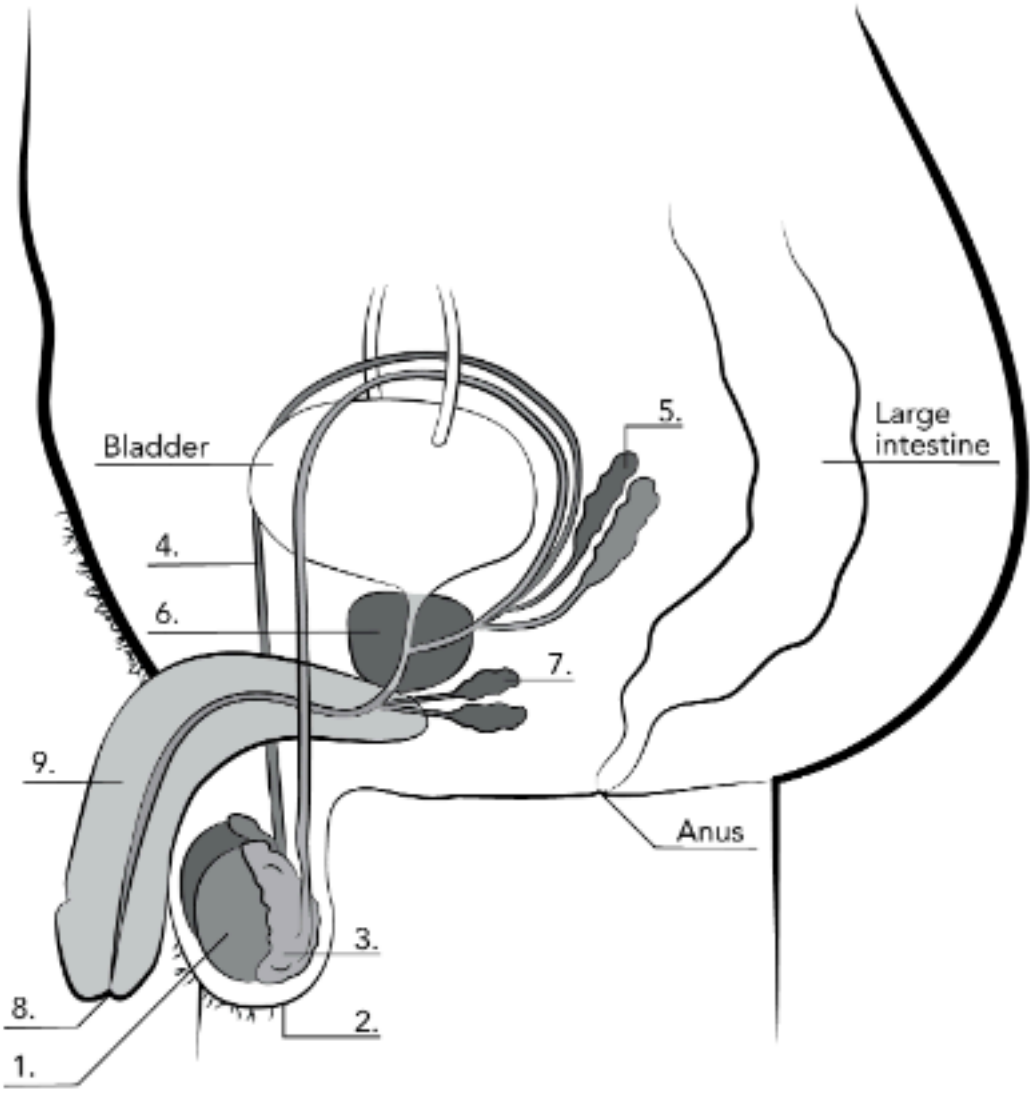
1. Vulva _____
2. Pubic hair _____
3. Clitoris _____
4. Urethra _____
5. Vagina _____
6. Labia _____

Reproductive System Worksheet 3



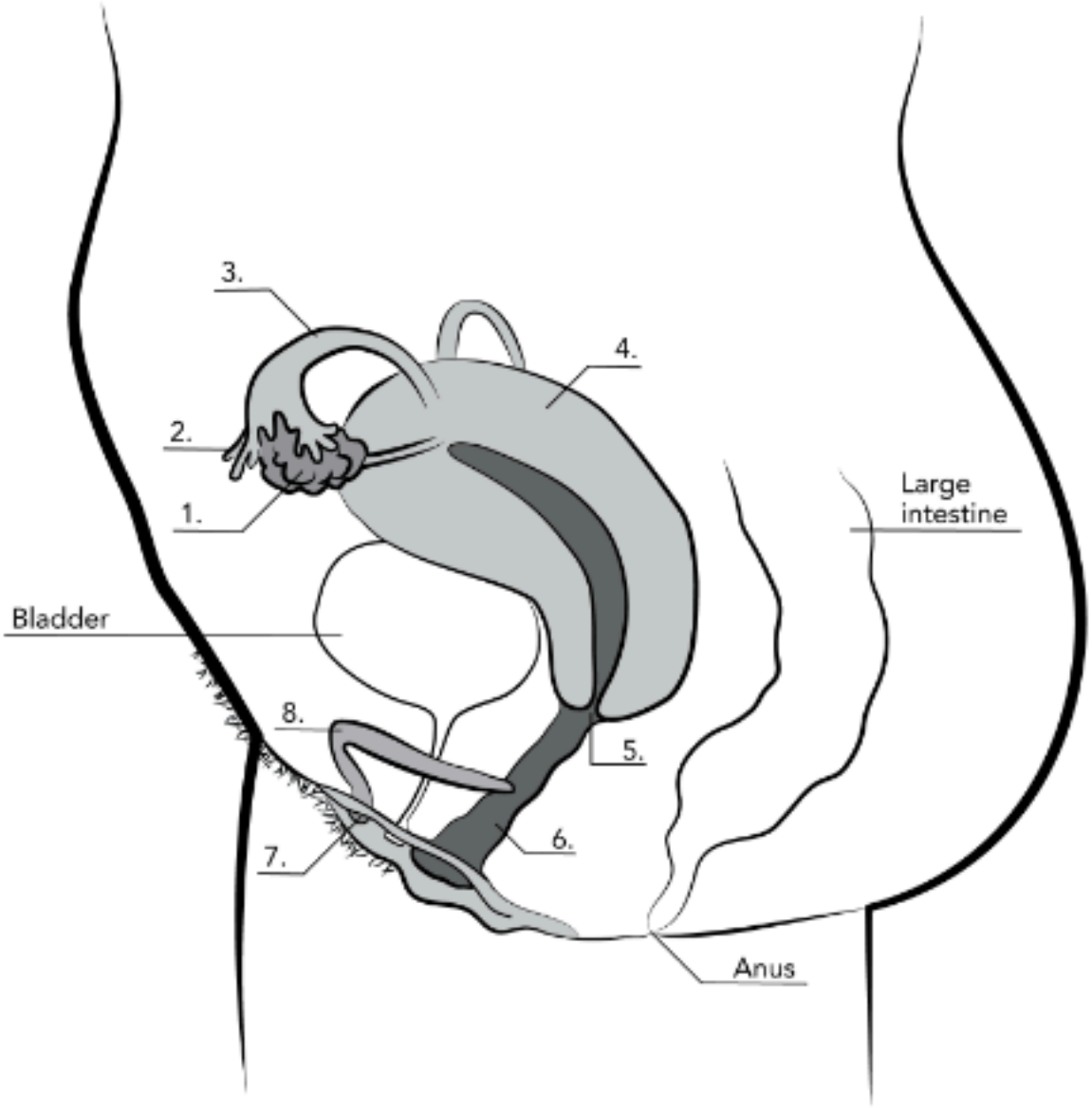
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Reproductive System Visual 3



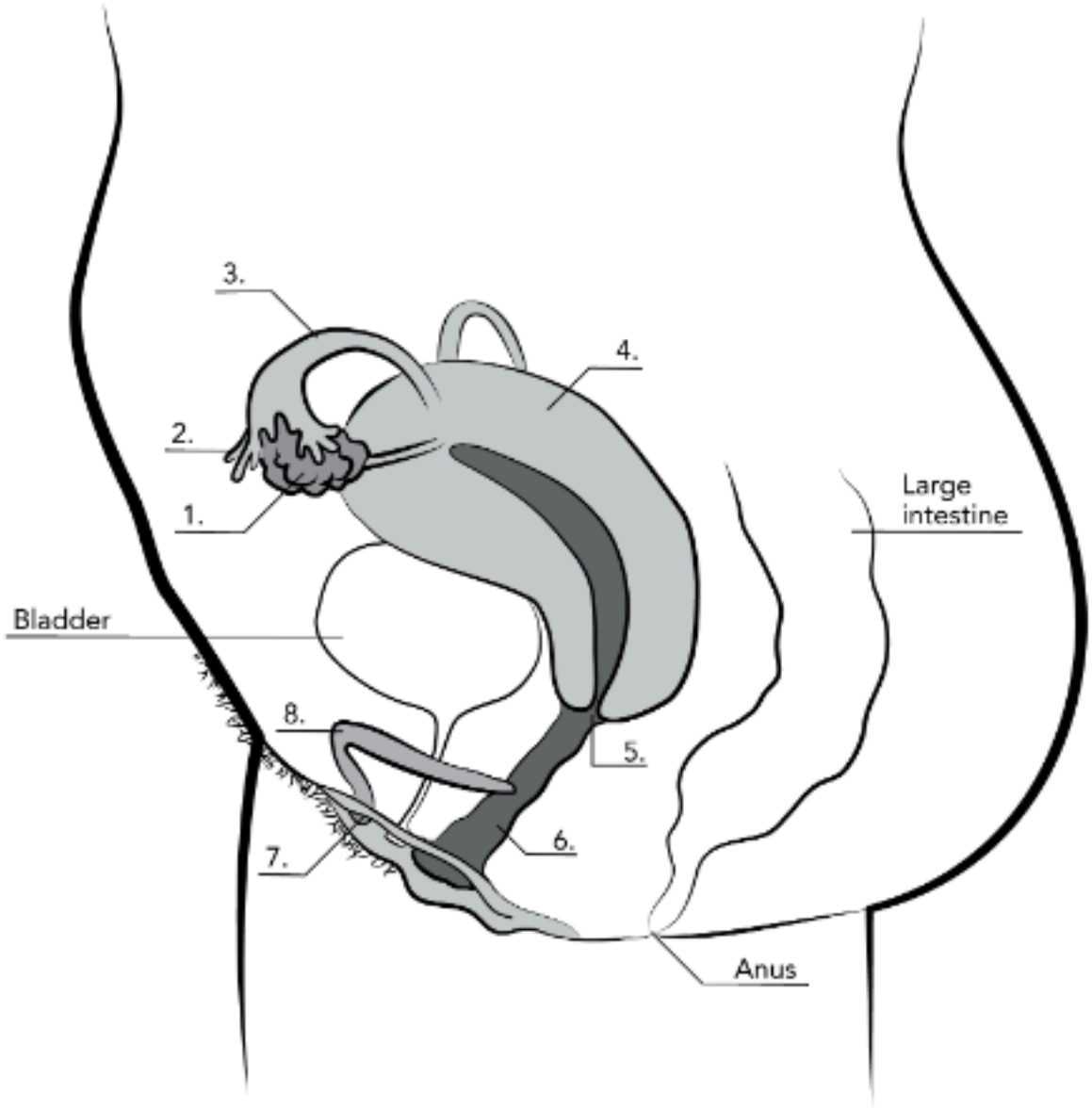
1. Testicles _____
2. Scrotum _____
3. Epididymis _____
4. Vas deferens _____
5. Seminal vesicles _____
6. Prostate gland _____
7. Cowper's glands _____
8. Urethra _____
9. Penis _____

Reproductive System Worksheet 4



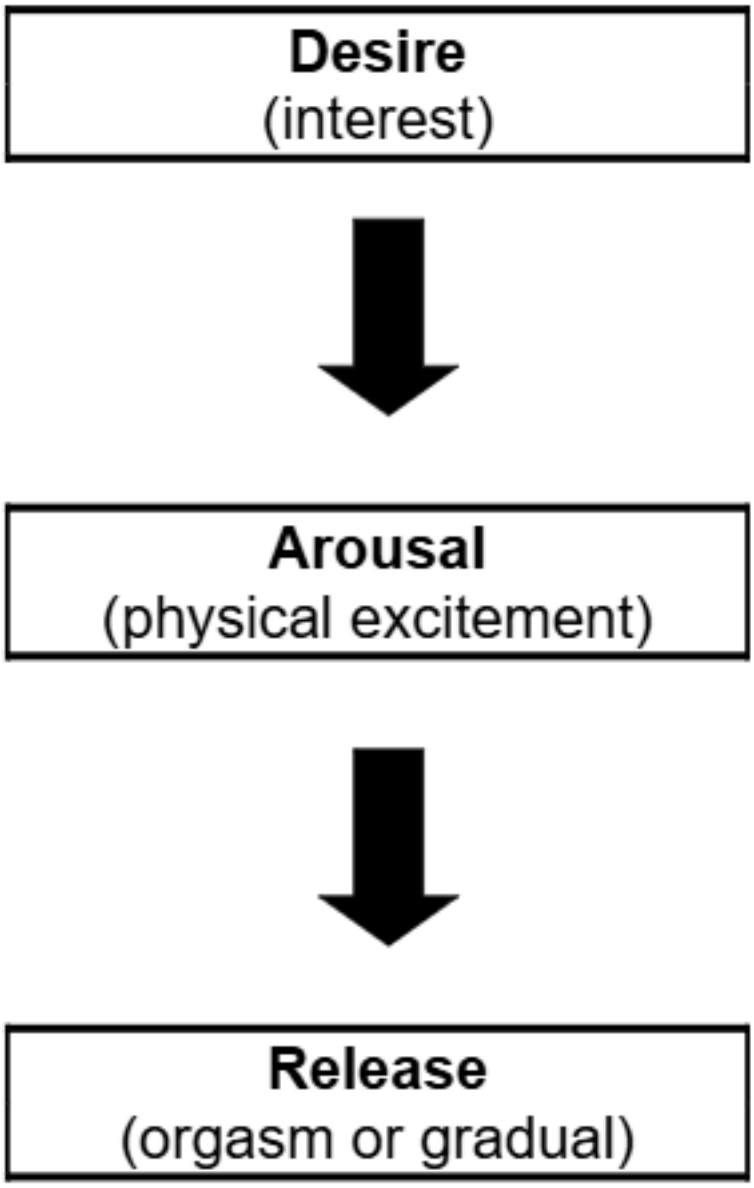
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Reproductive System Visual 4



1. Ovary _____
2. Fimbria _____
3. Fallopian tubes _____
4. Uterus _____
5. Cervix _____
6. Vagina _____
7. Glans of clitoris _____
8. Shaft of clitoris _____

Human Sexual Response Visual 5



Exit Ticket

Write the name of the body part or process that has a similar role:

Ejaculation, Sperm, Clitoris, Fallopian Tube, Ovary

1. Egg _____
2. Testicle _____
3. Ovulation _____
4. Penis _____
5. Vas Deferens _____

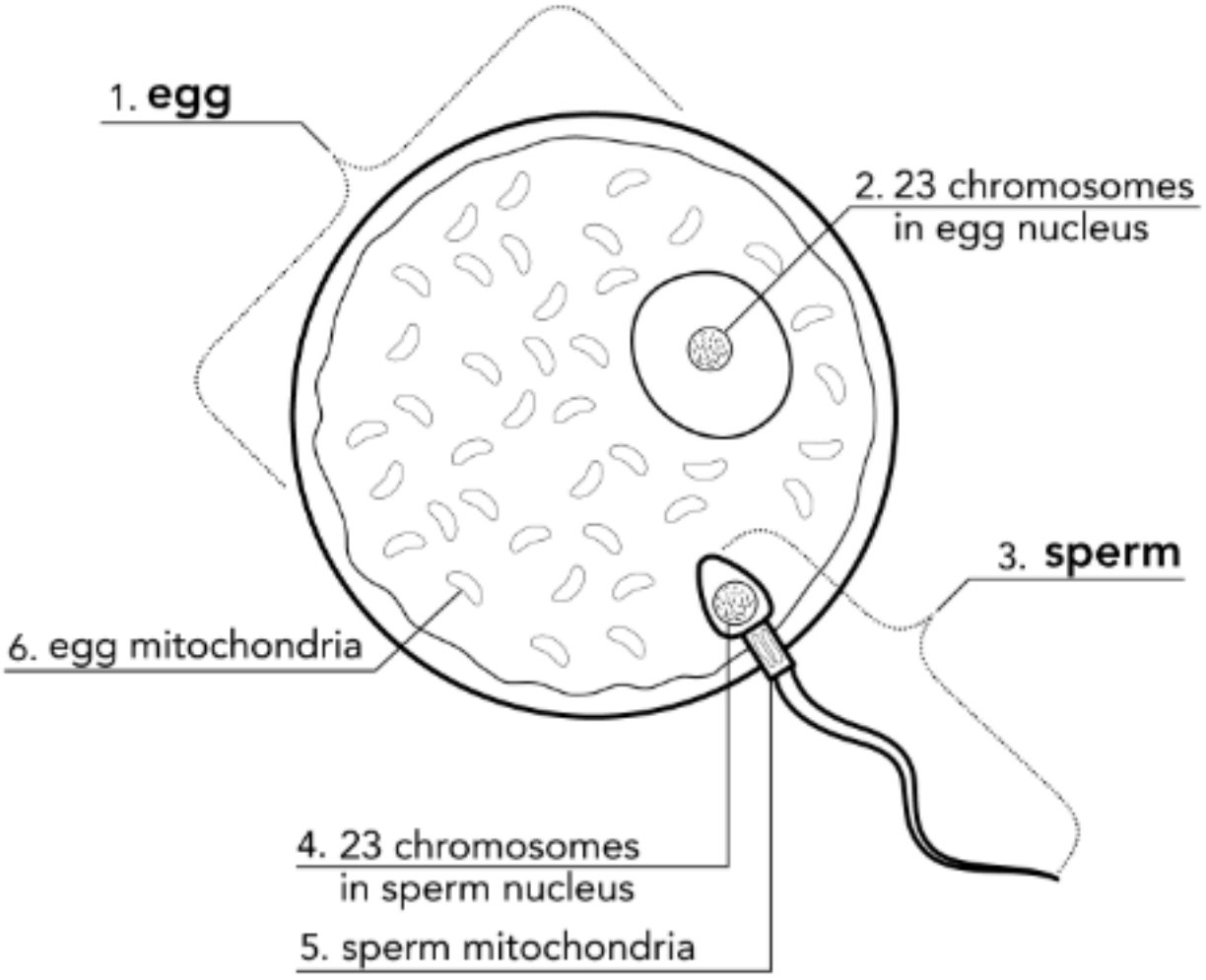
Warm-up

There are many changes to the body that happen during a pregnancy.

List as many as you can.

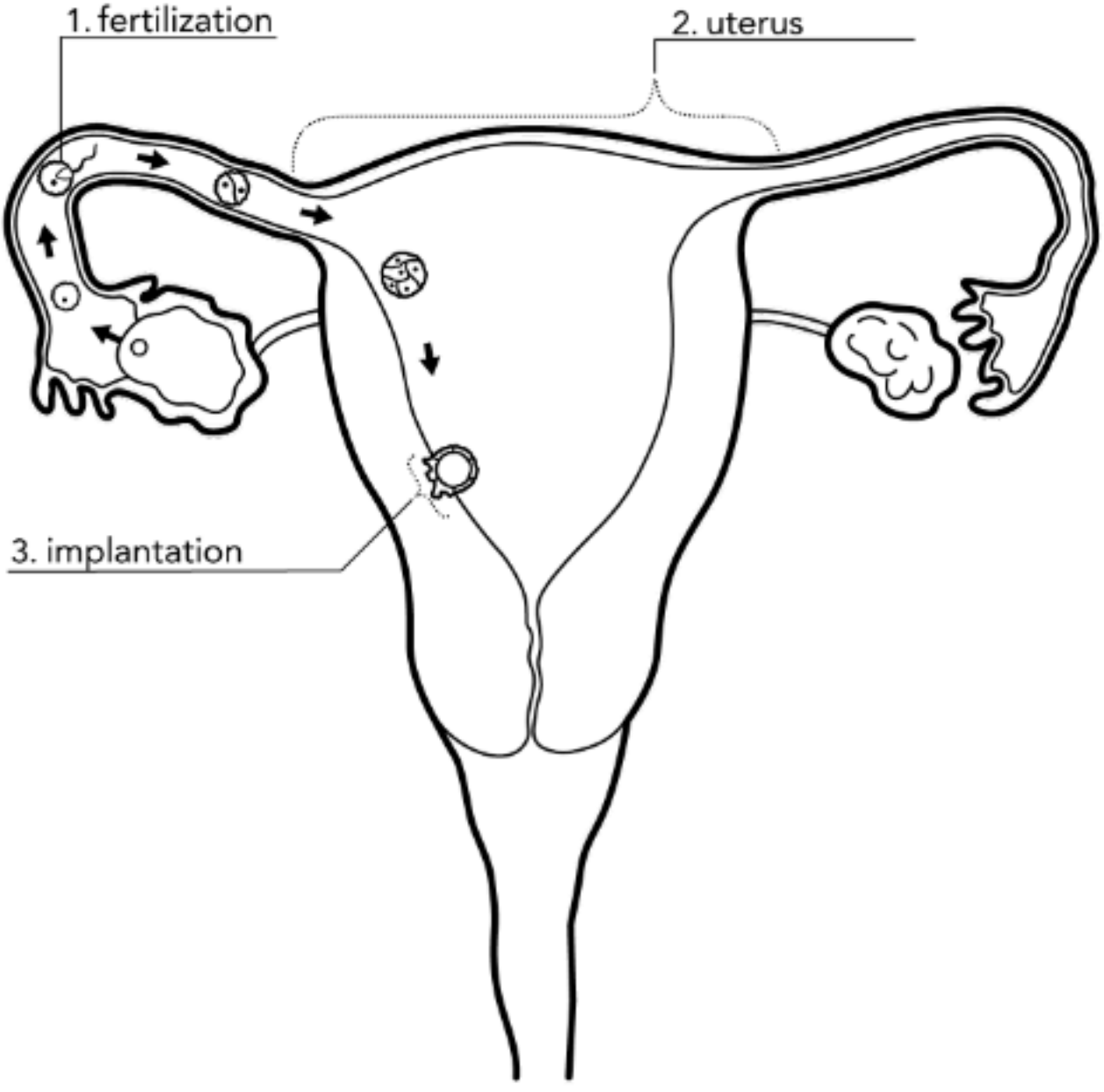
Pregnancy Visual 1

Fertilization



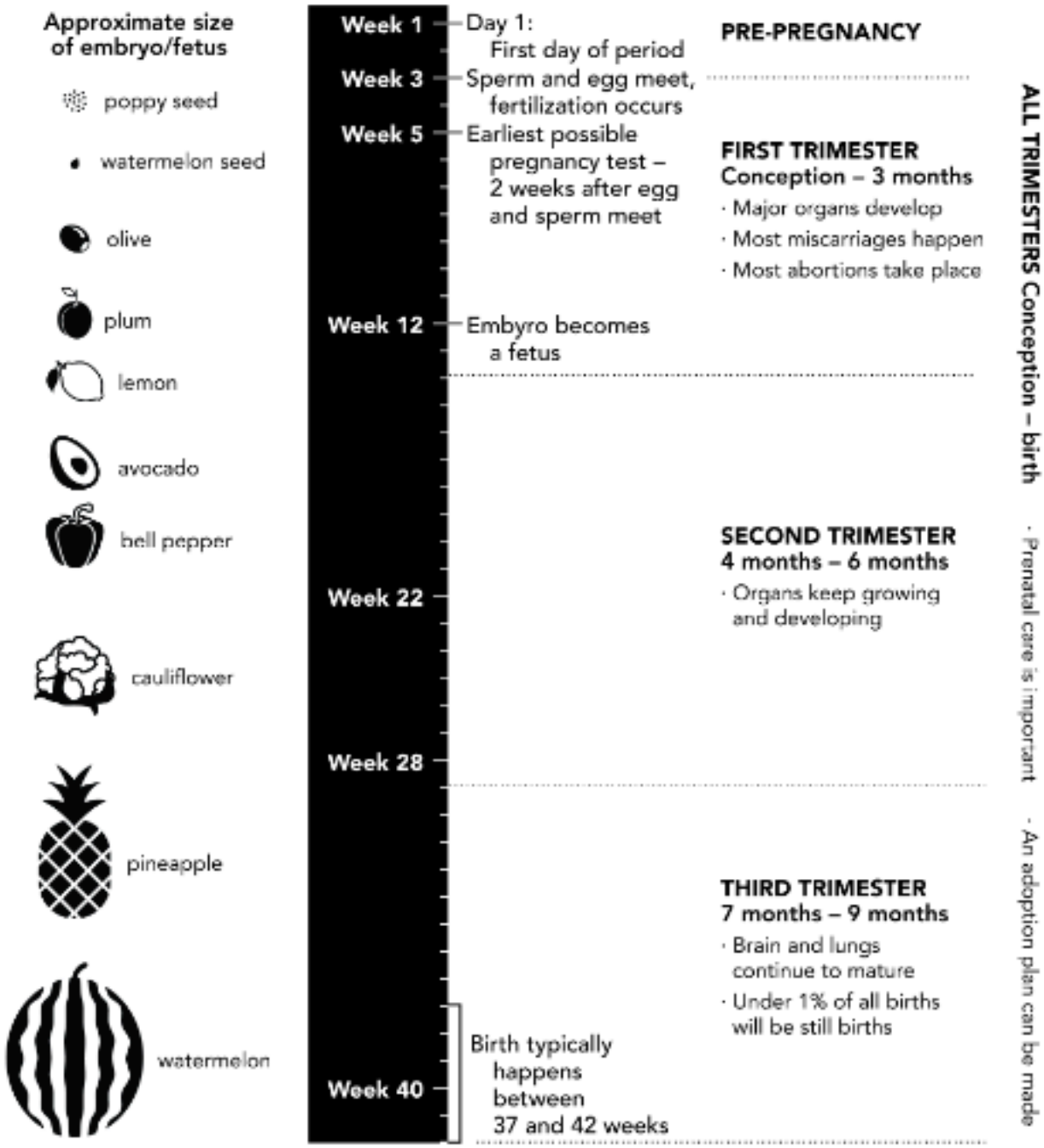
Pregnancy Visual 2

Fertilization and Implantation



Pregnancy Visual 3

Pregnancy Timeline



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

Pregnancy Review Game

1. What are the names of the two cells that are required to start a pregnancy?

2. What is it called when the egg and the sperm join together?

3. After the egg and sperm have joined together, the fertilized egg can either keep growing or leave the body in period blood. How often does it keep growing?

4. What is the name of the process that includes the following steps: egg and sperm joining, growing, and implanting in the wall of the uterus?

5. All cells in the human body have 46 chromosomes, except the egg and sperm cell. How many chromosomes do they each have?

6. If a baby is born with XX chromosomes, what will their assigned sex probably be?

7. What term is used to describe when babies have variations in their genitals, reproductive organs, or chromosomes?

8. Describe two physical signs that might make someone think they were pregnant.

9. What should a person do if they think they are pregnant, but they're not sure?

10. If a person needs a pregnancy test, describe one way they can tell if the clinic is reliable.

11. Name a reliable clinic in this community where a person can get a pregnancy test.

12. What is the medical word for the developing cells during the first 2 months of pregnancy?

13. We often talk about pregnancy in 3-month periods of time. What are these time periods called?

14. What is prenatal care?

15. What is a miscarriage?

16. At what point in the pregnancy do most miscarriages happen?

17. What is an abortion?

18. At what point in the pregnancy do most abortions happen?

19. What is a stillbirth?

20. What is adoption?

21. When during the pregnancy can someone make an adoption plan?

22. A pregnant person has three different choices they can make about how to proceed with their pregnancy. What are they?

23. How soon in their pregnancy should someone see a doctor?

24. Every state allows people in crisis to hand over their newborns to the proper authorities, such as a hospital or fire station, anonymously and without getting in trouble. What is the name of this type of law?

Exit Ticket

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

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

High School Health
Lesson 2

Learning Targets:

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

Success Criteria:

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

Standards:

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

Video Link (in PPT):

Sex, Etc: LGBTQ Discrimination https://www.youtube.com/watch?v=-Okix97TIXs

Warm-up

Polls show that young people today are more accepting of all sexual orientations and gender identities than ever before. Why do you think that is?

Definition Strips

When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's _____ _____.

The _____ _____ of babies with a vagina, clitoris, and XX chromosomes is usually female.

The _____ _____ of babies with a penis, scrotum, and XY chromosomes is usually male.

Some babies are born with variations in their genitals, reproductive organs, or chromosomes. This is called intersex. The doctor will usually give an _____ _____ of male or female, although people may identify differently as they get older.

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

Definition Strips

People often know their _____ _____ when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.

Cisgender is when a person's _____ _____ is the same as their assigned sex. For example, a doctor says "It's a girl!" at a baby's birth, and that child later feels "Yes, I am a girl."

Transgender is when a person's _____ _____ is not the same as their assigned sex. *For example, a doctor says "It's a girl!" at a baby's birth, and that child later feels "No, I'm not a girl." People may also identify as non-binary, genderqueer, gender fluid, or some other* _____ _____.

_____ _____ describes who a person is attracted to - the same gender, another gender, all genders, or no one at all.

Some examples of _____ _____ are gay, lesbian, bisexual, straight, queer, asexual, and pansexual.

Definition Strips

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

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

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

Visual 1: Assigned Sex

- When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's assigned sex.

- The assigned sex of babies with a vagina, clitoris, and XX chromosomes is usually female.

- The assigned sex of babies with a penis, scrotum, and XY chromosomes is usually male.

- Some babies are born with variations in their genitals, reproductive organs, or chromosomes. This is called intersex. The doctor will usually give an assigned sex of male or female, although people may identify differently as they get older.

Visual 2: Gender Identity

- Gender identity is a deep feeling people have about whether they are a guy, a girl, both, neither or somewhere in between.

- People often know their gender identity when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.

- Cisgender is when a person's gender identity is the same as their assigned sex. For example, a doctor says "It's a girl!" at a baby's birth, and that child later feels "Yes, I am a girl."

- Transgender is when a person's gender identity is not the same as their assigned sex. For example, a doctor says, "It's a girl!" at a baby's birth, and that child later feels "No, I'm not a girl." People may also identify as non-binary, genderqueer, gender fluid, or some other gender identity.

Visual 3: Sexual Orientation

- Sexual orientation describes who a person is attracted to - the same gender, another gender, all genders, or no one at all.

- Some examples of sexual orientation are gay, lesbian, bisexual, straight, queer, asexual, and pansexual.

- Sexual orientation is based on who people are romantically, sexually or emotionally attracted to, not necessarily who they have sex with or make out with.

Visual 4: Sexual Behavior

- Sexual behavior describes what someone does sexually—oral, anal or vaginal sex, making out, etc.

- Sometimes sexual behavior is in line with a person's sexual orientation, and sometimes it is not. For example, a person who identifies as straight might have had sex or made out with someone of the same gender.

Visual 5: Video Discussion Questions

1. In his dream, how does the main character know he's is in a world where being straight is the minority?

2. In our society, how are people given the message that being straight is the "normal" way to be?

3. When people are taught that being straight is the only “normal” way to be, how can that harm or limit ALL people?

4. The main character was bullied and teased for being straight. How could that negatively impact him?

Advice Column Handout

Dear Advice Writer,

I don't have very much in common with my friends lately. All they want to do is talk about musicians they like and think are cute. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Signed, Lonely

Dear Lonely,

It sounds like you are going through a rough time with your friends! Are there any popular musicians that you like or think are cute? If so, maybe you could bring them up in conversation with these girls. I don't think what your friends said about dating is true. There are lots of boys who are interested in girls who like the outdoors. Hang in there with your friends and this bump in the road will likely pass.

Signed, Advice Writer

Exit Ticket

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

Warm-up

Imagine you had to explain what a stereotype was to someone who had never heard of it. Write a short definition of stereotype, in your own words.

Try to give a definition, not an example.

Gender Expectations Handout

Gender stereotypes and expectations are rigid ideas about how people should act based on their gender. They are very common and can be harmful.

Gender expectations can pressure people to act in ways that are different from how they really feel. Some of the expectations can even lead to violence.

Many young people today see the harm these stereotypes can cause and are challenging them.

Expectations of Men

- **Tough** – Men are often expected to be tough and not show weakness, even when they are in danger or are hurt. Men are expected to sometimes settle problems with violence.
- **In charge** – Men are often expected to be decision makers, including in relationships, and are expected to be dominant.
- **Sexually in control** – Men are typically expected to be the initiators of dating and sex and are expected to always want sex. They are taught to believe that women want sexual attention from them.

Expectations of Women

- **Submissive or weak** – Women are often expected to do what others say. They are expected to be weaker than men, both physically and emotionally.
- **Emotionally unstable** – Women are often labeled hormonal, moody, jealous, clingy or dramatic. They are perceived as unstable and not able to be in control of major decisions.
- **Sexually pure / sexually available** – Women are usually expected to live up to two conflicting values - to be virgins, but also to be sexually available and experienced. For example, they are labeled "sluts" if they are perceived to dress in sexy ways or be interested in sex. They are labeled "teases" if they do not want to have sex. Women's value is based largely on their sexuality and beauty.

Gender Scenarios Worksheet

Instructions: Complete the example with the whole class. Complete one of the other scenarios with your small group.

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

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

B. What problems could this expectation cause for Bruno?

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

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

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

   B. How might Aleesha feel in this situation?

   C. What problems could this expectation cause for Aleesha?

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

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

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

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

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

3. **Adriana has been going out with her boyfriend for 6 months. On Friday night she goes to the movies with her cousin Jorge. On Monday at school, some teens who saw them at the movies call her a slut.**

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

   B. How might Adriana feel in this situation?

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

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

4. **When Ash talks with their partner about what do on their date, Ash always makes the final decision.**

   A. Which expectation of men is likely influencing Ash's actions?

   B. What problems could this expectation cause for Ash?

   C. What advice would you give to Ash to challenge this gender expectation?

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

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

   B. What problems could this expectation cause for Cooper?

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

Gender Scenarios Answer Key

EXAMPLE: Bruno

A. Tough
B. Not able to share his feelings; get depressed; not able to get support from his friends
C. Be honest about his feelings; share what he's going through; get support

1. **Aleesha**
   A. Passive/weak
   B. Bad or ashamed that she had sex even though she didn't want to; confused; angry, sad; like she can't talk to her girlfriend
   C. Could do things she doesn't feel good about; problems with her girlfriend
   D. Share what you do or do not want to do with your girlfriend

2. **Rafael**
   A. Emotionally unstable
   B. Jenny could get mad at him, break up with him, lose respect for him
   C. Don't ask if someone is on their period because they are angry; recognize that people have a variety of emotions not caused by hormones; try to be more understanding; don't dismiss your girlfriend's concerns

3. **Adriana**
   A. Sexually pure/available
   B. Hurt, embarrassed, angry, sad
   C. Calling someone a slut reinforces the stereotype, and they might get called sluts at another time; could get in trouble; could lose Adriana's friendship; might feel bad later
   D. Don't call people names; don't make assumptions; think about how you'd feel in that situation

   Note: Students may want to give advice to Adriana about saying she was with her cousin. It's important to make the points to "not call people sluts" and "not make assumptions."

4. **Ash**
   A. In charge
   B. Their partner might get mad at them, break up, or have good ideas they never get to do
   C. Share decision making with partner; take turns making decisions

5. **Cooper**
   A. Sexually in control
   B. His girlfriend might break up with him; Cooper could commit rape
   C. Ask her if she wants to have sex; only have sex if his girlfriend also wants to

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.

Exit Ticket

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

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

Assessment Questions

Read the following scenario and answer the questions using the *Gender Expectations* handout.

> Belinda and Joe have been dating for several months and feel pressure to start having sex. Joe would like to wait to have sex, but he's afraid Belinda will think there is something wrong with him. Belinda would also like to wait to have sex, but she's afraid Joe will get mad at her or want to break up.

1. What gender expectations are likely influencing Belinda and Joe's actions?

2. Do you think it is likely or unlikely that Joe and Belinda will have sex, even though neither of them wants to? Why?

3. If these gender expectations didn't exist, how would this situation be different?

High School Health
Lesson 3

Learning Targets:

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

Success Criteria:

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

Standards:

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

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 …")

Volunteer Instructions: Communication Skills Demonstration

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

The Scene:	All 3 scenarios begin with Person B and Person C talking. Person A (the asker) approaches them to ask out Person B
Person A:	Asks out Person B.
Person B:	Wants to go out with Person A. Will only agree to a date if Person A asks in a clear and respectful way.
Person C:	Person B's friend. Tries to be helpful.

The First Attempt

- **Person A** (the shy asker) looks at the ground, speak softly, avoids eye contact, doesn't ever ask the question.
- **Person B** (the person being asked) wants to go on date with Person A but does not understand that Person A is trying to ask them.
- **Person C** (the friend) seems confused and helps Person B leave gracefully.

The Second Attempt

- **Person A** (the pushy asker) is overconfident, interrupts, gets in others' space, seems unconcerned with what Person B wants, keeps asking.
- **Person B** (the person being asked) is no longer interested because of the pushy way Person A asked.
- **Person C** (the friend) is offended by Person A's behavior and helps Person B get away.

The Third Attempt

- **Person A** (the respectful asker) is polite to both people, makes eye contact, smiles, isn't too loud or quiet, clearly asks the question, respectfully waits for answer.
- **Person B** (the person being asked) has been wanting to go out with Person A and gladly accepts.
- **Person C** (the friend) is excited for them.

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 …")

High School Health
Lesson 4

Learning Targets:

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

Success Criteria:

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

Standards:

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

Website Links:

Video: 2 Minutes Will Change the Way You Think About Consent - https://www.youtube.com/watch?v=laMtr-rUEmY&t=3s

National Sexual Violence Resource Center: https://www.nsvrc.org/organizations

FLASH KEY CONCEPTS

- Everyone has the right to say who touches their body and how.
- It is never okay 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.
- No one should feel pressure to act a certain way because of their gender.

MATERIALS

Student Materials

- *State Laws and Resources* – which you will need to create for your own state. (This handout is provided for Washington State in the curriculum.)

Classroom Materials

- *Lesson 7 Warm-up*
- *Coercion and Consent Scenarios*
- *Lesson 7 Exit Ticket*

TEACHER PREP

1. Create *State Laws and Resources* for your own state, unless you teach in Washington State, which is provided in the curriculum. Use *Washington Laws and Resources* as a model. Visit the National Sexual Violence Resource Center's webpage at nsvrc.org/organizations to find contact information for your state sexual violence prevention organization. They may have a handout already created or can provide you with state information.

2. Tally the results of the *Sexual Attitudes Survey* from Lesson 5. Pick 2 to 4 questions in which students showed a bias that was less favorable of their peers. Display the results visually as a pie chart or graph. For instructions on making pie charts and graphs from Excel, PowerPoint, or other Office products, visit support.microsoft.com/en-us/office.

3. Make arrangements for students who request to be excused. It's recommended that no students be required to participate in this lesson if they prefer not to, and that students who wish to excuse themselves not be required to provide an explanation.

4. Preview the 2-minute video "2 Minutes Will Change the Way You Think About Consent" from Campus Clarity, which explains consent through the example of borrowing a cell phone. www.youtube.com/watch?v=laMtr-rUEmY

What we see from these results is that most of you feel it's important to get consent and respect partners' boundaries. For example, sometimes people say, "I was so turned on I couldn't help myself," or "We've had sex before, so I know my partner's okay with it." Most of you wouldn't agree with these sorts of statements. You understand that people have the right to say no to sexual activity at any point.

I noticed that, although you agreed with the statements on the survey, you weren't as sure your peers would. In almost every case, you thought your peers would feel less strongly than you did about the issues. That's interesting, because, of course, your peers also answered the survey, and you all are thinking the same things.

This is important, because sometimes people make decisions based on what they think their peers are doing. For instance, research shows that people sometimes feel pressured to have sex because they think their peers are, when in fact, the majority of teens aren't having sex. I am glad you all had a chance to see that your peers' feelings about the importance of consent and respecting others' boundaries are not that different from yours.

4. **Watch consent video. Define terminology.**
   Watch 2-minute video "2 Minutes Will Change the Way You Think About Consent" at www.youtube.com/watch?v=IaMtr-rUEmY. Follow the script below to define key terms and reinforce that people always have the right to refuse sexual contact.

Thinking about the video we just watched, let's define some terms.

What is consent?
Permission or agreement. In this lesson, we are thinking especially about consent to engage in sexual activity.

Why should people always make sure they have consent before sexual activity?
Having any type of sex with someone without that person's consent, is sexual assault.

What is coercion?
The use of manipulation to persuade people to do something they may not want to do, including any sexual activity.

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.

High School Health
Lesson 5

Learning Targets:

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

Success Criteria:

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

Standards:

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

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

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

Exit Ticket

List at least 2 ways that someone can prevent getting or giving an STD.

High School Health
Lesson 6

Learning Targets:

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

Success Criteria:

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

Standards:

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

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

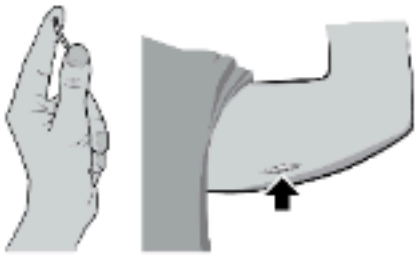


Important Points:

1.

2.

Implant

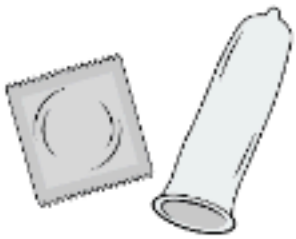


Important Points:

1.

2.

Condom



Important Points:

1.

2.

EC (Emergency Contraception)

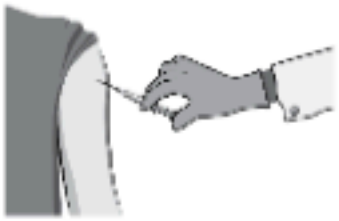


Important Points:

1.

2.

Depo Shot

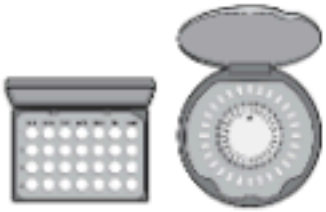


Important Points:

1.

2.

Birth Control Pill



Important Points:

1.

2.

Patch



Important Points:

1.

2.

Vaginal Ring

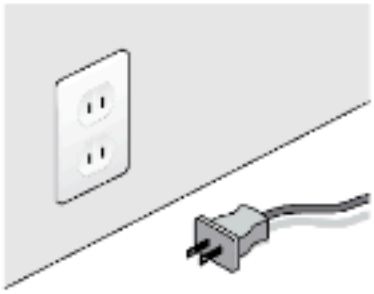


Important Points:

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.

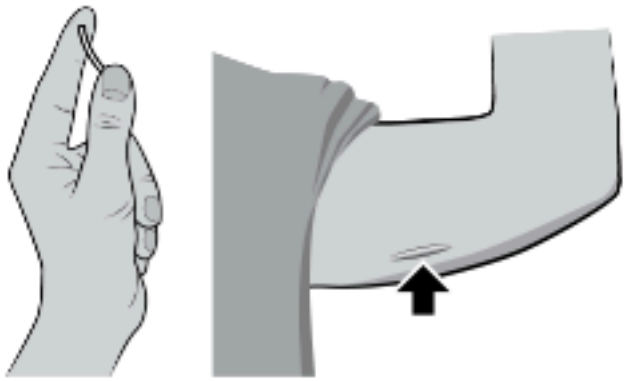
How do you get an IUD?

- 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.

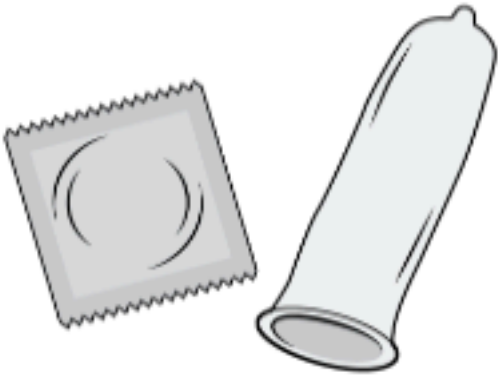
How do you get an implant?

- 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?

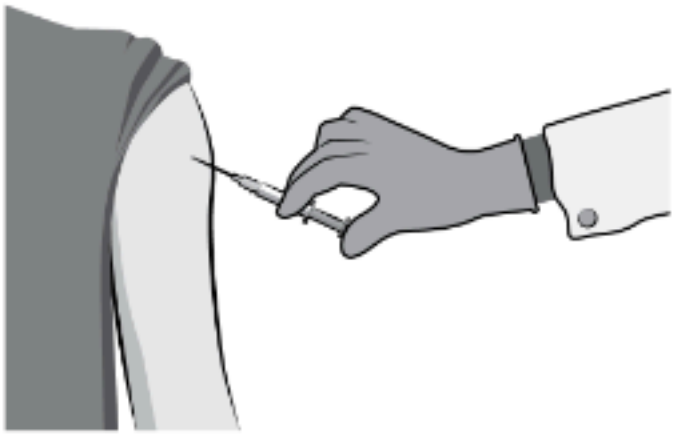
- EC pills are in the pharmacy area of the drugstore. Call first to make sure they have it.
- All brands of EC pills can be bought at a drugstore. A prescription is not needed, except for ella. A person of any age or gender can buy EC.
- Many health clinics also carry EC. Call first to make sure they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

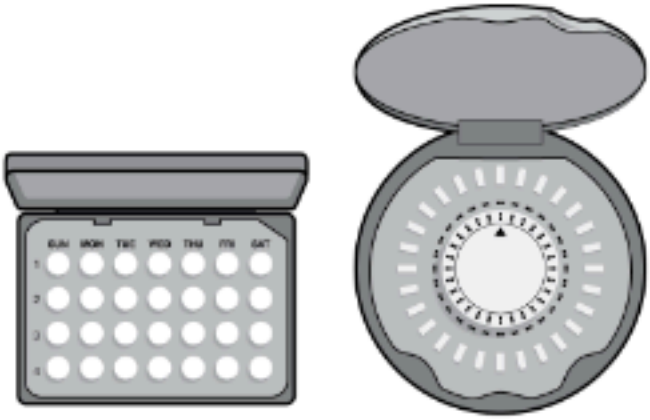
- A person needs to go to a doctor to get the shot.

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?

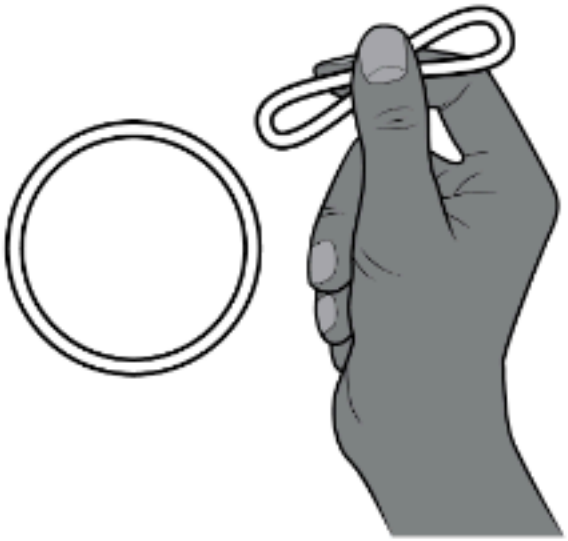
- A person needs to go to a doctor to get started on the patch.

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?

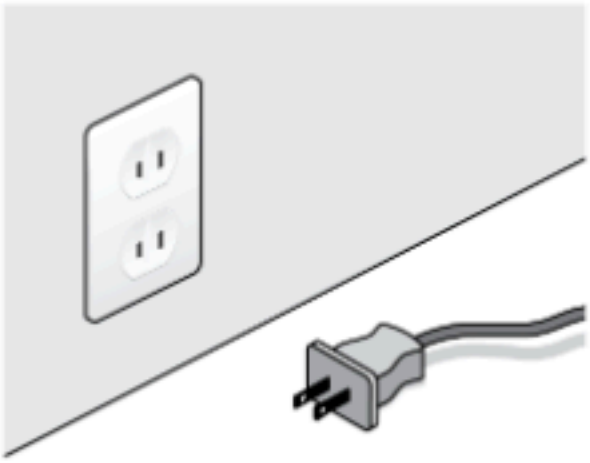
- A person needs to go to a doctor to get started on the ring.

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?

High School Health
Lesson 7

Learning Targets:

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

Success Criteria:

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

Standards:

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

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?

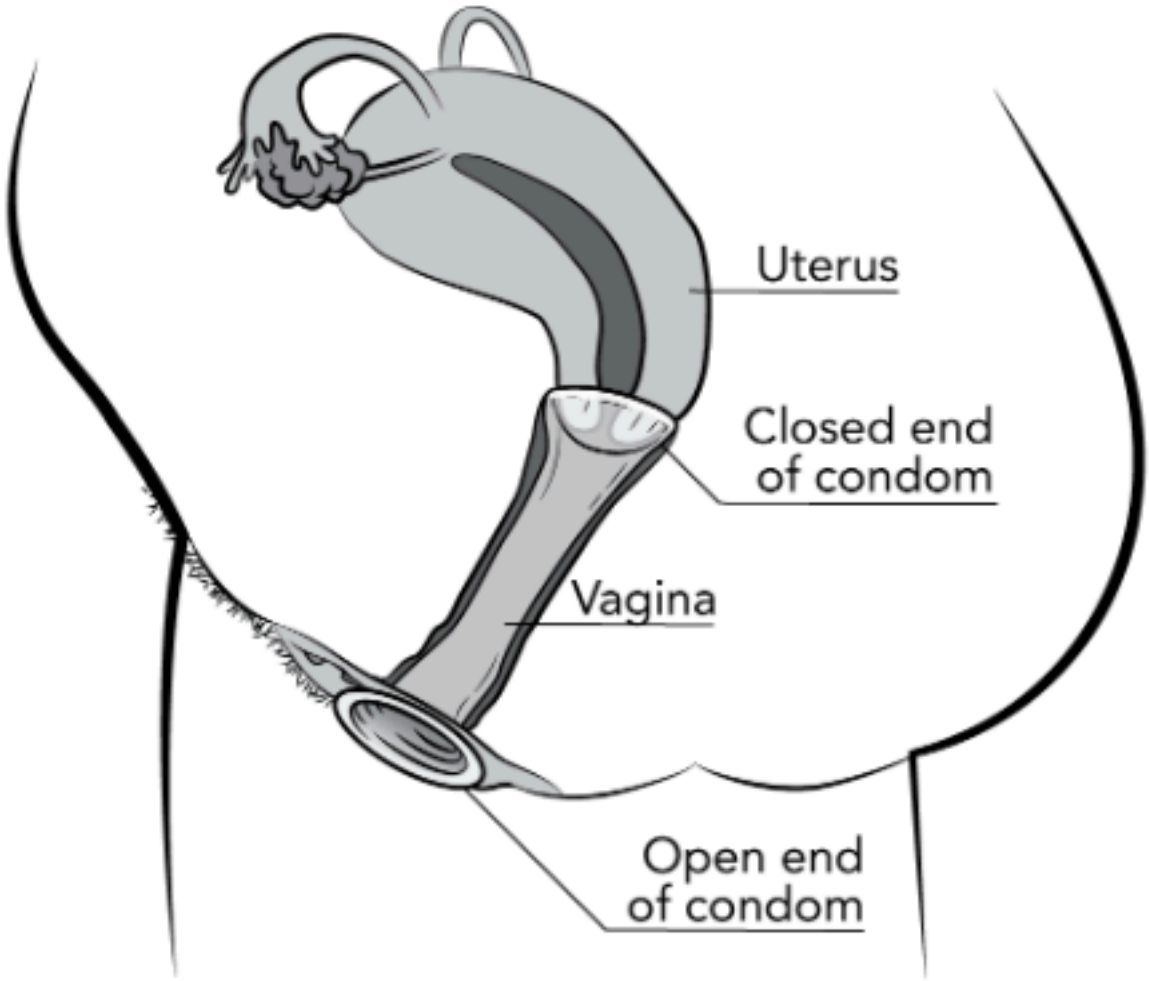
Visual 1: Condom Facts

- 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.

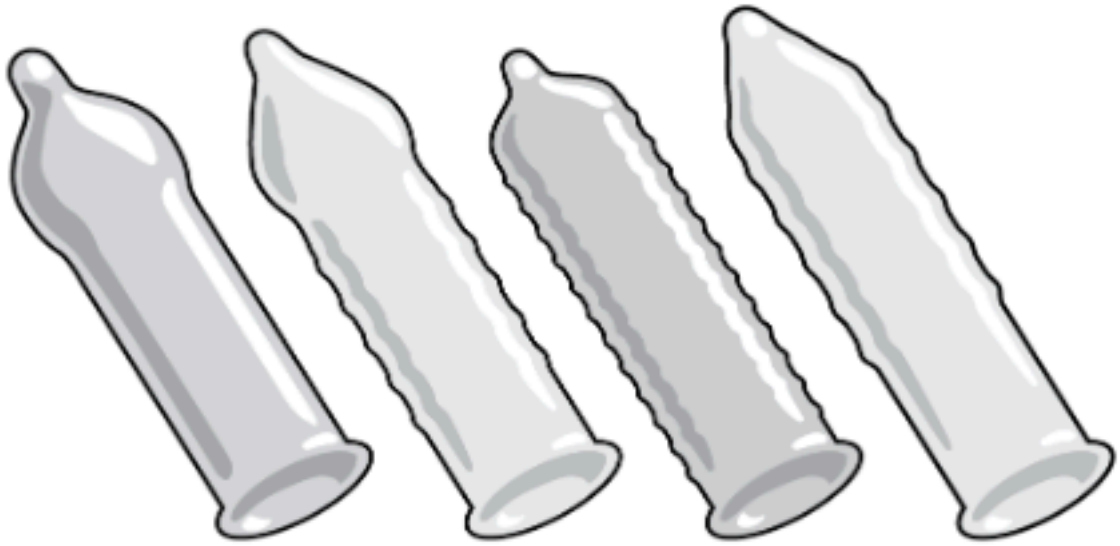
Visual 2: Vagina Condom



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.



Check
expiration date

Carefully open
package

Pinch tip of condom

Roll condom down erect penis

Vaginal or anal sex

With condom

Ejaculation

with condom

Hold condom on penis while pulling out

Take condom off penis

Throw condom in garbage

Exit Ticket

Name at least 3 benefits or positive things about condoms.

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.

High School Health
Lesson 8

Learning Targets:

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

Success Criteria:

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

Standards: All

The assessments on the following pages are optional for teachers to distribute to students.

FLASH UNIT TEST - Optional

1. Circle the correct statements below:

   A. The shapes and sizes of bodies and body parts vary greatly from person to person.

   B. There is a wide range of normal anatomy.

   C. Physical differences between people should be respected.

   D. Physical differences between people are usually the sign of a serious medical problem.

2. Fill in the correct term using the word bank below:

   Ejaculation Ovulation Semen Testicle Urethra Vagina Vulva

   a. The process of the egg leaving the ovary: _____

   b. The process of sperm leaving the body: _____

   c. Another word for the female genitals: _____

   d. A passageway into the body for sperm, and a passageway out of the body for vaginal fluids, menstrual fluids and a baby during childbirth: _____

   e. In females, where urine leaves the body; in males, where urine and semen leave the body: _____

   f. Where testosterone and sperm are produced, starting in puberty: _____

   g. The liquid containing sperm and other fluids: _____

3. Circle the three terms that describe an aspect of sexual response.

   Desire Ovulation Arousal Release Sperm Production

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

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

5. Which is NOT a common sign of pregnancy?
   a. Missed period
   b. More frequent periods
   c. Tender breasts
   d. Tired
   e. Nausea

6. What is the sure way to know a person is pregnant?

   _____

7. Which of the following clinics would most likely have reliable information and services for pregnancy, prenatal care and pregnancy options?
   a. Clinics that show up on an internet search for "pregnancy"
   b. Clinics with licensed medical providers, such as doctors and midwives.
   c. Clinics that help their patients get prenatal care, an abortion or adoption services, without pressuring them.

8. Match the following terms with their definitions:
   biological sex sexual orientation gender identity sexual behavior

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

   b. _____: Determined by whether a person is attracted to the same gender, another gender, or all genders.

c. _____: What someone does sexually, such as oral, anal or vaginal sex, making out, etc.

d. _____: Based on having XX or XY chromosomes

9. Traditional gender role expectations of men include acting tough, in charge and dominant.
   True or False? (circle)

10. List 3 characteristics of a healthy relationship:

11. If a friend of yours was in an unhealthy relationship, what is one way you could help them?

12. Someone cannot give or get consent while under the influence of drugs or alcohol.
    True or False? (circle)

13. Sexual assault is never the fault of the victim.
    True or False? (circle)

14. Sexual assault is always the fault of the person who committed the act of sexual violence.
    True or False? (circle)

15. Match the following terms with their definitions:
    Rape Child sexual abuse Incest Sexual assault
    a. Coercing or forcing another person into sexual contact
    b. An adult sexually touches or has sex with a child or teenager

c. A close relative such as a parent or stepparent sexually touches or has sex with a child.
d. Any kind of sexual penetration by force or when the person can't consent.

16. List two of the refusal steps:

17. What is the most effective way to not get pregnant or get an STD?

18. Circle any situations that could make it harder to remain abstinent once someone has decided not to have sex.
    a. Being drunk or high
    b. Being home alone with a boyfriend or girlfriend
    c. Not telling boyfriend/girlfriend about the decision to be abstinent
    d. Spending time with other teens who are abstinent

19. Which of the following communication skills help make it clear that a person means NO? (there may be more than one correct answer)
    a. Says NO.
    b. Says "I'm not sure."
    c. Says "Maybe later."
    d. Uses a clear, firm voice.
    e. Matches body language with what's being said.

20. What are two reasons a sexually active person should go to a clinic?
21. How does emergency contraception prevent pregnancy? Circle the correct answer.
    a. It prevents or delays the ovaries from releasing an egg.
    b. It causes an abortion.
    c. It prevents the testicles from making sperm.
    d. It confuses the egg and sperm into traveling in the wrong direction.
    e. Where could a person get medically accurate information about birth control, condoms, and emergency contraception in our community?

22. True or False. In Washington State, the law says that teens can get birth control confidentially.

23. Which of the two couples below have very good protection against pregnancy and STDs.

    a. Man uses condom every time; woman uses IUD.
    b. Man uses condom every time; woman uses nothing.
    c. Man uses condoms half the time; woman uses nothing.

24. Why is it important for people who are sexually active to get an STD test? (Choose all that apply.)

    a. It's important for sexually active people to get an STD test, so they don't accidently spread STDs to others.
    b. If you have an STD, the STD test will tell who you got it from.
    c. An STD test is the only way to know if a person has an STD.
    d. STD tests are important so people can receive the medical treatment they need.

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

    _____ Pinch the tip of the condom and roll the condom down to the base of the penis.
    _____ Check the expiration date and check for holes in package
    _____ Put the condom on the tip of the erect penis
    _____ Take the condom off and throw it away.
    _____ Carefully open the package
    _____ Couple has sex.
    _____ After sex, before the penis gets soft, hold the condom in place while the penis is pulled out.

26. List at least 2 things someone could do to prevent getting or giving an STD.

27. Which of the following ways can STDs and HIV be transmitted? Choose all that apply

    a. Kissing
    b. Vaginal sex
    c. Anal sex
    d. Masturbation
    e. Oral sex

28. How can someone get HIV? Choose all that apply.
    a. Using the same toilet as someone who has HIV
    b. Having sex without a condom with someone who has HIV
    c. Sharing needles with someone who has HIV
    d. Hugging someone who has HIV
    e. Being born or breastfeeding from a mom who has HIV
    f. Eating food prepared by someone who has HIV

29. List three ways HIV can be transmitted:

HUMAN SEXUALITY UNIT TEST

Name:

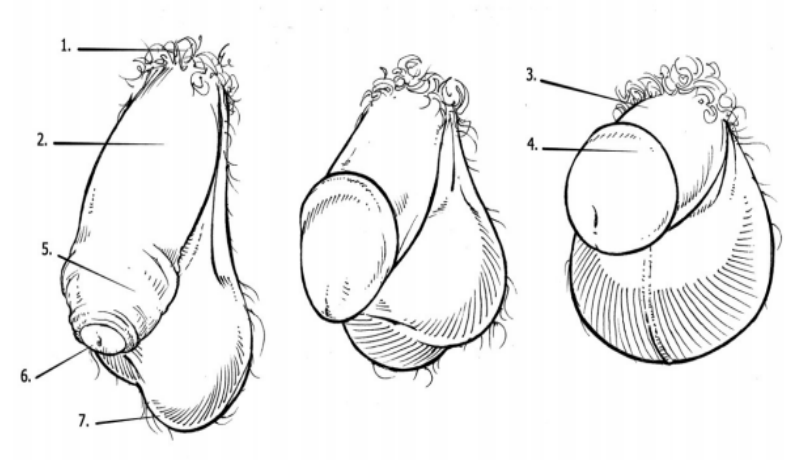
Priority Standards

Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Students will demonstrate the ability to access valid information and products and services to enhance health.
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Students will demonstrate the ability to use the decision-making skills to enhance health.
Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.
Students will demonstrate the ability to advocate for personal, family and community health.

Directions: Complete each part of the unit test *using your ONE notecard.* NO ELECTRONICS may be out the entire class period.

1	2	3	4
Less than 50 correct	50-69	70-91	92-100

Part I: Label the anatomy and answer the reflection question in a complete sentence. Do not write the function. ___/15



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2. _____
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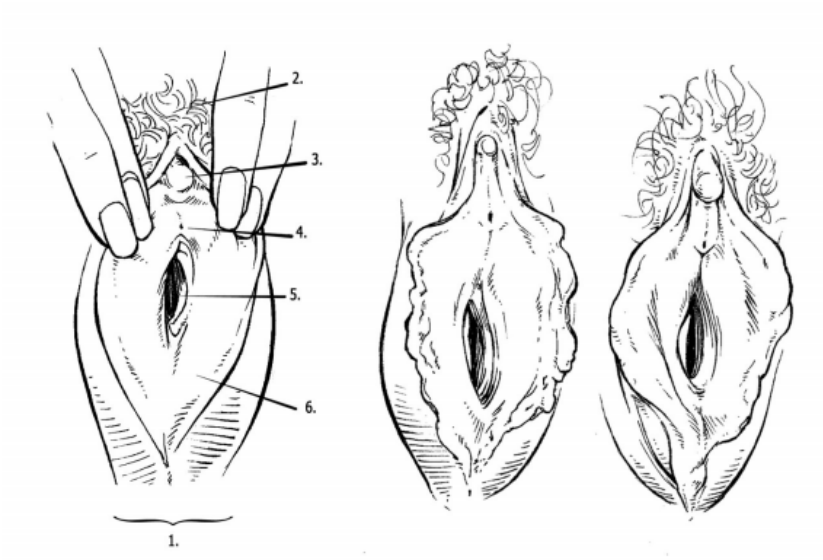

1. _____
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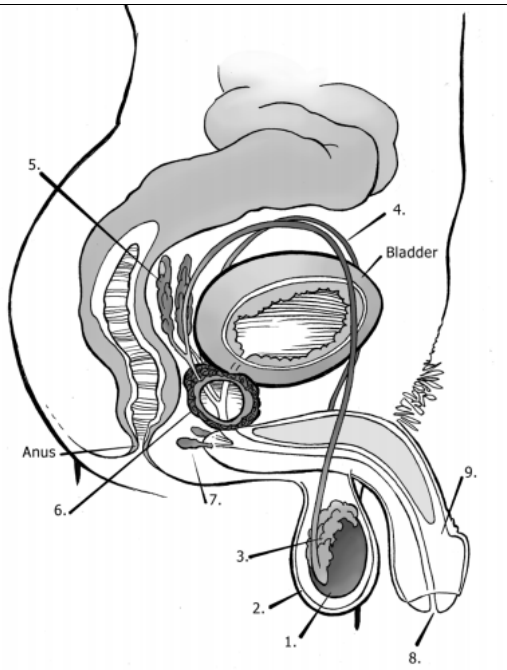
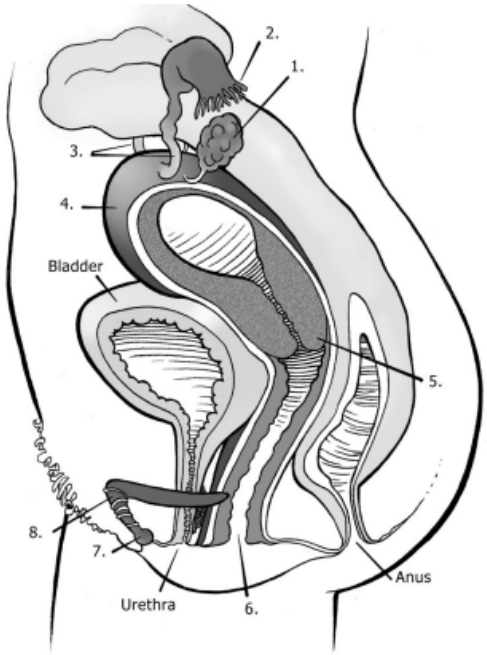


1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____



1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Reflection question: Why is it important to know the correct terminology for reproductive systems?

_____

_____

_____

PART II: Recommend a birth control method for each scenario. Do not recommend the same method twice and give at least two reasons why you are recommending that particular method. ____/15

1. Emmie is a 17 year old student who is in a mutually monogamous relationship. She is having intercourse and does not want to have kids in the next couple of years.
Recommendation: _____
Reasons why:

2. Bob is
having intercourse with multiple partners but is not ready for kids.
Recommendation: _____
Reasons why:

3. Ester is 25 and in a serious relationship but doesn't want to have kids for a few years.
Recommendation: _____
Reasons why:

4. Eleanor is 19 and had sex once, she regrets it and now wants to wait until she is married.
Recommendation: _____
Reasons why:

5. Susy is 35 and done having kids.
Recommendation: _____
Reasons why:

PART III: Label the steps to using a condom in order. _____/10

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

PART IV: Answer the following questions about HIV & AIDS _____/15

1. What is the difference between HIV & AIDS

2. List 3 ways STDs are contracted

3. List 3 ways to prevent STDs

4. Why is it important for people who are sexually active to get an STD test?

5. What is the most effective way to not get pregnant or get an STD?

6. Thinking of our class discussions about condoms, name one reason why someone might not use a condom, and list at least one solution to the problem.

PART VI: Answer the following questions in complete sentences. _____/15

1. Define Biological Sex:

2. Define Sexual Orientation:

3. Define Sexual Behavior:

4. Define Gender Identity:

5. Describe the importance of healthy relationships among teens.

6.. Describe what you would tell a friend who is in an unhealthy relationship.

PART V: RELATIONSHIPS _____/15

DEFINE HEALTHY RELATIONSHIPS:

DEFINE UNHEALTHY RELATIONSHIPS:

Scenario 1 - Marcus and Lillian:

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

Is this relationship health or unhealthy? Give 3 reasons for your decision.

Scenario 2 - Tony and Jamal:

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

Is this relationship healthy or unhealthy? Give 3 reasons for your decision.

What have you learned in this unit and how will you apply it to your life?

Part IV: Coercion and Consent_____ /15

Write T or F on the line next to the statements below

1. _____ Alcohol and other drugs do not make it harder for someone to give or get consent
2. _____ Sexual Assault is never the fault of the victim. It is always the fault of the person who committed the act of sexual violence.
3. _____ Consent is the permission or agreement to engage in sexual activity.
4. _____ People do not have the right to refuse sexual contact.
5. _____ Rape, incest, sexual harassment and child abuse are all forms of sexual assault.

Be Real. Be Ready. Human and Sex Trafficking

High School Comprehensive Sexual Health Education
Human and Sex Trafficking
Lesson 1 and 2

Resources: Be Real. Be Ready. Lesson 25 and Lesson 26

Standard(s):
*Differentiate between healthy and unhealthy relationships. H1.Se6.5a
*Promote ways to show respect for all people. H8.Se5.5
*Understand how to support a peer to recognize healthy and unhealthy relationships. H8.Se6.5

Learning Objective(s):
Lesson 25:
1) Students will understand the definition of human trafficking, sex trafficking and labor trafficking
2) Students will explore personal values and norms regarding boundaries, emotional needs, basic needs, psychological needs, and identity.
3) Students will be able to explore situations that are defined as human trafficking

Lesson 25 Discussion:
How did it feel to learn about this topic?
Were you surprised by the information, or were you already aware of human trafficking?
Did today change the way you think about the issue? How so?

Learning Objective(s):
Lesson 26:

1) Students will be able to separate myths from facts in regards to human trafficking.
2) Students will understand how human trafficking affects the people involved and others in the community.
3) Students will understand how to be an ally and support other students.

1) **Human Trafficking Awareness WebQuest**: https://platform.colleague.ai/interactive/PvlmXZgB8saTHmiZ0cfe
   a) The interactive WebQuest is adapted from OSPI approved websites.
      i) Polaris Project - https://polarisproject.org/
      ii) National Human Trafficking Hotline - https://humantraffickinghotline.org/en

2) What does the word “pimp” mean to you?

3) “America’s Daughters” video: https://www.youtube.com/watch?v=aTAVZChvLR4&ab_channel=Polaris

Human Trafficking Awareness WebQuest

Names:_____ Date:_____ Period:_____

Pre-Interactive Reflection

Before you begin the interactive module, take a moment to consider what you already know about human trafficking and the factors that make communities vulnerable. Write down your existing understanding of how poverty, education, and systemic issues can contribute to trafficking situations. Reflect on any personal experiences or stories you have heard that relate to these topics, as this will help you connect more deeply with the content you are about to explore.

1) My current understanding of socio-economic factors contributing to human trafficking is:

2) A story or news item I have encountered about trafficking is:

3) I hope to learn more about these aspects in the interactive because:

Guided Exploration Questions

As you work through the interactive at https://platform.colleague.ai/interactive/PvlmXZgB8saTHmiZ0cfe, pay close attention to the key modules on resources, legal rights, and systemic causes. Record specific facts, statistics, or quotes that stand out to you in each module. Taking detailed notes will help you later when you discuss the content or complete follow-up assignments.

1) In the **Community Resources** section, list two services you discovered and describe how they directly support a survivor's needs:
   1.
   2.

2) Within the **Legal Protections** module, identify one right that victims have under federal law and explain why it is important:

_____

_____

_____

_____

3) From the **Socio-economic Causes** segment, note one systemic issue highlighted and summarize its impact on at-risk populations:

Scenario-Based Application

Imagine you are a peer mentor helping a fellow student who may be at risk of trafficking. Use what you learn in the interactive to guide your recommendations. Relate your responses directly to content from the module, demonstrating how you would apply these insights in a real conversation or intervention.

If your peer expresses fear about seeking help, which **community hotline** would you recommend first, and what exact words or information from the interactive would you share to reassure them?

Should your peer need legal support, outline the **first two steps** they should take according to the interactive's guidance, including any forms or contacts mentioned:

To address your peer's concerns about stigma or shame, reference one **statistic or story** from the module that normalizes victim experiences and fosters empathy:

Personal Action Plan and Reflection

After completing the interactive and applying its lessons, consider how you can contribute to prevention and awareness in your school or community. Draft a concise action plan that incorporates at least two practical steps you can take, drawing on the resources and strategies you have just explored. This plan can serve as the foundation for a school project, awareness campaign, or peer support group initiative.

Action Step One: Describe a concrete activity you will lead or participate in to raise awareness about human trafficking.

Action Step Two: Identify one partner (e.g., school counselor, local nonprofit) you will collaborate with and explain how you will involve them.

Reflect on how completing this interactive has changed your perspective or motivated you to take these actions.

Homework: Human Trafficking

Name: _____

Period: _____ Date: _____

Answer the following questions by circling True or False:

1. Sex trafficking mainly happens overseas to young girls. True / False
2. Most youth who engage in sex work make a lot of money. True / False
3. Sex work is something a teenager can legally decide to do. True / False
4. Pimps are men in expensive clothing who protect those who work for them. True / False
5. Employers who hire people – even teenagers – are expected to follow regulations about keeping a safe workplace, giving works breaks, and paying a minimum wage. True / False
6. It is possible for a person who has experienced sexual exploitation to go on to have happy, healthy relationships. True / False
7. The exploitation of young people for profit is a form of abuse. True / False
8. It is illegal for adults to take, sell or trade sexual images of people under 18. True / False
9. Trafficking is only exploitative if victims are chained up or beaten. True / False
10. California law now protects sex trafficking victims by preventing people under 18 from facing criminal charges for prostitution. True /False

Reflection Question:

Was there information presented today that surprised you or changed the way you think about human trafficking? Why or why not?

Worksheet: Positive, Negative or Neutral?

Name:_____

Period:_____ Date:_____

Is the following word or phrase Positive, Negative, or Neutral? Circle your answer.

1. Ho	**Positive**	**Negative**	**Neutral**
2. Teen Prostitute	**Positive**	**Negative**	**Neutral**
3. Sex trafficked young person	**Positive**	**Negative**	**Neutral**
4. Healthy relationships	**Positive**	**Negative**	**Neutral**
5. Pimp	**Positive**	**Negative**	**Neutral**
6. Player	**Positive**	**Negative**	**Neutral**
7. Exploiter	**Positive**	**Negative**	**Neutral**
8. Trafficker	**Positive**	**Negative**	**Neutral**
9. "The Life" (a term used to be describes the experience of people engaged in prostitution and exploitation)	**Positive**	**Negative**	**Neutral**
10. Victim	**Positive**	**Negative**	**Neutral**
11. Survivor	**Positive**	**Negative**	**Neutral**
12. Ally	**Positive**	**Negative**	**Neutral**
13. Judgment	**Positive**	**Negative**	**Neutral**
14. Freedom	**Positive**	**Negative**	**Neutral**

What Can We Do to Help?

What we can you do to prevent Human Trafficking?

- We can educate ourselves about Human Trafficking and how it affects our community.
- We can find opportunities to educate and empower our community members because we know that the health and wellbeing of one affects the health and wellbeing of the community as a whole.
- We can act as allies to those who have experienced any type of violation of their human rights.
- We can practice non-judgment and instead create opportunities for folks to seek help safety.

How can we support one another to pursue relationships that are positive and uplifting?

- Be aware of how exploitation happens so you can avoid it yourself
- Use the right language and teach others to use the right language as well
- Understand that sex trafficking is on the continuum of sexual abuse
- Organize a human trafficking group on your campus
- In whatever you do, be an ally of equality and freedom for all

What should I do if know someone who is being exploited?

- Don't judge – this is a young person in need of help
- Be someone they can talk to; provide support
- Tell an adult
- Refer the person to services or The Human Trafficking Hotline - 1 (888) 373-7888

Resisting Trafficking

Names of Group Members: _____

_____

Period:_____ Date:_____

1. What are some words or phrases that have been used to stigmatize or shame folks who have experienced abuse or exploitation?

2. How can the language we use affect a person's decision to have open and honest conversations about their behavior?
`

3. How can we make it safer for people to reach out for help?

4. If you or someone you know were experiencing abuse or exploitation what could you do?

Homework: Sex Trafficking Prevention

Name: _____

Period: _____ Date:_____

Directions: Read the scenario and answer the following questions

Carly, who is 15, recently met a guy on Facebook. He began messaging her, saying she was pretty. They messaged a lot for a few weeks and then he asked her to meet up with him. One day, he picked her up from school. Carly was surprised to see how old he was, but she'd been developing feelings for him and decided it was ok. Soon, he tells her they are dating.

For another few weeks, things go well. But soon, he starts texting her all the time, asking her where she is. Sometimes, he gets really mad at her. Every time after he gets mad though, he apologizes and gets her clothes or jewelry. One day, he says that he's out of money because he's been spending all of it on her. He says that he knows about a way they can make money together: he can arrange for her to have sex with people and then they can get money from it.

1. *Who has power?*

2. *How are they exerting power?*

3. *What makes this person vulnerable?*

4. *How can you support Carly?*

High School Health Curriculum

Sexual Health Unit



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

Day One

Climate Setting and the Reproductive System

Day 1: Climate Setting, the Reproductive System, and Pregnancy



Success Criteria:

- I can list classroom ground rules that promote safety and respect.
- I can list the parts of the reproductive system, the three components of sexual response, and describe the path of the egg during the menstrual cycle and sperm during ejaculation.
- I can list the signs of pregnancy, prenatal practices for healthy pregnancy, and pregnancy options and prenatal services.

FLASH Bill of Rights

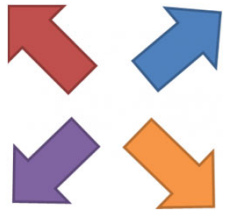
1. The right to be treated with respect.
2. The right to protect the privacy of oneself, one's family, and friends.
3. The right to ask questions about sexual health without being judged.
4. The right to receive accurate answers.
5. The right to one's beliefs, including the beliefs of one's family, culture, and faith.

Anonymous Questions - 1

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

4 Corners Exercise

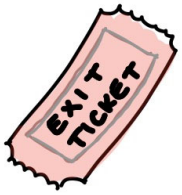


Anonymous Questions - 2

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

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

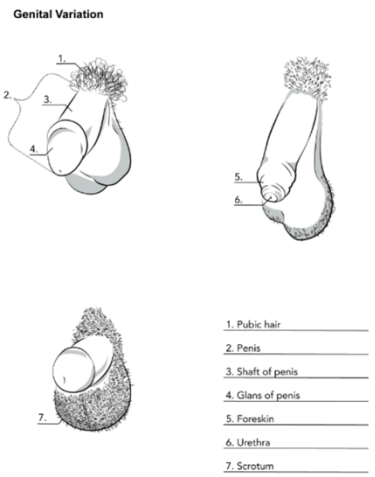
Exit Ticket



Climate Setting, Lesson 1

Today we discussed how to have respectful behavior and a good learning environment during the sexual health unit.

Describe one ground rule from class today.



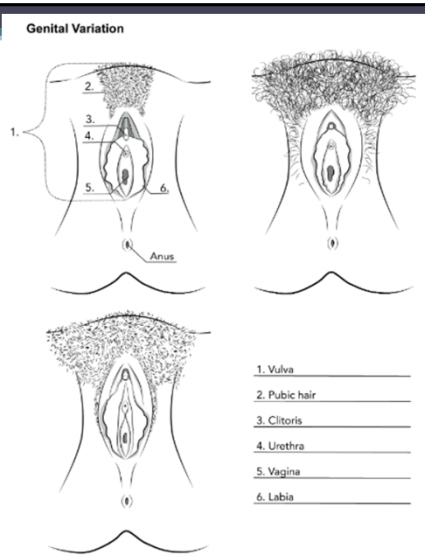
- Reproductive System Visual 1

Warm-Up

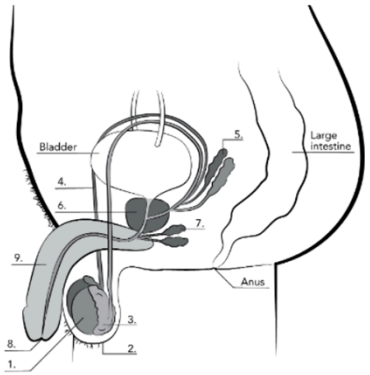


Reproductive System, Lesson 2

Today we are reviewing the parts of the body involved in sexual reproduction. List all the parts of the human reproductive system that you can remember.



- Reproductive System Visual 2



- Reproductive System Visual 3

Human Sexual Response – Visual 5

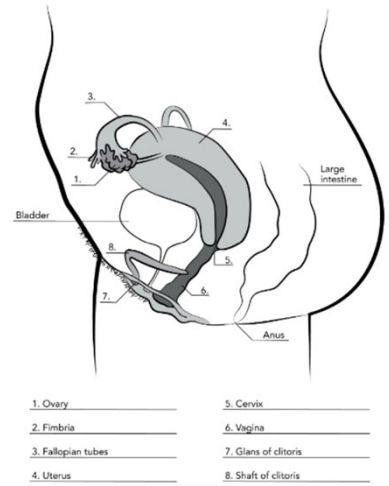
Desire
(interest)

↓

Arousal
(physical excitement)

↓

Release
(orgasm or gradual)



- Reproductive System Visual 4

Review Questions

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

Exit Ticket



Reproductive System, Lesson 2

Write the name of the body part of process that has a similar role:

Ejaculation, Sperm, Clitoris, Fallopian Tube, Ovary

1. Egg _____
2. Testicle _____
3. Ovulation _____
4. Penis _____
5. Vas Deferens _____

Warm-Up - Pregnancy



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

Lesson 3– Pregnancy

Success Criteria



- I can identify laws related to reproductive and sexual health care services.
- I can describe the signs and stages of pregnancy.
- I can access medically accurate information about pregnancy, pregnancy options and prenatal care services.

FLASH HIGH SCHOOL 3rd Edition

Pregnancy Visual 1



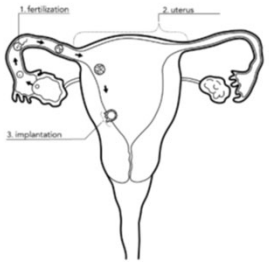
- Human Body is made up for billions of cells.
- It takes an egg cell and a sperm cell to start a pregnancy.
- They have half as many chromosomes than your other cells.
- **Chromosomes** are parts inside a cell that determine which characteristics are passed from generation to generation.
- When they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

The First Week

FLASH HIGH SCHOOL 3rd Edition

Pregnancy Visual 2

Fertilization and Implantation



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Lesson 3 Pregnancy

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

Sexual Health Resources

- **Federal Way Public Health Center Teen Clinic**
  33431 13th Place S. Federal Way, WA 98003
  206-477-6800
  Walk-in Hours: Wednesday 1:00 – 5:00 p.m.
  Appointments Available Monday – Friday

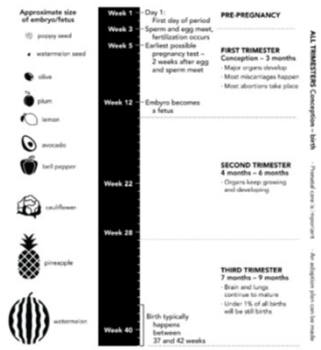
Early Signs of Pregnancy

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

FLASH HIGH SCHOOL 3rd Edition

Pregnancy Visual 3

Pregnancy Timeline



Public Health – Seattle & King County • ©2024 • kingcounty.gov/healthflash
Lesson 3 Pregnancy

Pregnancy Review Game



Sexual Health Resources

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.

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- Both of these organizations provide unbiased support to individuals who may be considering adoption:
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Sexual Health Resources

Sexual Health Resources in the U.S.

Confidential

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Birth Control and STD Clinics

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- 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

Exit Ticket



Pregnancy, Lesson 3

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

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

Day Two

Gender and Sexual Orientation

Day 2: Gender and Sexual Orientation

Success Criteria:

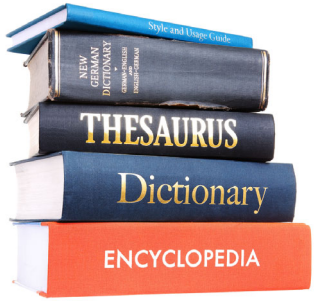
- I can explain the difference between gender identity and sexual orientation, and why it is important to treat all people respectfully and for all people to feel proud of their identities.
- I can explain how various influences and stereotypes affect one's ability to express their gender and their decision-making.

Warm-Up



Polls show that young people today are more accepting of all sexual orientations and gender identities than ever before. Why do you think that is?

Definitions Activity



Review the Key Terms

- Assigned Sex
- Gender Identity
- Sexual Orientation
- Sexual Behavior

Gender Identity

- Gender identity is a deep feeling people have about whether they are a guy, a girl, both, neither or somewhere in between.
- People often know their gender identity when they are very little, before they start kindergarten, although everyone is different and some people will know when they are younger or older.
- Cisgender is when a person's gender identity is the same as their assigned sex. For example, a doctor says "It's a girl!" at a baby's birth, and that child later feels "Yes, I am a girl."
- Transgender is when a person's gender identity is not the same as their assigned sex. For example, a doctor says, "It's a girl!" at a baby's birth, and that child later feels "No, I'm not a girl." People may also identify as non-binary, genderqueer, gender fluid, or some other gender identity.

Assigned Sex

- When a baby is born, the doctor usually says the baby is male or female, depending on the appearance of the baby's genitals. This is the baby's assigned sex.
- The assigned sex of babies with a vagina, clitoris, and XX chromosomes is usually female.
- The assigned sex of babies with a penis, scrotum, and XY chromosomes is usually male.
- Some babies are born with variations in their genitals, reproductive organs, or chromosomes. This is called intersex. The doctor will usually give an assigned sex of male or female, although people may identify differently as they get older.

Sexual Orientation

- Sexual orientation describes who a person is attracted to - the same gender, another gender, all genders, or no one at all.
- Some examples of sexual orientation are gay, lesbian, bisexual, straight, queer, asexual, and pansexual.
- Sexual orientation is based on who people are romantically, sexually or emotionally attracted to, not necessarily who they have sex with or make out with.

Sexual Behavior

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

Discussion Questions



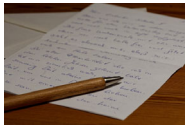
1. In his dream, how does the main character know he's is in a world where being straight is the minority?
2. In our society, how are people given the message that being straight is the "normal" way to be?
3. When people are taught that being straight is the only "normal" way to be, how can that harm or limit ALL people?
4. The main character was bullied and teased for being straight. How could that negatively impact him?

Video

- Video Link



Dear Advice Columnist,



Dear Advice Writer,

I don't have very much in common with my friends lately. All they want to do is talk about musicians they like and think are cute. I'm just not interested in that stuff! I'd rather do something outside, like go for a hike. They think I'm weird, and they tell me that no one is ever going to want to date me. What should I do?

Signed, Lonely

Advice Columnist



Dear Lonely,

It sounds like you are going through a rough time with your friends! Are there any popular musicians that you like or think are cute? If so, maybe you could bring them up in conversation with these girls. I don't think what your friends said about dating is true. There are lots of boys who are interested in girls who like the outdoors. Hang in there with your friends and this bump in the road will likely pass.

Signed, Advice Writer

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Gender Scenarios Worksheet

Instructions: Complete the example with the whole class. Complete one of the other scenarios with your small group.

Exit Ticket



Sexual Orientation & Gender Identity, Lesson 4

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

Take the 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.

Exit Ticket



Undoing Gender Stereotypes, Lesson 5

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

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

Warm Up



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



Day Three

Healthy Relationships

Day 3- Healthy 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.
- **SC:** I can demonstrate effective communication strategies to prevent, manage or resolve interpersonal conflicts.

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.

Unhealthy Relationships



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

Healthy Relationships



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



Warning Signs of Abusive Relationships

- 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

Situation 1

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.

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 …")

Situation 2

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.

Day Four

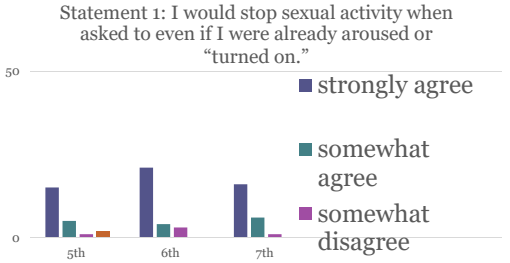
Washington State Laws and Consent

Day 4- Coercion and Consent



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

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



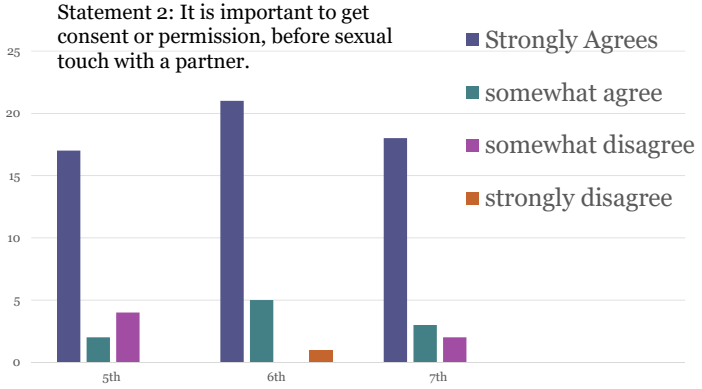


Warm-up

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?



Sexual Attitude Survey Data



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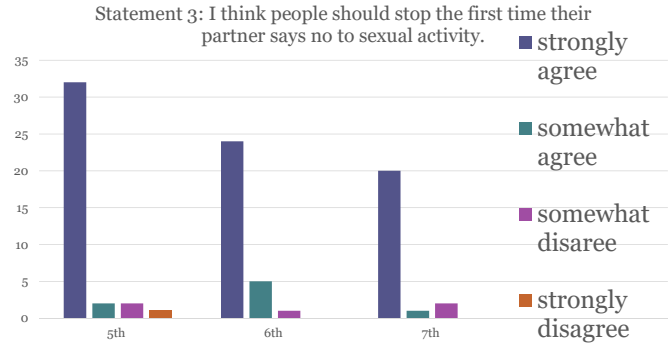

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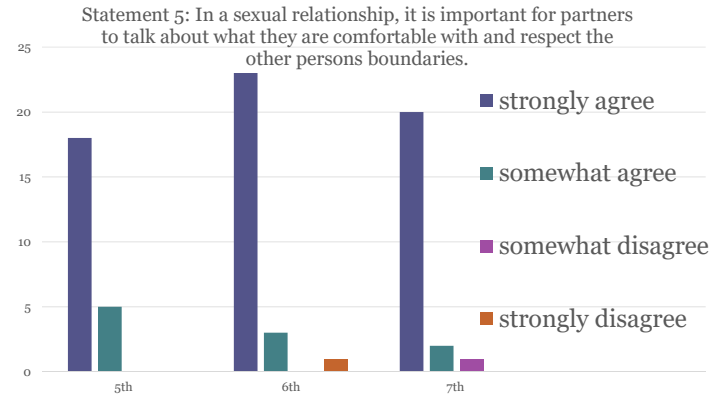

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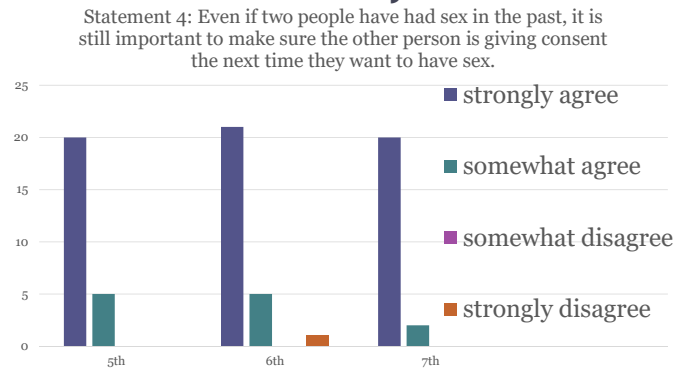


Video and Key Terms

After viewing the video on consent, be prepared to define the following terms:

- Sexual Assault
- Coercion
- Consent

State Laws:

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

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

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.

Scenario 1:

1. Desiree and Naomi are best friends and are at a party together. Desiree notices that Naomi is drinking a lot and starting to slur her words. Jackson, a cute guy at the party, approaches Naomi, who is 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?

Scenario 2:

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?

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.

Scenario 3:

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.

Scenario 5

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?

Scenario 6

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?

Day Five

Abstinence and Disease prevetion



Exit Ticket

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

Day 5- Abstinence and Preventing HIV



•**SC:** I can define abstinence, demonstrate effective use of refusal skills, and I can analyze influences that may have an impact on deciding to be abstinent.

•**SC:** I can describe common symptoms of and treatments for STDs, including HIV, the importance of STD and HIV testing and counseling if sexually active.

•**SC:** I can describe the steps to using a condom correctly.

•**SC:** I can develop a plan to attain a personal goal to avoid or reduce the risk of contracting an STD and make a commitment to practice healthy sexual behaviors.

Warm-Up
Abstinence, Lesson 9



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

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

1. _____

2. _____

Refusal Skills Scenario- Large Group

- Have 2 volunteers read scenario A
- Practice refusal skills by writing new lines for Amara in Scenario B
- Have one volunteer read Son's lines and have multiple students share their new lines for Amara.

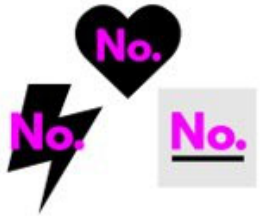
Refusal Skills

Refusal Skills Visual

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

Refusal Skills- Small Group

- Complete scenarios C, and D in small groups



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

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

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

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

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

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

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.

Exit Ticket
Abstinence, Lesson 9

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

1.

2.

3.



Graffiti Sheets

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

Debrief Graffiti Sheets



STD Journaling Activity – *My Plan for Avoiding STDs*

Students will answer the following questions:

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?

Condom Demonstration



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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
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Exit Ticket

List at least 2 ways that someone can prevent getting or giving an STD.



Individual Homework:
Sexually Transmitted Diseases (STDs) Cartooning Activity

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

Due: _____

Day Six

Birth Control

Day 6- Birth Control Methods



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

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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



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

Birth Control Commercials

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



Individual Homework: Cultural Perspectives on Birth Control

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

Some areas you could research:

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

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

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

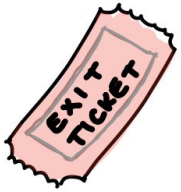
Write a 1-page (300-500 word) paper about what you find out. Turn in your paper by _____. Put your name and class period at the top of the page.

Birth Control Commercial Presentations

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

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?



Day Seven

STD Prevention and Testing

Warm up- answer in your notebook

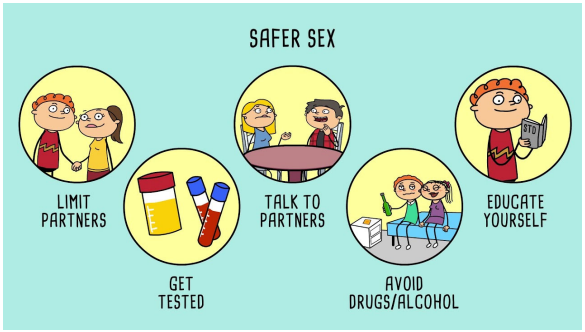
- Over 95% of teen couples who have ever had sex have used condoms. Why do you think condoms are such a popular method among teens?



Day 7- Condoms and Testing

- **Success Criteria:**
- I can…
  - Summarize how HIV is transmitted.
  - Summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STD infection
  - Describe the steps to using a condom correctly.

Listen to the following Facts about HIV



Why do people not use condoms?

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

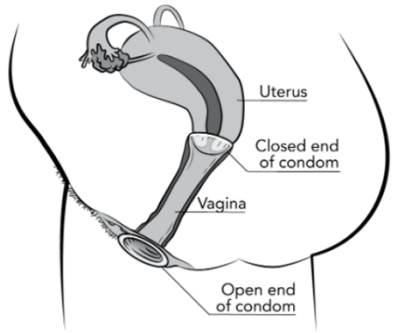
Visual 1: Condom Facts

- 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:

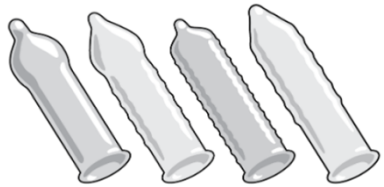
- There were 124 couples in a research study.
- In each couple, one person had HIV and the other person did not.
- The couples used condoms correctly every time they had vaginal and anal sex for 2 years.
- At the end of the study, none of the people with HIV had passed it to their partners.

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.



Put the Steps for a Condom in Order

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

Individual Homework: Condoms

DIRECTIONS: Please complete one of these two options.

Option 1: Being a Peer Educator

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

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

Correct Order

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



Exit Ticket

Name at least 3 benefits or positive things about condoms.

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.

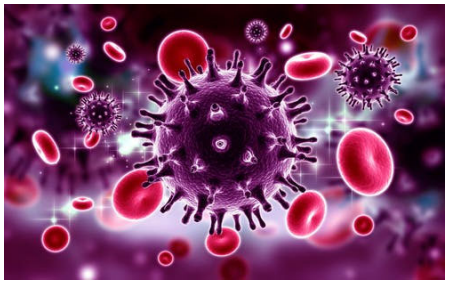
- ☐ **Protect current partner:** If people know they have an STD, they can tell their partner(s), so their partner(s) can get tested (and treated if needed,).
- ☐ **Prevent the spread of STDs:** If people know they have an STD, they can take action to prevent it from spreading: take medicine, tell their 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.

What do the letters HIV Stand for?

- Human
- Immunodeficiency
- Virus



Take the HIV Review Quiz



What do the letters AIDs stand for?

- Acquired
- Immune
- Deficiency
- Syndrome



List 4 body Fluids that contain the Virus

- Blood
- Semen
- Vaginal Fluid
- Rectal Fluid
- Breast Milk

3 ways a person can prevent HIV

- 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)

3 Ways people can get HIV

- Unprotected vaginal or anal sex with someone who has HIV
- Sharing needles with someone who has HIV (for injecting them)
- Childbirth or breastfeeding from someone who has HIV

Only way to know if you're HIV positive

- Get tested for HIV

Where to get Tested

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



Family Life and Sexual Health, High School FLASH

Individual Homework:
Ads for HIV Testing and Treatment

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

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

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

STD Testing Scenario

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

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

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

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.



Day Eight

Question Box & Assessment



Do Now:

What are people's basic needs?

How does a person get those needs met?

Human Trafficking

Today you will:

- Learn about different types of human trafficking
- Discover the scope of human trafficking in the United States
- Explore situations that are defined as human trafficking

What Is Human Trafficking?

Human trafficking involves someone using force, fraud, or coercion to benefit from things another person does. There are two types of **human trafficking**, sex trafficking and labor trafficking. **Human trafficking is the overall word used to describe both**.

Labor Trafficking

Labor trafficking involves someone using force, fraud or coercion to make another person work on their behalf. People who are being labor trafficked are often made to work for low or no money.

Sex Trafficking

Sex trafficking involves someone using force, fraud, or coercion to make another person exchange sex for anything of value (money, safety, a place to sleep, food, etc.)

The term **Commercial Sexual Exploitation of Children** applies to any minor (under 18) who is involved in commercial sex acts - regardless of whether force, fraud or coercion can be proven.

What Are Force, Fraud and Coercion?

FORCE: Force involves using physical restraint or serious physical harm to make someone do something. *Examples:*

- *Sexual assault*
- *Beatings*
- *Kidnapping*
- *Physically overpowering / hurting someone*
- *Denial of food / water / medical care*
- *Forced use of drugs*

What Are Force, Fraud and Coercion?

FRAUD: Fraud involves using false promises to make someone do something. Examples of things people may make false promises about:

- *Wages*
- *Working conditions*
- *Type of work*
- *Immigration status*
- *Jobs as a model, dancer, music video star, or actor*

What Are Force, Fraud and Coercion?

COERCION: When someone uses the threat of harm to make someone do something. Examples:

- *The threat of harm to make someone do something.*
- *Use of blackmail*
- *Taking someone's passport*
- *Watching where someone goes*
- *Being controlling and possessive*
- *Requiring someone to pay off debts*

Human Trafficking
=
Modern-Day Slavery

Facts about Human Trafficking

Human Trafficking (labor and sex trafficking) is the **world's fastest growing criminal enterprise**.

- California Dept. of Justice



Facts about Human Trafficking

Human trafficking is estimated to be a **$32 billion-a-year** industry worldwide.

- California Dept. of Justice



Facts about Human Trafficking



The International Labor Organization estimates that there are **21 million victims of human trafficking globally**.

- 26% of them are children.
- 55% are women and girls

Facts about Human Trafficking

In 2015, **1 out of 5** endangered runaways reported to the National Center for Missing and Exploited Children were estimated to be child sex trafficking victims.



Facts about Human Trafficking

The San Francisco Bay Area has been identified by the U.S. Department of Justice as a **top hub for the sex trafficking of minors.**



SCENARIOS

Labor trafficking

Lyla is 16 years old and was born in El Salvador. She came to the United States when she was 11 with her father, and her mother is still in El Salvador. She and her father do not have documents. It was very hard for him to find a job. He finally found work as a dishwasher in a restaurant, where he works "under the table."

Lyla's father works 12 hours a day and is only paid $5 an hour. The person who owns the restaurant often doesn't even pay her father the full amount he is owed. The owner has threatened to call law enforcement and tell them Lyla's father is not documented if he complains or tries to go to anyone. Her father feels like there is nowhere for him to go and that he must keep working to support himself and Lyla.

Sex trafficking

Ashley is almost 14 and has just started high school in San Francisco, where she was born and raised. She comes from a low-income family and sometimes doesn't have enough money for the things she wants. Her friends tell her they know a way to make money. They have been spending time with an older guy who arranges for them to have sex with his friends in exchange for money.

Ashley's friends say this is a good way to make money, even though the guy collects the payment and keeps a lot of it. Although she could use the money, something about the situation doesn't feel right, so Ashley says she's not interested.

One night, she is out with her friends and they are all using drugs. Ashley ends up at the house of someone she doesn't know. The older guy is there tells Ashley that she can make some money if she has sex with his friends. Ashley feels pressured with all of her friends there, and could use some extra money. She ends up having sex with the older guy's friends in exchange for money.

Labor trafficking

Rebecca, 17, has just moved from Ukraine to the United States to live with a relative. Once she arrives, it turns out that there are eight people living in the one bedroom house where she was expecting to stay. It's too crowded and she does not feel welcome.

She responds to an ad on the Internet for a nannying job several hours away. She would be able to live there and get paid. Once she arrives at the house, the mother of the children sets up a lot of rules for her. She is not allowed to leave the house unless she is dropping the children off at school. She is barely allowed to eat and begins to lose weight. The mother of the children keeps saying she'll pay Rebecca later, but it never happens. Rebecca cannot speak English and does not have anyone to communicate with about her situation.

Sex trafficking

Brian is 15 and in 10th grade. After he comes out as gay to his family, they kick him out of their house. He is then homeless and living on the street.

One day, an older guy approaches him and says that he looks like he needs some help. Brian is tired, hungry and has no money. He says that he will do anything. The older guy says that he can help him find people to have sex with in exchange for money, food and somewhere to stay. Brian goes ahead with it.

Sex trafficking

Carly, who is 15, recently met someone on Facebook. He began messaging her, saying she was pretty. They messaged a lot for a few weeks and then he asked her to meet up with him. One day, he picked her up from school. Carly was surprised to see how old he was, but she'd been developing feelings for him and decided it was ok. Soon, he tells her they are dating.

For another few weeks, things go well. But soon, he starts texting her all the time, asking her where she is. Sometimes, he gets really mad at her. Every time after he gets mad though, he apologizes and gets her clothes or jewelry. One day, he says that he's out of money because he's been spending all of it on her. He says that he knows about a way they can make money together: he can arrange for her to have sex with people and then they can get money from it.