Secondary Sexual Health Lessons



Informational Session
November 2025

SNOHOMISH SCHOOL DISTRICT

Secondary Sexual Health – Community Forum

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SNOHOMISH SCHOOL DISTRICT

Agenda Items

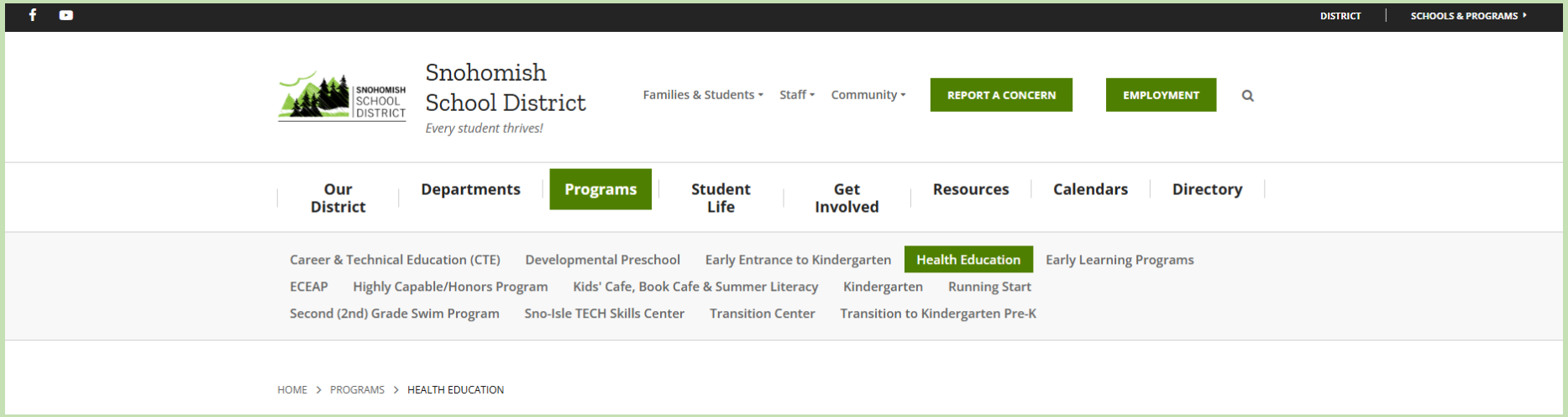
- Purpose of Sexual Health Lessons
- Resources
- Legislative Requirements
- State Standards
- Adoption Process
- Lesson Topics by Grade
  - Learning and Activities
  - Lesson Samples
  - Video Showing
- Opt-out Process
- How to Access Materials
- Q & A

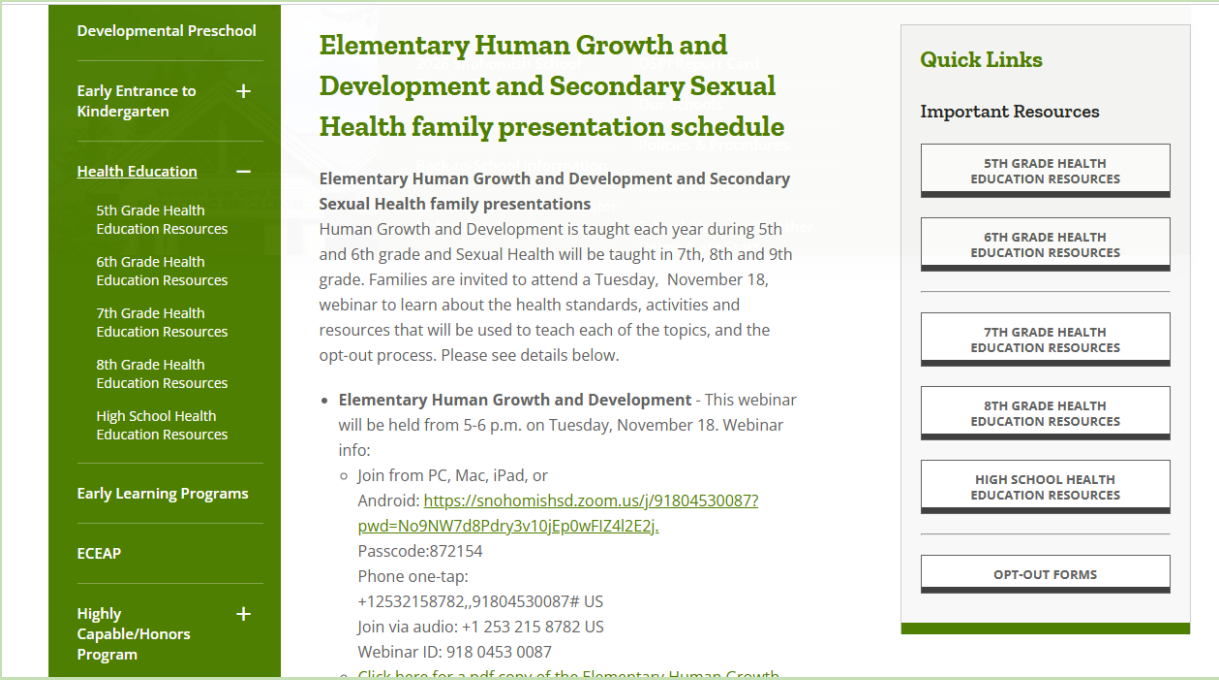
Purpose of Presentation

- Provide families with an overview of information regarding Secondary Sexual Health lessons – 7th, 8th and 9th Grades

- Lessons posted on-line

Resources – www.sno.wednet.edu/healtheducation





Why teach sexual health?

- Provide students with medically accurate and developmentally appropriate information to help
  - make decisions that impact their lifelong health and wellness,
  - build healthy relationships
  - protect themselves from sexually transmitted diseases and infection

- Help ensure students are **safe, informed, and empowered**

- HIV/AIDS prevention required by law to be taught annually starting in 5th grade (AIDS Omnibus Act)

WAC 392-410-140

Sexual health education must be:

- Age appropriate
- Inclusive of students regardless of gender, race, disability status, or sexual orientation
- Includes information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases
- Medically and scientifically accurate

Medically and Scientifically Accurate Information

- Verified or supported by research in compliance with scientific methods
- Published in peer reviewed journals, where appropriate
- Recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health, including but not limited to, the American College of Obstetricians and Gynecologists, the Washington State Department of Health and the U.S. Centers for Disease Control and Prevention

Pertinent State Standards

Standard 1:
Comprehend concepts related to **health promotion** and **disease prevention** to enhance health.

Standard 7:
Demonstrate the ability to **practice health-enhancing behaviors** and avoid or reduce health risks.

Sexual Health Topics and Lessons

- Two-year process to adopt
- Community Reviewed
- School Board Approved

General Topics

7th Grade Approx. 6 class periods	**8th Grade** Approx. 8 class periods	**9th Grade** Approx. 8 class periods
Puberty	Puberty	Anatomy and Reproduction
Anatomy and Reproduction	Reproductive System	Pregnancy & Childbirth
HIV/AIDS Prevention	HIV/AIDS Prevention	Contraception
Healthy Relationships	Healthy Relationships	STD
Decision-Making	Decision-Making	Washington State Law and Consent
Washington State Laws	Washington State Laws	

7th Grade Lessons

Topic	Specific Learning
Puberty	Physical, Emotional, Cognitive, Social Changes
Anatomy and Reproduction	Male and Female Reproductive System
HIV/AIDS Prevention	Birth Control (Abstinence, Barrier Methods, Hormonal Birth Control) STI/STD
Healthy Relationships	Importance of teen relationships, characteristics of a good friend or dating partner, how to help self if relationship ends
Decision-Making	Personal boundaries and respect for others' boundaries, DECIDE Model
Washington State Laws	Sexting (Definitions, Consequences)

7th Grade Videos - Sexting



Physical

- Grow Taller
- Grow hair under arms, on legs, around genitals
- Feel hungrier/eat more
- Get acne
- Hair texture may change
- Hormone surges can make your moods go up and down
- Wet dreams
- Hips widen
- Grow breasts
- Weight gain
- Voice deepens
- Menstruation
- Voice cracks
- Muscle growth
- Sweat starts to smell
- Feel kind of clumsy/trip over your own feet sometimes.

Emotional

- Anxiety and stress can increase
- Feel self-conscious about how your body looks
- Experience more intense feelings- happy one minute upset the next
- Feel "paranoid" "everyone is looking at me"
- May feel really strong/powerful because of how your body looks.

Cognitive

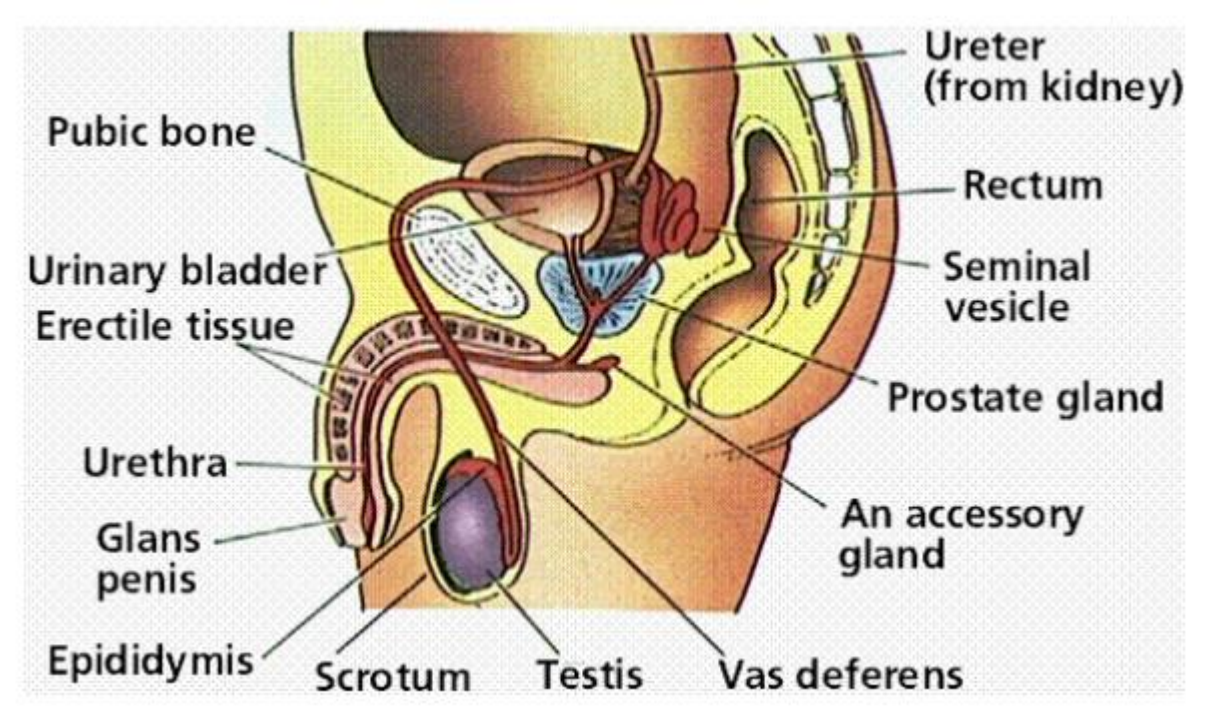
- May want to try different, sometimes risky things.
- Might have a hard time making up your mind/feel unsure.
- Might have a hard time understanding instructions the first time they're told to you.
- Feel like you forget things people told you just a few minutes before.

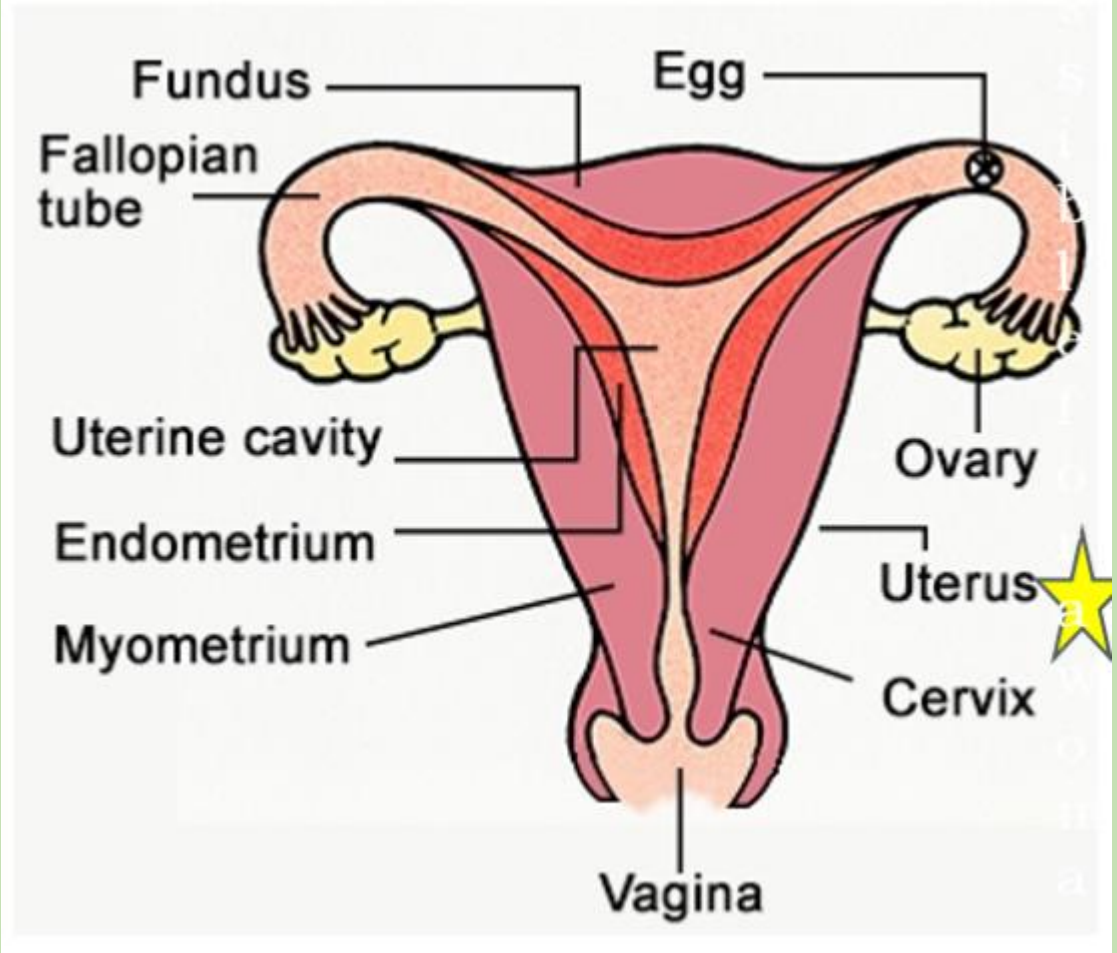
Social

- Peer pressure increases
- More interested in being with friends
- Start to become interested in others as more than friends/finding a boyfriend or girlfriend
- May have more conflict with parents
- Might start thinking- who am I? try to start defining yourself.

Puberty – Physical, Emotional, Cognitive, Social Changes

Reproductive Systems Lesson – Sample Visual





HIV/AIDS Prevention Lesson – STI/STD Grid

STI Summary Grid (page 1 of 2)

STI	Transmission	Signs/Symptoms	Health Consequences	Testing/Treatment
Chlamydia (bacteria) 2.8 million new cases every year in the USA	• Chlamydia bacteria in sexual fluids or discharge passed from an infected person to an uninfected person by vaginal or anal sex. • Transmission may occur through oral sex (penis in mouth) with an infected person. • Transmission may occur from mother to infant during birth.	**Usually NO signs or symptoms!** Women may experience: Unusual vaginal discharge, frequent or painful urination, pain in lower abdomen, bleeding between menstrual periods or after intercourse. Men may experience: Discharge from penis, frequent or painful urination, burning at the tip of the penis.	Untreated or incompletely treated Chlamydia, can lead to: • Pelvic Inflammatory Disease (PID) • Tubal pregnancy • Infertility • Eye and lung infections in newborns • Increases risk for HIV transmission by 3-5 times	Chlamydia is detected through a urine test or swab of vaginal, cervical, ora, penile, or rectal discharge **Curable with antibiotics**
Gonorrhea (bacteria) 720,000 new cases every year is the USA	• Gonorrhea bacteria in sexual fluids or discharge passed from an infected person to another by vaginal or anal sex. • Transmission through oral sex (penis in mouth) with an infected person is not uncommon. • Transmission may occur from mother to infant during birth.	**Usually NO signs or symptoms!** Women may experience: Unusual vaginal discharge, frequent or painful urination, pain in lower abdomen, bleeding between menstrual periods or after intercourse. Men may experience: Discharge from penis, frequent or painful urination, burning at the tip of the penis.	Untreated or incompletely treated Gonorrhea, can lead to: • Pelvic Inflammatory Disease (PID) • Tubal pregnancy • Infertility • Eye and lung infections in newborns • Increases risk for HIV transmission by 2-5 times	Gonorrhea is detected through a urine test or swab of vaginal, cervical, ora, penile, or rectal discharge **Curable with antibiotics**
Hepatitis B Virus (HBV) 60,000 new cases every year in the USA	• Hepatitis B virus in blood, semen or vaginal fluids is passed from an infected person to an uninfected person during vaginal or anal sex. • Hepatitis B is also transmitted by sharing infected needles or drug equipment. • Transmission may occur from mother to infant during birth.	Common symptoms and signs include: nausea, fever, loss of appetite, dark "brownish" urine, abdominal discomfort, jaundice (yellow eyes and skin), and enlarged liver. Over time these problems go away; however, some people have HBV for life.	About 6% of people infected with Hepatitis B are infectious for life and are likely to become severely ill with liver damage or liver cancer, resulting in death.	• Hepatitis B is detected through a blood test **Hepatitis B is NOT curable, but the immune system usually gets rid of the virus.** There is a vaccine for HBV
Herpes Simplex Viruses (HSV) 1.6 million new cases every year is the USA Estimated 45-60 million people in the US are infected with HSV-2	• HSV-1 and HSV-2 can both be transmitted by direct contact with infectious skin, mucous membrane, blisters, or sores during anal, vaginal and oral sex. • You can get Herpes even when there are no sores present. • Transmission may occur from mother to infant during birth.	Painful blisters or sores on the genitals, rectum, or mouth that break, crust over, and heal in 2-4 weeks. These sores usually will re-appear periodically for several years. Women may have sores on the cervix that are painless.	Herpes is a life-long infection. People infected with Herpes may have outbreaks for the rest of their lives. Herpes encephalitis is a rare consequence and can be fatal to newborns. • Increases risk of HIV transmission by 3-6 times.	• HSV is commonly diagnosed by visual exam and a culture • Blood tests are sometimes available, but are costly **Herpes is NOT curable** Medication can reduce the duration and number of outbreaks and may reduce the chance of transmission.

Decision-making Model Lesson - DECIDE Model

D – Define problem

E – Establish criteria

C – Consider all alternatives

I – Identify the best alternative

D – Develop and implement a plan of action

E – Evaluation and monitor the solution

Decision Making Lesson – Sample Scenarios

1. Your boyfriend/girlfriend invites you and two other couples over on a night when their parents are out. You are all in one main room together, and each couple is kissing. At some point, you hear someone say, “I think we all need some more privacy,” and soon both of the other couples disappear. Your boyfriend/girlfriend looks at you and says, “now that we’re alone, maybe we can finally take things to the next level.”
2. You are out with your boyfriend or girlfriend and your conversation moves to the topic of sex. Neither of you has ever had any kind of sex before and this is the first time you are talking about it. Your boyfriend or girlfriend says: “I really want to know what it feels like, don’t you? What if we do it just once just to see what it feels like, and then you don’t have to do it again if we don’t want to?”
3. You and your boyfriend or girlfriend have been together for six months. No one else you know has ever lasted that long in a relationship. You are both really in love and feel you were meant for each other. You agreed a few months ago that you were both too young to have sex and decided, together, to wait. There’s a Valentine’s Day dance at school and you plan to go together. That night, your boyfriend or girlfriend says, “Let’s skip the dance. I know a place where we can go and be alone together.”

8th Grade Lessons

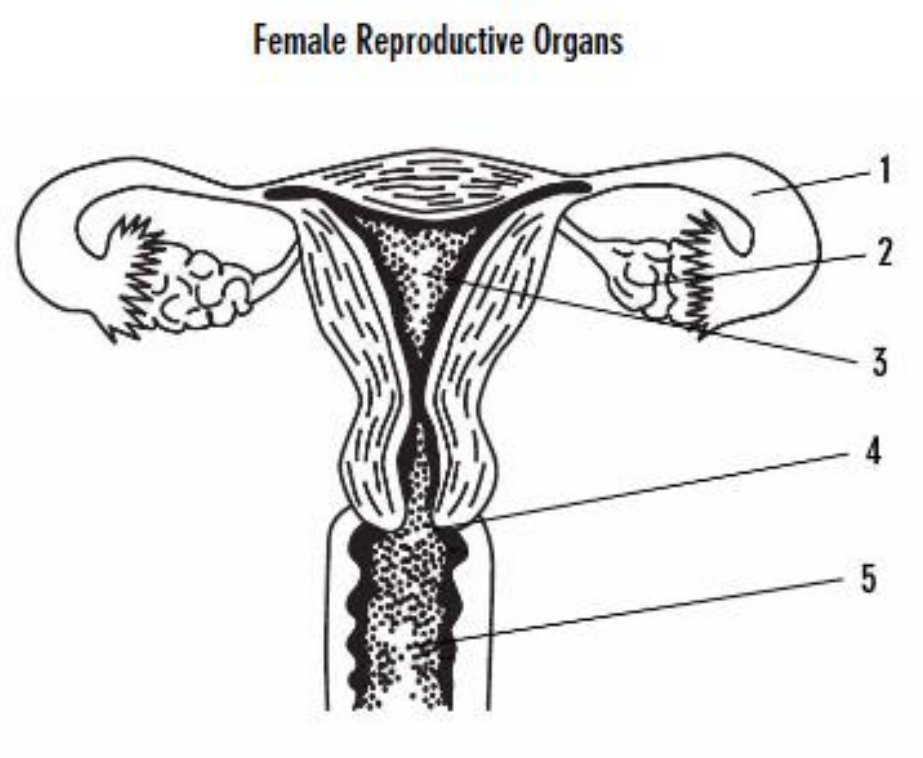
Topic	Specific Learning
Puberty	Changes that occur during puberty for boy and girls
Reproductive System	Ovulation, Fertilization, Stages of Pregnancy
HIV/AIDS Prevention	Birth Control Options STDs – Risk Recognition
Healthy Relationships	Healthy/Unhealthy Relationships, Power Difference, Influences on Relationships
Decision-Making	Decide model
Washington State Laws	Minors Health Care Rights, Definitions (consent, sexting, rape)

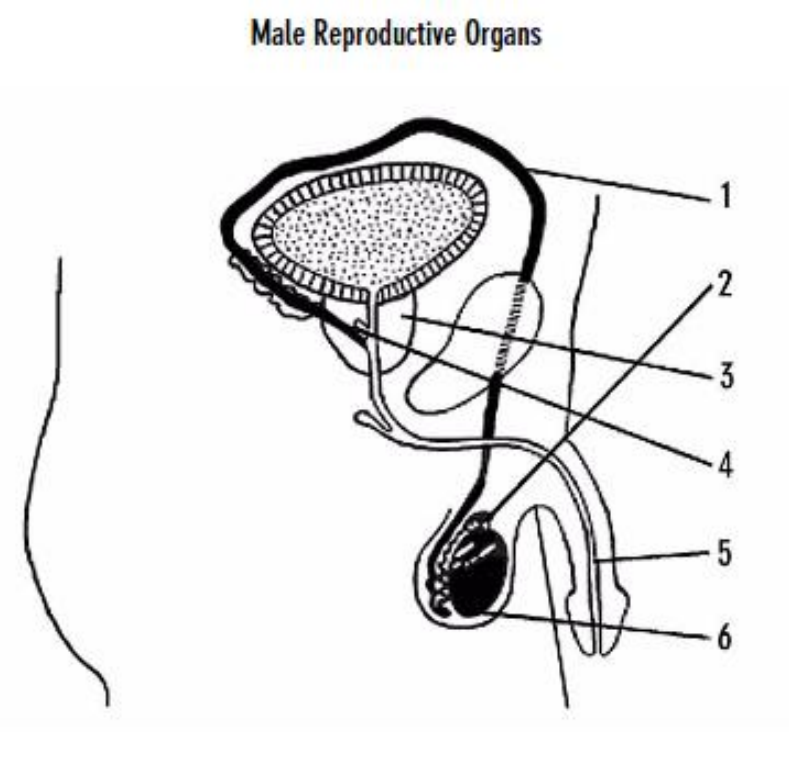
8th Grade Videos

Puberty Video (Puberty Explained)



Diagrams (Student Handout)





8th Grade Videos
Fertilization



8th Grade Videos
Inside Pregnancy: Weeks 1-9



Prevention Lesson - Risk Recognition

Risk Recognition

Identify how risky you think each of the following behaviors is for getting HIV or STDs and rate it according to the following scale:

efinitely Not Risky 1	Probably Not Risky 2	Probably Risky 3	Definitely Risky 4

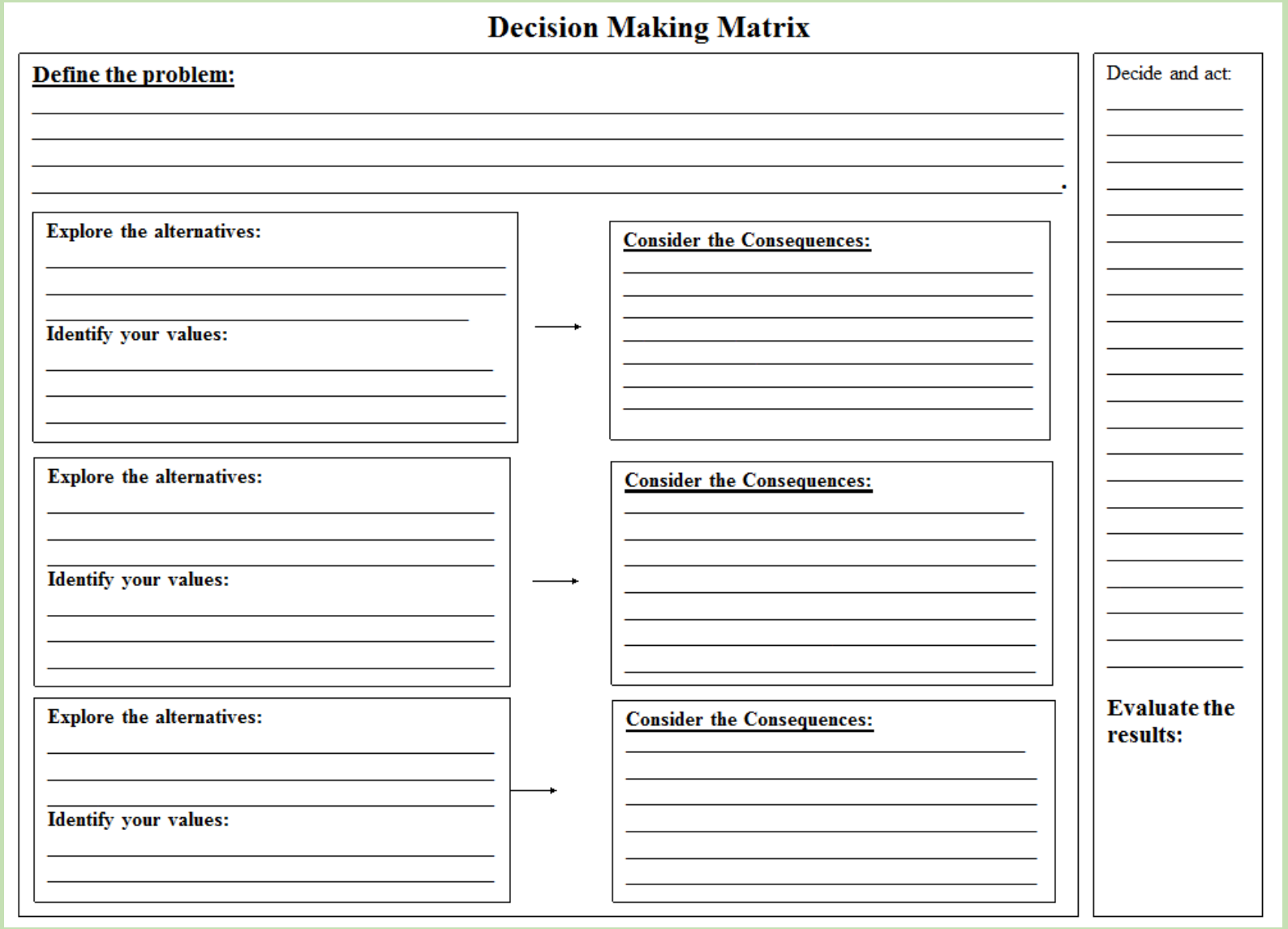
BEHAVIOR	HIV	STDs
1. Abstinence (No sex. No drugs)		
2. Sharing needles or syringes for injecting drugs		
3. Social kissing (dry)		
4. Anal or vaginal intercourse without a condom		
5. Open-mouth, intimate, deep kissing (French kissing)		
6. Donating Blood		
7. Contact with doorknobs, toilet seats, telephones, towels, bed linens, dishes, glasses		
8. Shaking hands, coughing, sneezing		
9. Mosquito bites		
10. Sharing needles for ear		

8th Grade Videos

Intro Video on STDs: What is an STI?



Decision-Making Lesson – Matrix



Decision Making Matrix

Define the problem:

Explore the alternatives:

Identify your values:

Consider the Consequences:

Explore the alternatives:

Identify your values:

Consider the Consequences:

Explore the alternatives:

Identify your values:

Consider the Consequences:

Decide and act:

Evaluate the results:

Healthy Relationships Lesson – Renee and Kyle Sample Scenario

Renee has been with Kyle for almost a year. Kyle has been bringing up whether they should start having sex, and Renee's trying to figure out whether the time is right. She's never had sex before, and she's nervous about getting pregnant or an STD. Kyle's had sex once before, but things didn't work out with them. Kyle and Renee both have said they want to have sex with each other, but both are not sure if the time is right. They each have a lot of plans for their futures. What if Renee ends up getting pregnant or gets an STD? These could really affect their hopes for college, getting a scholarship and/or getting the job they want.

Renee's best friend has had sex, but she goes back and forth as to whether she thinks Renee should. They hang out a lot and watch "Teen Mom" as well as "Riverdale," and talk about all the people who have sex on those shows and what's happened as a result. Renee doesn't feel like she can talk with her mom about this stuff. Renee does, however, have a good relationship with her mom's best friend. She has known Renee since she was a baby and feels like she can talk with her about anything.

Sometimes, when Kyle gets stressed out or nervous, he drinks. When he does this, he gets a bit more assertive with Renee – as she tells her best friend, "he's all hands when he drinks." They've almost had sex a few times when he's gotten like this, but Renee's always told him to stop and he has. She loves Kyle, she really does – she's just not sure whether the time is right or whether he's the one.

1. On the back of this sheet, map the influences in Renee's life by writing the message(s) she's getting from each in the circles provided.
2. Is anyone missing, even if they're not listed in the story? If so, add them in to the "other" circle and add in what possible messages she might get from them about her decision.
3. We found out that Kyle drinks sometimes – how does that come into play when it comes to Renee's decision?
4. Who or what do you think has a LOT of influence on Renee? Why?
5. What does this tell you about making decisions about big things in your life, like sex and sexuality?

Washington State Laws Relevant to Sexual Health

Providing Health Care to Minors under Washington State Law

Statutory Rape – laws state that sex between individuals with certain age differences is illegal.
http://aspe.hhs.gov/hsp/08/SR/StateLaws/index.shtml

State	Age of consent	Minimum age of victim	Age Differential:
Washington	16	N/A	2 (if victim is < 12), 3 (if victim is < 14), 4 (if victim is < 16)

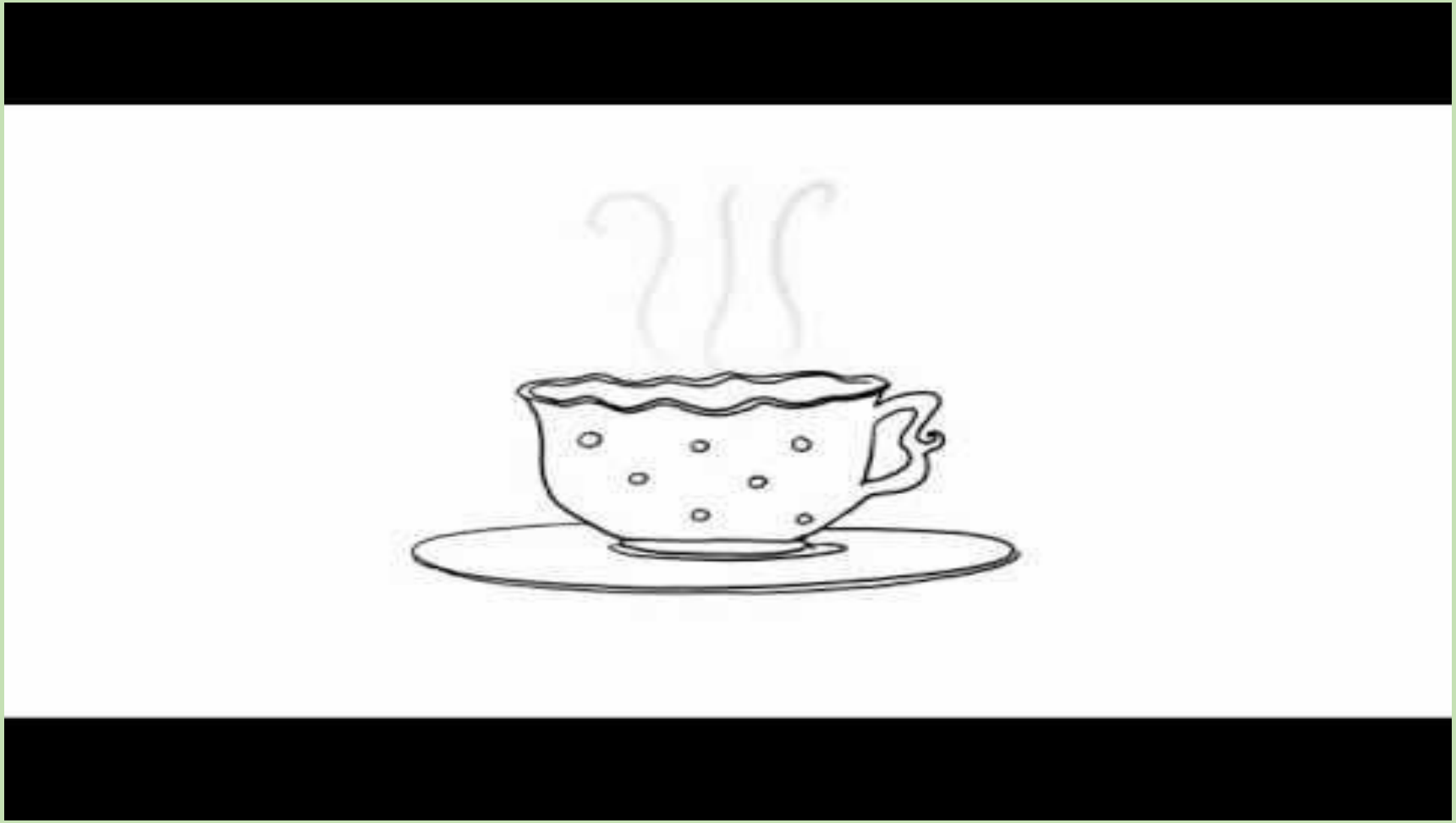
Help, Advice, Information - Click on your state to find a state sexual assault program that can answer questions about state laws, and can provide help, support, advice or professional consultation: www.nsvrc.org/organizations

Safe Surrender of Infants – Many states have enacted Safe Surrender laws in order to protect the health of infants who would otherwise be abandoned
www.nationalsafehavenalliance.org/states/

Age of Marriage – Age of marriage varies from state to state, as do the ages at which young people need parents' permission to marry. See state laws regarding age of marriage here:
www.law.cornell.edu/wex/table_marriage

RCW 9.68A.060 **– Sending, bringing into state depictions of minor engaged in sexually explicit conduct.**

8th and 9th Grade Video
Tea and Consent



9th Grade Lessons

Topic	Specific Learning
Anatomy and Reproduction	Male and female reproductive system, testicular self-exam, factors affecting menstrual cycle, breast self-exam, concerns at puberty (sexual arousal, masturbation, physical appearance), age onset of puberty
Pregnancy & Childbirth	Menstrual Cycle Review, Conception, Life Cycle, Development in Uterus, Trimesters, Stages/Types of Childbirth, Healthy Pregnancy, Teen Pregnancy
Contraception	Abstinence and Contraception, Steps for proper condom use
STD	Risk behaviors and the Teen STD epidemic (ignoring risks, multiple partners, not seeking treatment), Avoiding STIs, Symptoms, Treatment, Modes of HIV Transmission
Washington State Law and Consent	Consent as Defined by Law, Sexual Assault, Rape, Sex Trafficking, Laws Relevant to Sexual Health

9th grade - Anatomy & Reproduction – Sample Visuals

Testicular Self-Exam

1 Examine each testis separately with both hands.

- Roll each testis between the thumbs and fingers of both hands.
- Look and feel for any hard lumps or smooth, rounded masses, or any change in the size, shape, or texture of the testes. If lumps are present, they are usually found in the front or sides of the testes.
- Learn to recognize what the epididymis feels like so you won't confuse it with a lump. The epididymis appears as a small "bump" on the back side of the testis, toward the back of the body.



2 Report any abnormalities to your doctor immediately.

- Lumps may not be cancerous, but only a doctor can make a diagnosis.
- Other signs of testicular cancer are enlargement of a testis, dull aching in the genital area, or a feeling of heaviness in the scrotum. However, testicular cancer is not typically painful when it first develops.

Breast Self-Exam

1 Check your breasts while lying down.

- Lie down and place your right arm behind your head. Use the finger pads of the three middle fingers on your left hand to feel for lumps in the right breast.
- Use overlapping, dime-sized circular motions of the finger pads and three different levels of pressure. Use light pressure to feel the tissue closest to the skin. Use medium pressure to feel a little deeper. Use firm pressure to feel the tissue closest to the chest and ribs.
- Feel the breast in an up-and-down pattern starting at an imaginary line drawn straight down your side from the underarm (see diagram). Move inward until you reach your sternum, the bone in the middle of your chest.
- Check the entire breast area, moving down until you can feel only ribs, and moving up to your collar bone.
- Continue lying down. Lower your right hand and place your left arm above your head. Repeat the exam on your left breast, using the finger pads of the right hand.



2 Look at your breasts while standing in front of a mirror.

While pressing your hands down firmly on your hips, look for any change in breast shape or appearance, such as dimpling of the skin, redness or swelling, or changes to the nipples.

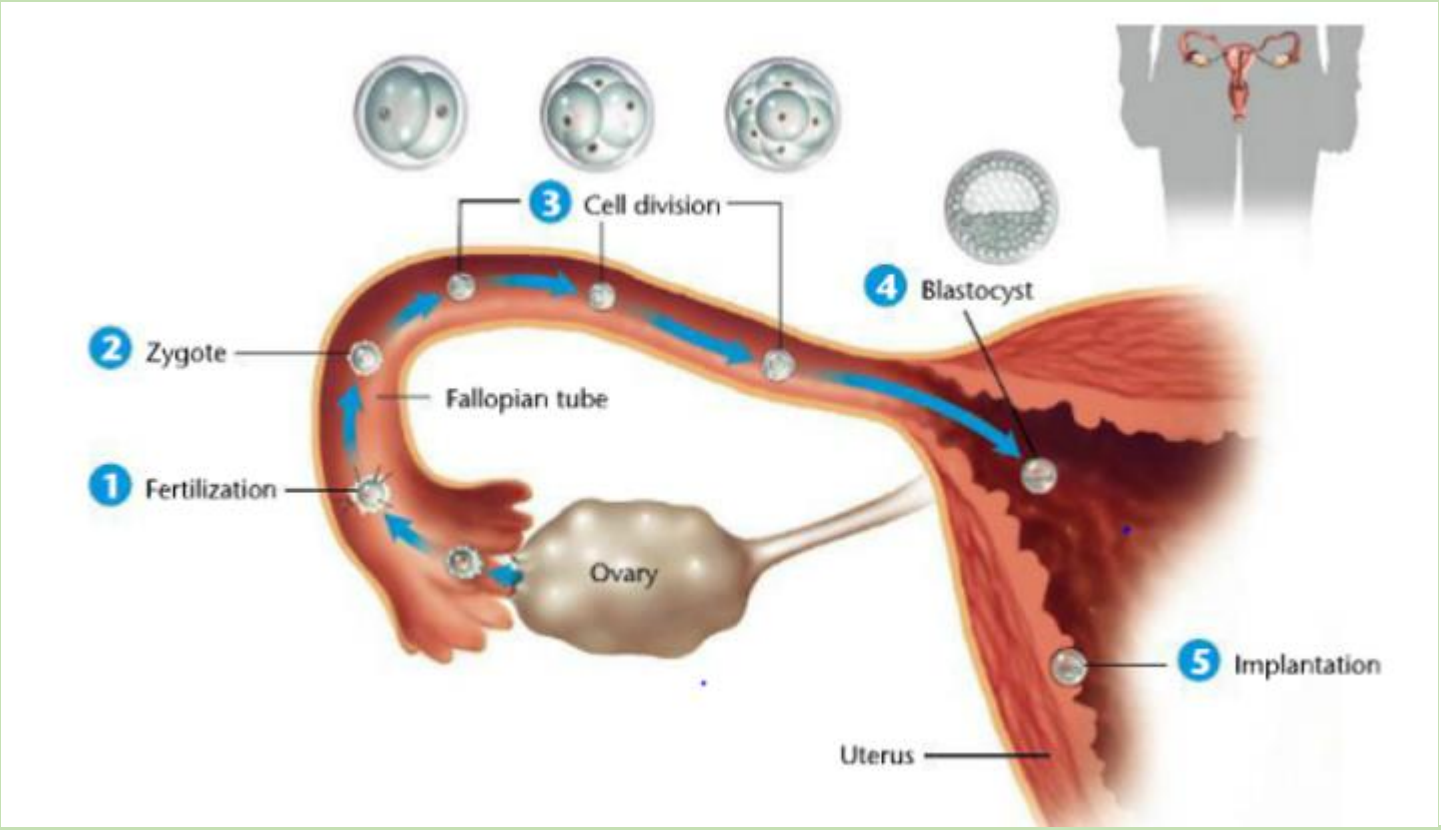
3 Examine each underarm.

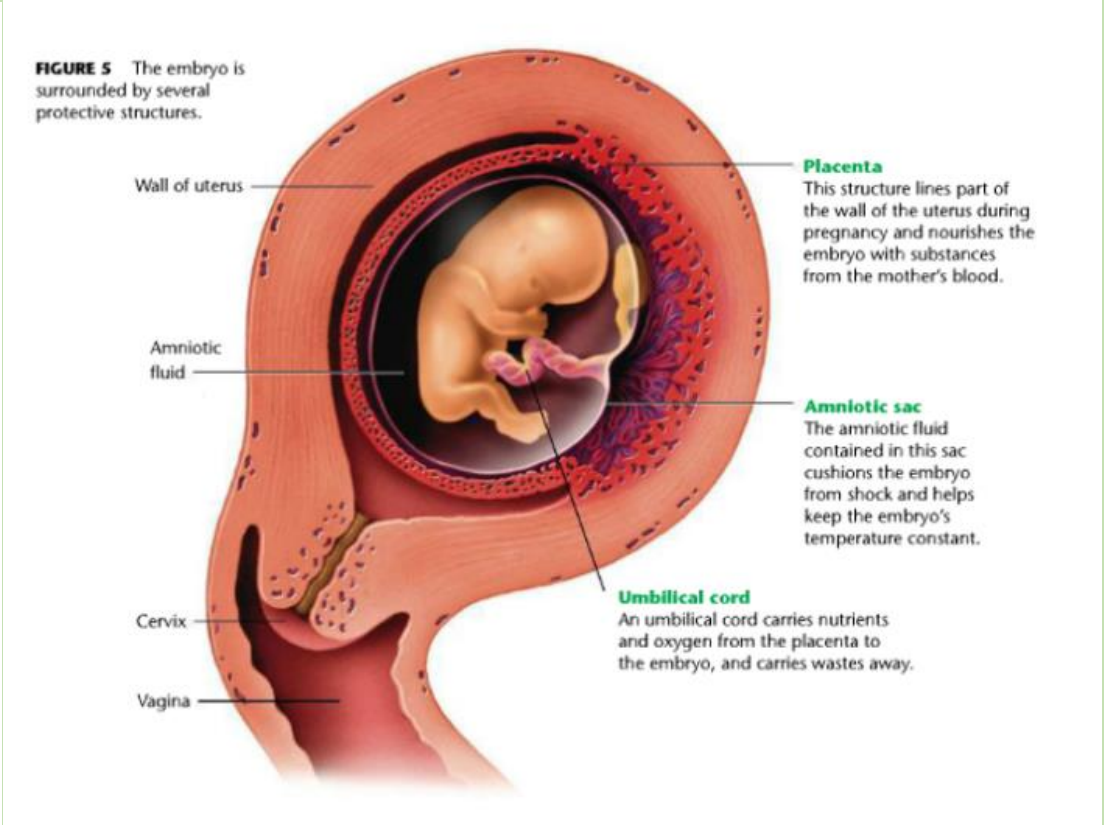
While standing or sitting, slightly raise your right arm and feel your underarm with your lefthand fingers. Repeat on your left side.

4 Report any abnormalities to your doctor immediately.

Many lumps are cysts or harmless tumors that are not cancerous, but only a doctor can make a diagnosis.

Pregnancy & Childbirth Lesson – Sample Visuals





Contraception Lesson -
Steps for Proper Condom Use

1. Hand out the grid of STEPS to each table group (next page)
2. Students cut apart the steps (they are already in random order)
3. Students work together to put the steps in the appropriate order
4. Teacher reviews the proper order with the class, reiterating each step and why they are important

CORRECT ORDER/CONDOM LINE-UP:

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

STD Lab –Activity Sample

Hands-On *Activity*

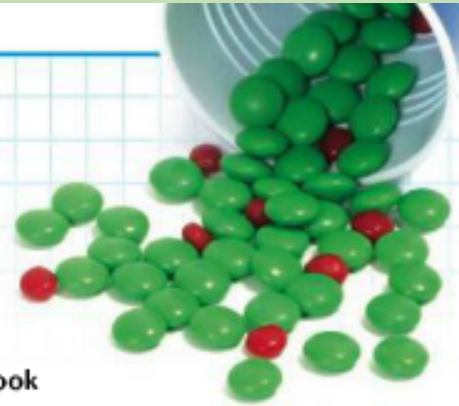
How Quickly Can HIV Spread?

You can use other items to represent HIV and non-HIV (such as two different types of dried beans), as long as they are distinct. At the start of the activity, fill one student's cup with only cinnamon candies to represent a single infected individual. Fill all the other students' cups with only chocolate candies to represent uninfected individuals.

Think and Discuss Answers

1. Answers will vary. The more partners students exchange candies with, the greater the number of students who will end up with cinnamon candy (HIV).
2. *Sample answer:* Having multiple sexual partners greatly increases the chances of getting infected with HIV or another STI.

Hands-On *Activity*



How Quickly Can HIV Spread?

Materials

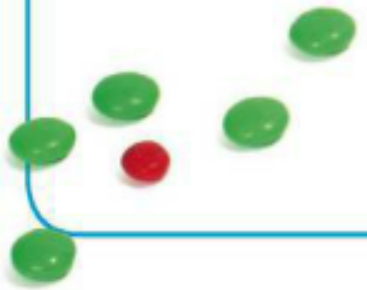
cups
chocolate candies
cinnamon candies

Try This

1. Your teacher will give you a cup filled with small candies. Do not look inside the cup.
2. Walk around the room until your teacher tells you to stop. At that point, pair up with the student closest to you.
3. Pour a few of the candies from your cup into your partner's cup. Your partner should also pour some candies into your cup.
4. Repeat steps 2 and 3 two more times.
5. Look at the candies in your cup. If you have a cinnamon candy, you have been "infected" with HIV.

Think and Discuss

1. How many people in your class ended up with a cinnamon candy (HIV) in their cup? Would it surprise you to learn that only one person was infected to begin with?
2. Suppose that each person you exchanged candies with represents a sexual partner. How many people other than you did each of your partners exchange candies with? What does this suggest about having multiple sexual partners and the chances of getting infected with HIV or another STI?



Consent

RCW definition is "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."

In other words: **Affirmative consent** is a knowing, voluntary, and mutual decision among all participants to engage in **sexual** activity. **Consent** can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the **sexual** activity.

Consent Lesson – Sample Scenario

Listen to the story as told by both parties. Determine whether this is a consensual decision. If not, which factors are present?

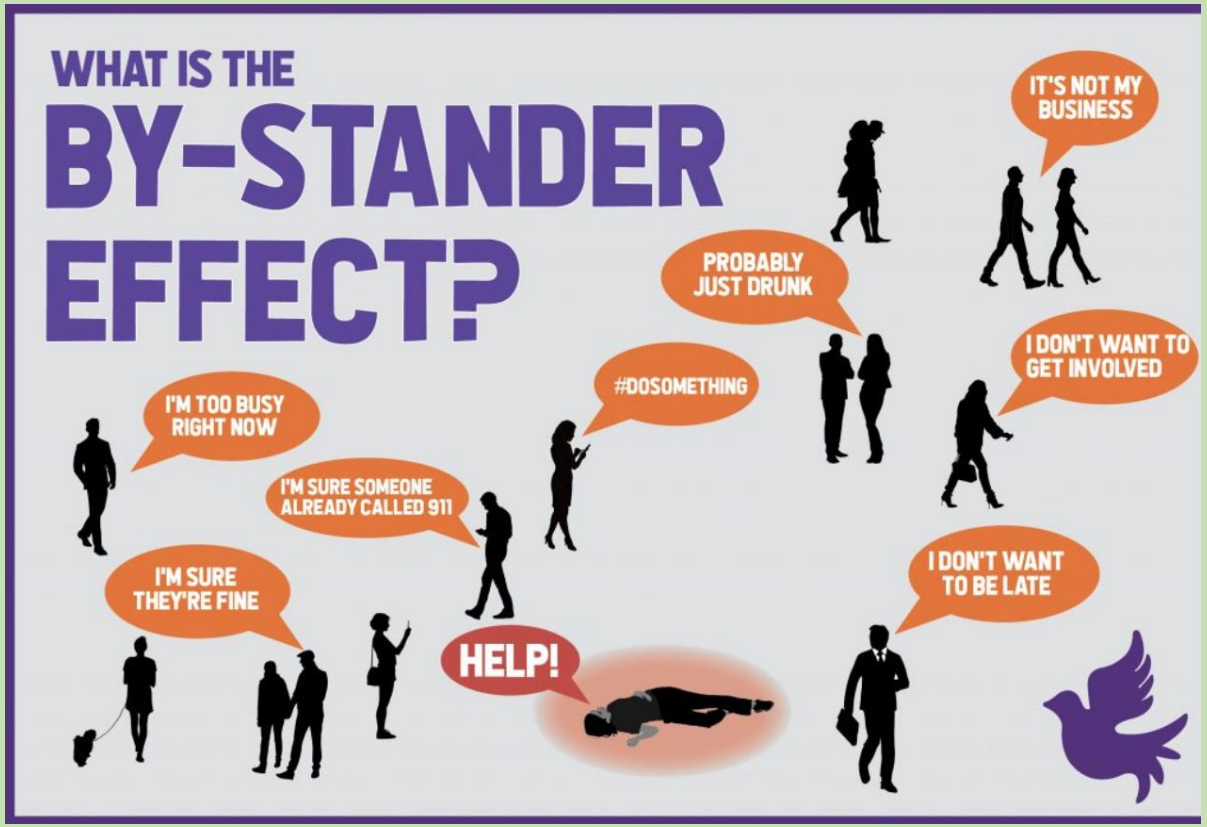
Steven's Story

Maddy was an older girl in my Chemistry class. She was a senior TA. I had a major crush on her. She was a cheerleader and involved in clubs and athletics. I was going to the upcoming school dance. Maddy found out I was going, and she suggested that we go together, since she didn't have a date either. I didn't drive yet so Maddy said she would pick me up at seven. I anticipated her arrival and looked forward to a great time that evening. My parents were gone for the evening, so I was the only one at home. When Maddy got there she had alcohol on her breath and said she didn't want to go to the dance yet and just wanted to hang out at my house. I was really nervous and told her that I kinda wanted to go to the dance and we could come back to my house later. She said that she had always thought I was cute and had wanted to go out with me and had hoped to get together with me. We sat down on the couch and started kissing and she was really into me. I just went along with it because this is what guys are supposed to do, right? When we finished, she was like, "get off me", I didn't intend for it to go this far. I felt bad and asked her if she still wanted to go to the dance with me. Then I hustled upstairs to finish getting ready and we left.

Consent Lesson – Sample Scenario (cont.)

Maddy's story

I had agreed to go to the dance with a sophomore boy who was in Mr. Harpers Chemistry class named Steven. I was his TA and knew him because he was a starter on the football team as a sophomore. He was cute and smiled at me and was always friendly. I didn't know him very well but thought he was nice, and he was on the football team. I heard him talking about the dance coming up and that he was going alone. I mentioned that we could go together, and he thought that was a great idea. The night of the dance he called me and said his parents would not be home and that I should come over early and we could hang out before we went to the dance. I was a little nervous, so I had beer before I went over to Steven's house. When I got to his house, he wasn't even ready. He asked me into the living room and we sat down on the couch. We started to kiss, and I wasn't sure how far I wanted this to go. He was on top of me and before I knew it, we were having sex. I then kind of freaked out and said stop, get off me, I didn't mean for this to happen. He asked me if I still wanted to go to the dance? He said we could still have a great time. I was devastated, but I went anyway—I didn't want anyone to think anything happened.



The bystander effect

The **BYSTANDER EFFECT** is the tendency of individuals to feel less responsible to help or take action when they are in a group. There are many reasons why people choose not to get involved when they witness a threatening or uncomfortable situation, especially when there are others present. Some people just don't want to get involved, or they look to others to step in, or they fear becoming a target themselves if they do or say something.

"If you see something, say something!" Your actions can help someone else.

Opt-Out Process

Snohomish School District Website

- Departments & Programs
  - Health Education
    - **Opt-out Form**

How to Access Lessons

1

Hard Copy Binders at RSC

2

District Website (Teaching and Learning, Health Education)

3

Video at the RSC and Website

Q and A



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