

# **WINLOCK COMPREHENSIVE SEXUAL HEALTH**

## **Grade 10 and Grade 12**

Day 1 Introduction to Sexuality

Day 2 Sexual and Reproductive Anatomy

Day 3 Comprehensive Protection Methods

Day 4 and Day 5 Negotiating Postponement and Protection

Day 6 and Day 7 Social Media Literacy and Sexuality

Day 8 and Day 9 Healthy and Unhealthy Relationships

## **Grade 10 and Grade 12 Introduction to Sexuality**

### **Connecting the Lessons**

Students will apply skills learned in this lesson to all high school lessons. Students who participated in the middle school curriculum will apply skills from the middle school lessons to this lesson.

### **Lesson Goals:**

- Create group rights and responsibilities.
- Address peer norms about sexuality.
- Identify personal values and beliefs about sexuality and sexual health.
- Identify resources and adults from whom students can get information about sexual health.
- Promote SEL skills to encourage the correct and consistent use of condoms and/or other protection methods.

### **Terms to Use:**

- Sexuality
- Sexual behavior
- Sexual health
- Caring adult
- Values and beliefs
- Introspection

## **Introduction to Sexuality**

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## **Introduction and Class Rights and Responsibilities**

Establish classroom rights and responsibilities

Welcome students to the Comprehensive Sexuality Education classes. State your goals for the class.

Ask students what they expect to learn in this class, and add to their responses. Explain that *this class* is about more than discussing sexual behavior.

Introduce the concept of Class Rights and Responsibilities. Write "Rights and Responsibilities" at the top of a large piece of paper. Ask students:

- What rights do you need to have in order to feel safe talking about sexuality and sexual health?
- What would you need to do to help your classmates feel safe talking about sexuality and sexual health?
- What responsibilities can you agree to take on for the class to be successful?

Prompt students as needed and add responses to the lists.

## **Icebreaker activity**

If this class is new to you, lead a brief icebreaker to get to know the students. Go around the room and ask students to say their first names and one thing they feel comfortable sharing about themselves that starts with the same letter as their names (e.g., a favorite color, sport, or hobby; how many people are in their families).

## **Introducing Sexuality and Sexual Health**

### **Define sexuality and sexual health**

Ask students what they think the term sexuality means. Emphasize that sexuality is not just about sex assigned at birth or sexual behavior, but is a combination of many elements, including relationships and communication. Explain that sexuality can include feelings about oneself and others, as well as values and beliefs, body awareness, intimacy, gender and sexual identity, and sexual health.

These aspects of sexuality can also be broken down into 5 core concepts of social and emotional learning:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

Ask students to explain in their own words what they think each of these SEL skills are. (*See the Teacher's Guide for talking points.*)

Explain that sexual health is essential to everyone's well-being. Being informed about sexual health can help people make responsible decisions, and making responsible decisions can help ensure sexual health. Ask them what skills and information they think teens need in order to be sexually healthy.

## **Brainstorm influences on ideas about sexuality**

Draw a stick figure on the board to represent a teenager. Give the stick figure a confused expression on its face. Ask students where this teen gets information and ideas about sexuality.

Have students brainstorm as many influences as possible (e.g., friends, television, internet, etc.). Write the names of these influences around the stick figure. Make sure that parents and guardians are included in the list.

Ask students why they believe the stick figure looks confused. Prompt students to recognize that they get information about sexuality from so many diverse sources, it can often be difficult to sort out which material is reliable. Explain that the curriculum will help students sort through the information and misinformation to help them make the best choices for themselves as high school students.

Point out parents/guardians on the list of influences. Ask students if they feel comfortable communicating with their parents or guardians about sexuality. Ask how parents and other caring adults influence teens' beliefs or behaviors regarding sexuality.

## **Students identify caring adults**

Give students a definition of "caring adults". These are people in addition to parents or guardians who may help students access information and clarify personal values. Ask students to turn to the handout in the Student Workbook, and explain that this resource guide contains reliable sources for information and help with questions about sexuality and relationships.

Explain to students that some of their homework assignments will include speaking with parents, guardians or other caring adults. Briefly brainstorm examples of caring adults, such as aunts /uncles, religious leaders, teachers, coaches, etc. Ask students to write at least three examples of caring adults on their handouts.

## **Identifying Personal Values**

Students explore sexuality self-awareness

Explain to students that an important part of self-awareness is identifying personal values. Read each of the following statements about sexual health and sexuality, and have students raise their hands if they agree with the statement.

Create an anonymous survey using these questions:

- You are sick of people telling you what to do when it comes to sex.
- You are uncertain what "sexuality" means.
- You live in a home where sexuality isn't talked about.
- You've been told you can't do something because of your gender.
- You've felt uncomfortable because of sexual language used in entertainment, such as songs, TV shows and movies.
- You've ever felt hesitant to discuss sexual topics with a dating partner.
- You've ever known anyone who's felt pressure to do something sexual to please a partner.
- You wish you felt more comfortable talking about sexuality with parents or other caring adults.
- You've known someone who was affected by an STI (sexually transmitted infection) or an unintended pregnancy.
- You want to protect yourself and the people around you.

### **Students assess personal values and beliefs about sexuality**

Ask students to turn to the handout in the Student Workbook. Explain that this handout is an anonymous assessment to get information about the values and beliefs their class holds around sexuality.

After students have completed the assessment, explain that the next class will focus on statement 10.

## **Process Questions**

1. Why do you think we did these activities?
2. How do people's attitudes and values about sexuality affect their sexual health?  
(Example: If someone is uncomfortable talking about sexuality, how will that person talk to a doctor or nurse?)
3. How do people's attitudes and values about sexuality affect their sexual decision making?

## **Anonymous Questions Box**

Explain the Anonymous Question Box. The teacher will hand out small pieces of paper at the beginning or end of class. Explain that students may write any questions they have about the topics being covered in class or about sexuality in general on those pieces of paper. They should not put their names on their questions for anonymity, and their questions will be put into a box that will be available during all sessions. The questions will be answered as frequently as the teacher determines. The teacher will also pose another question to the class (e.g., "What is your favorite video game?"), which students should answer if they do not have a class-related question. Everyone should write something on their slip of paper and place it in the box as they leave the room to preserve the anonymous nature of the activity.

## **Introspective Journaling**

Introduce journal activities

Explain journaling as follows:

- Each lesson will involve a homework journal assignment in which students will reflect on things they observed from that day's class, as well as answer a reflection prompt related to the next lesson's topic.
- Sometimes the homework may include an activity they can do with a parent or other caring adult.
- Students will not be asked to write about their own sexual activity.
- Explain your procedure for collecting/grading the journals.
- Explain mandated reporting as it relates to journal entries or disclosures in class.

Review the Journal Activity questions for this lesson:

1. (Optional) What was something interesting you learned in class today?
2. Explain why you believe it's important for people to know about sexuality and sexual health.
3. Why do people have different attitudes and beliefs about sexual health?

## **Sexual and Reproductive Anatomy**

### **Lesson Goals**

- Explain the functions of the parts of the internal and external sexual and reproductive anatomy.
- Identify the impact of condom use on pregnancy and STI prevention.

### **Terms to Use**

- Reproduction
- Vaginal intercourse
- Fertilization
- Sperm
- Egg
- Pregnancy
- Sexually transmitted infections
- Condoms

## **Discuss Journal Activity**

### **Process Questions**

1. What did you think about as you were reflecting on the journal prompts?
2. How does this journal activity relate to sexual health?

## Which Parts Go Together?

### Review reproductive anatomy

Tell students that during today's class, they will be learning or reviewing sexual and reproductive anatomy. Explain that anatomy is the study of the parts of the body, and reproduction means to make more of something. In the case of humans, reproduction means to make human babies.

Group students into teams of three or four. Ask students to turn to Handout 9.2-2 in the Student Workbook. Allow a few minutes for groups to label each term. After each group has assigned each part, review the correct answers. Have students correct answers on their sheets as needed.

### Process Questions

1. Which of these terms have you heard before?
2. Do most people know the correct terms for the parts of the reproductive systems? Why or why not?

## The Parts and What They Do

### Explain basic functions of the penis and related parts

Ask students to turn to the handout in the Student Workbook. While students follow along and label their sheets, explain the parts of the diagram. (*See the Teacher's Guide for talking points.*)

- **Scrotum:** a skin sack that holds the testes outside the body and helps control their temperature.
- **Testes (singular = testicle):** organs that produce sperm and the hormone testosterone. Explain what sperm production means for reproduction.
- **Epididymis:** A coiled tube behind each testicle where sperm mature and develop the ability to swim.
- **Vas deferens:** tubes that carry sperm from the testes to the urethra.
- **Seminal vesicles:** glands on each vas deferens that produce fluids that mix with the sperm to make semen.
- **Prostate gland:** a gland under the bladder that contains pleasure sensors and produces fluids that mix with sperm to make semen.

- **Cowper's glands:** glands on either side of the urethra that make a fluid called pre-ejaculate that lines the urethra before ejaculation when a person gets an erection. This fluid acts as a lubricant for the sperm during the ejaculation.
- **Urethra:** the tube that can carry ejaculate, pre-ejaculate or urine out of the body.
- **Penis:** an organ made of soft, spongy tissue and blood vessels, used for reproduction, urination and pleasure. When the penis becomes erect, or "hard," it becomes filled with blood. This is called an erection.

*Explain that erections are a normal part of being human. Explain that erections may occur because of certain thoughts or feelings, be caused by a stimulus, or may happen for seemingly no reason at all.*

- **Foreskin:** a loose skin that covers the head of the penis; everyone with a penis is born with it. *Explain circumcision (the removal of the foreskin),*
- **Anus:** the opening through which feces (solid waste) leaves the body.

Remind students that the most important part of the reproductive system is the brain. The brain controls all the parts and functions of the sexual and reproductive anatomy, and when puberty begins and ends for each individual. It's also responsible for people's sexual feelings and dreams.

## **Explain basic functions of the vagina and related parts**

Ask students to turn to the handout in the Student Workbook. While students follow along and label their sheets, explain the parts of the diagram. (*See the Teacher's Guide for talking points.*)

- **Ovaries:** organs that contain egg cells (ova, singular=ovum) and produce the hormones (estrogen, progesterone) that cause body changes, ovulation and menstruation.

*Review definition of ovulation— the process by which an egg is released from one of the ovaries —and how it relates to pregnancy.*

- **Fallopian tubes:** small tubes that carry the egg from the ovaries to the uterus. This is where sperm will join with, or fertilize, an egg, which is the first step necessary for pregnancy to happen.
- **Fimbria:** the fingerlike parts on the end of each fallopian tube that find an egg after it is released from the ovary and sweep it into the tube.

- **Uterus:** the pear-shaped, muscular reproductive organ from which menstruation occurs and where a pregnancy develops.
- **Cervix:** the lower part of the uterus that contains the opening to the vagina.
- **Vagina:** the passage that connects the uterus to the outside of the body. It serves as the birth canal and provides a way for menstrual fluids to leave the body. It is also used for pleasure. Discuss vaginal discharge and explain that it is normal.
- **Hymen:** a thin membrane that may partially cover the opening to the vagina.
- **Vulva:** the external sex organs (or genitalia), including the clitoris, urethra, both sets of labia, and the opening to the vagina. There are three separate openings in this general area. Two of these are in the vulva: the urethra and the vagina. The third opening is the anus, just behind the vulva.
- **Clitoris:** a mound of skin that contains many nerve cells and is very sensitive to touch. Its only purpose is pleasure. It is located between the labia at the top of the vulva.
- Urethra: the tube that carries urine out of the body.
- **Labia:** the outer and inner labia (also called "lips") are two folds of skin that surround the opening to the vagina. The outer lips lie closest to the legs, and pubic hair grows on them in most adolescents and adults. The inner lips are the folds of skin inside the outer labia that begin at the clitoris and end around the vaginal opening.
- **Anus:** the opening through which feces (solid waste) leaves the body. It is important for people with vaginas to wipe from front to back after using the toilet to make sure that bacteria do not get into the urethra, which could cause a urinary tract infection.

Remind students that no matter what anatomy a person has, the most important part of the sexual and reproductive anatomy is the brain, which controls all the parts and functions of the reproductive anatomy, when puberty begins and ends for each individual, and people's sexual feelings and dreams.

### Process Questions

1. How does knowing about sexual and reproductive anatomy help to prevent STIs and unintended pregnancy?
2. Why is it important to get questions about reproductive organs answered?

## **Review the path of sperm and fertilization**

Tell students they will be writing about the path of the sperm from the testes to fertilization. They will do this by completing the handout in the Student Workbook. They can work together or by themselves. They should fill in the blanks by choosing from words that have been provided on the handout.

When students have completed the handout, allow students to share answers aloud to collectively fill in the blanks. Ensure all the answers are correct.

### **Process Questions**

1. Based on this story, how might using a condom prevent a pregnancy? Where would that happen in this journey?
2. How can using a condom prevent STIs?

### **Anonymous Questions Box**

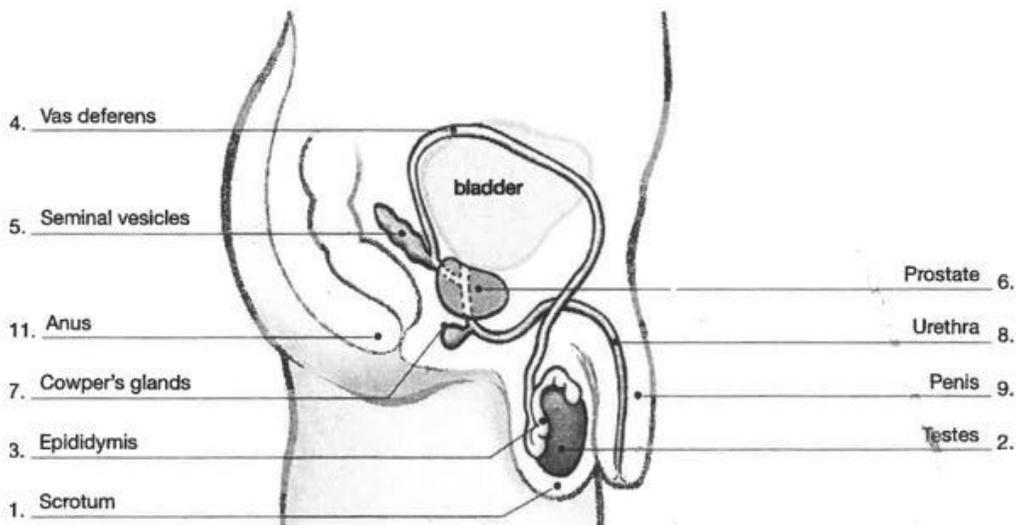
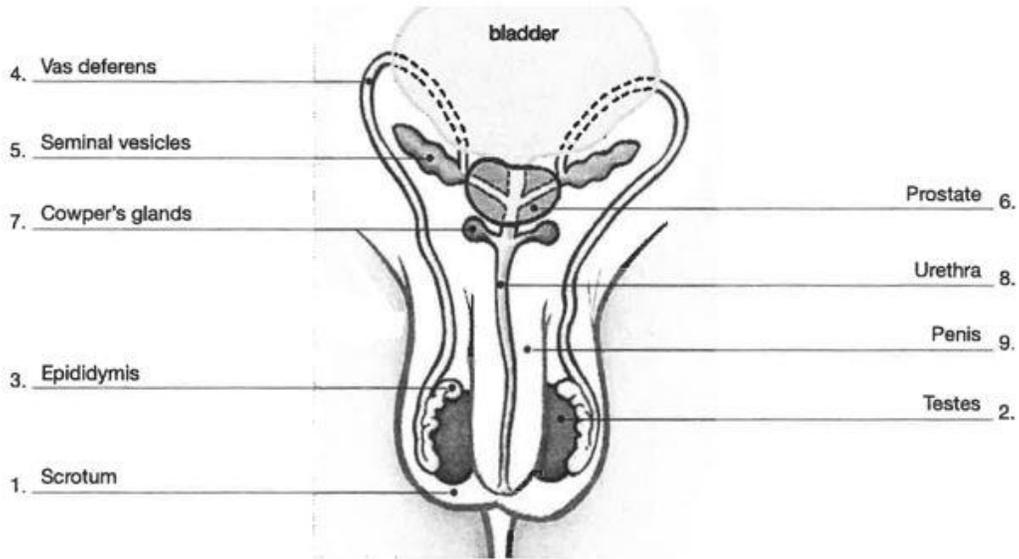
Address student questions from the Anonymous Questions Box. Give students a new question prompt to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

### **Introspective Journaling**

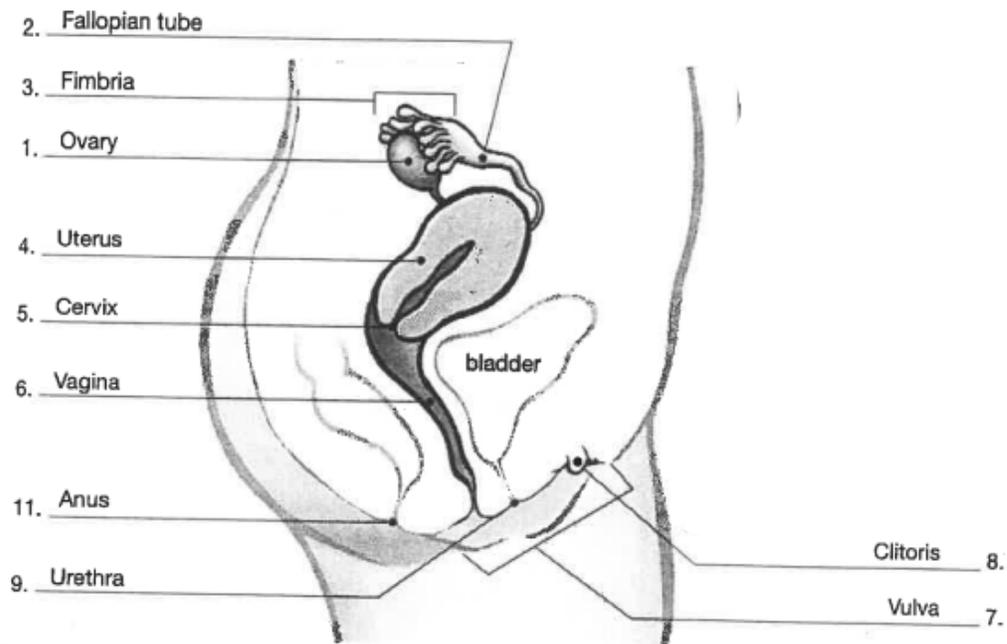
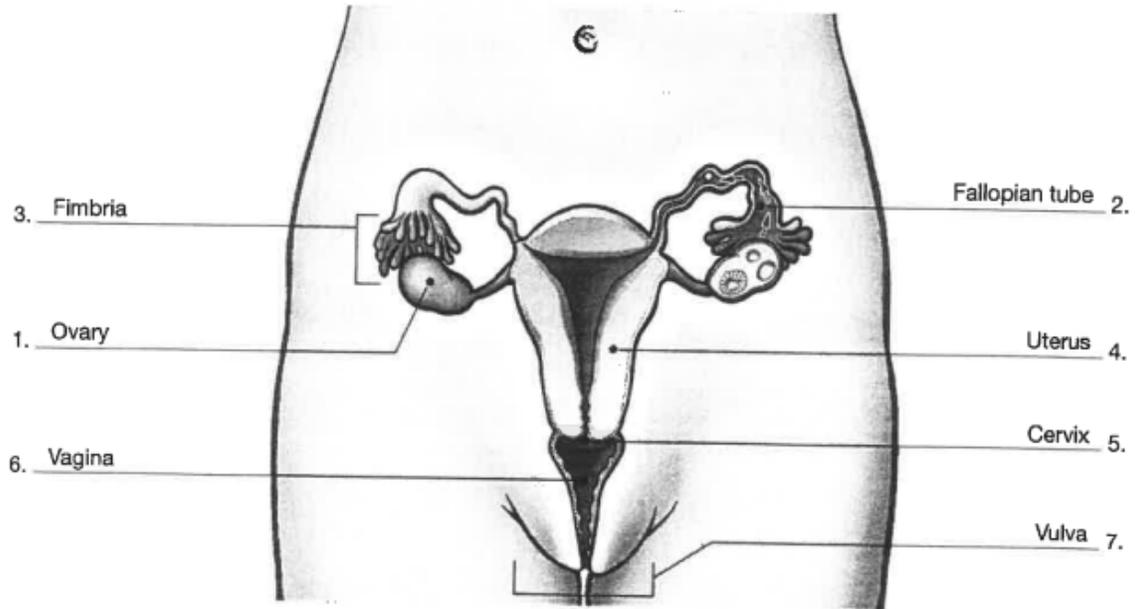
Review the Journal Activity questions for this lesson:

1. (Optional) What was something interesting you learned in class today?
2. Why is it important to know about different types of reproductive anatomy?
3. How can having this information help people avoid STIs, HIV and unintended pregnancy?

# The Penis and Related Parts



# The Vagina and Related Parts



## **Comprehensive Protection Methods**

### **Connecting the Lessons**

Builds on *Sex, Gender and Shared Responsibility*; connects to *Preventing STIs*.

#### **Lesson Goals:**

- Identify and manage personal goals.
- Name and describe popular protection methods.
- Identify all the steps of correct condom use.

#### **Terms to Use:**

- Personal goals
- Unintended pregnancy
- Shared responsibility
- Condom
- Abstinence

### **Discuss Journal Activity**

Process Journal Activity from the previous lesson

#### **Process Questions:**

1. What did you think about as you were reflecting on the journal prompts?
2. How does this journal activity relate to sexual health?

### **Reasons for Preventing Pregnancy**

Identify how unintended pregnancy may affect goals

Give students paper and ask them to write down a personal goal. Then discuss the following questions:

1. How could an unintended pregnancy interfere with the goal you wrote down?
2. How could an unintended pregnancy be difficult for a teen?
3. Are heterosexual teens the only teens who have to worry about pregnancy prevention?
4. What are the options a person has if an unintended pregnancy occurs? (Remind students of the discussion around shared responsibility and equity.)

Stress that shared responsibility is key to healthy relationships. Ask students the following questions:

1. How does shared responsibility apply to pregnancy?
2. How does shared responsibility apply to pregnancy prevention?
3. How are both partners involved in pregnancy prevention?

## **What's in the Choosing?**

Review methods of pregnancy prevention

Remind students that many teens choose not to have sex. However, over the course of a lifetime, most people choose to become sexually active. Using protection during sexual activity is the most effective way to ensure sexual health. For people who engage in vaginal intercourse, there are a number of ways to help prevent unintended pregnancy.

Post the signs that show the names of protection methods commonly used by teens (*abstinence, condoms, the pill, the patch, the ring, the shot, the implant, emergency contraception, IUD*).

Show students the five posters you've hung around the room, each with one of the following prompts written on it:

- "The method you know the most about"
- "The method you know the least about"
- "The method that's easiest to use"
- "The method that most teens use"
- "The method that's easiest to get"

Read these prompts aloud to the class.

Give students markers and send them around to each of the posters. Each time they arrive at a poster, they should write on it the names of the protection methods they feel best fit the given prompt. After students have had a chance to write their answers on each poster, they should return to their seats to process the activity.

Read each poster prompt and note some of the most popular answers. Ask students what facts they know about the different methods, correcting and prompting as needed. As you go through the prompts, review key facts about use, effectiveness and access for all methods posted.

### **Process Questions:**

1. What did people consider the most popular method for teens? Why do you think that is?
2. What makes a method easy to use? What can be confusing about using a method properly?
3. Which methods are the easiest to get? Why?
4. What are some obstacles a person can encounter in trying to obtain certain methods?

After processing these questions with students, explain that accessing sexual health care is something that's important to know how to do. Introduce the homework assignment by letting them know that they will be asked to locate three sexual health care facilities and contact one of these to gain more information. They may do this on their own or with support from a parent or other caring adult.

### **Anonymous Questions Box**

Address student questions from the Anonymous Questions Box. Give students a new question prompt to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

### **Introspective Journaling and Homework**

Review the homework and Journal Activity questions for this lesson:

1. (Optional) What was something interesting you learned in class today?
2. Complete the "Shot in the Arm"—Locating a Sexual Health Clinic homework activity.

### **References**

#### **Protection methods information and statistics:**

*Trussell, J., Contraceptive efficacy, Contraceptive Technology, edited by R.A. Hatcher, J.*

*Trussell, AL. Nelson, W. Cates, D. Kowal, and M. Policar, 20th ed., New York: Ardent Media, 2011.*

*Centers for Disease Control and Prevention, Health Risks Among Sexual Minority Youth:  
www.cdc.gov/healthyyouth/disparities/smy.htm*

## **Protection Methods Signs**

- Abstinence
- Condoms
- The Pill
- The Patch
- The Ring
- The Shot
- The Implant
- IUD
- Emergency Contraception

## **Preventing STIs**

### **Connecting the Lessons**

*Builds on Sex, Gender and Shared Responsibility, and Comprehensive Protection Methods;  
connects to Sexual Risks and Low Risk Intimacy.*

## **Lesson Goals:**

- Identify the need for consistent use of condoms.
- Understand STIs, including their symptoms and transmission.

## **Terms to Use:**

- Sexually transmitted infections (STIs)
- Sexual health
- Condom
- Asymptomatic
- Treatable
- Curable
- Bacterial
- Viral

- Sexual contact

## **Discuss Journal Activity**

Process Journal Activity from the previous lesson

### **Process Questions:**

1. What did you think about as you were reflecting on the journal prompt?
2. How does this journal activity relate to sexual health?

## **STIs**

Identify STIs and review how they are transmitted

Explain that STIs (also called STDs) are infections that are spread from an infected person to another person through sexual contact. Understanding how to prevent and treat STIs is an important part of sexual health.

Tell students that STIs can be classified as bacterial, viral or other. Explain that bacterial STIs can be cured with medicine, while viral STIs cannot be cured, but can be treated. This means the symptoms can be managed, but the STI is still in the person's body. Be sure to include the really important message that all STIs are preventable.

Explain that many STIs are asymptomatic—they do not have symptoms—and can have long-term health consequences if left untreated. Guide students through filling in the chart on the handout in the Student Workbook to organize the information about STIs. (*See the answer key and Teacher's Guide for talking points.*)

Discuss HIV. Elicit from students the six fluids that transmit HIV (blood, ejaculate, pre-ejaculate, vaginal fluid, rectal fluid and breast milk). Explain the difference between HIV and AIDS, and discuss the complexity of treatment regimens.

Review how latex and polyurethane condoms protect against STIs.

Have students read through the most important ways to reduce risk on their handouts, and point out the resources that are available to them. Refer them to the Sexually Transmitted Infections Chart in the Student Workbook as an additional resource.

**Process Questions:**

1. How are all STIs preventable? (*Getting tested, using protection, healthy relationships, communication, sequential/monogamous partners, abstinence, etc.*)
2. Why is it important to get tested for STIs, including HIV?
3. What feelings might people have if they found out they had an STI?
4. How can getting tested or not getting tested affect your long-term sexual health?
5. What do you think is the most important message to give teens about STIs?

## **Dismantling Arguments Against Condom Use**

Examine arguments for and against condom use

Have students start this activity by silently reflecting for a few minutes while they complete the handout in the Student Workbook. Encourage students to be honest during this activity, and reassure them that their answers will not be read or shared.

Have students work in pairs or groups of three. Have the groups in one half of the room work on the question: *What are the reasons people use condoms?* Have the other half work on the question: *What are the reasons people do not use condoms?* Give students 3 minutes to brainstorm as many answers as possible. Then, using those answers, have the class discuss the process questions below.

**Process Questions:**

1. What are some factors that might lead a person to decide not to use a condom?
2. What do you think are the most important reasons to use a condom? (*Debrief with students that using condoms to protect against HIV is 10,000 times safer than not using condoms.*)

3. What advice and information would you give to a friend who was deciding whether or not to use condoms?

## **Demonstrating External Condom Use**

Students practice correct external condom use

Remind students that the only protection method other than abstinence that prevents against STIs is latex or polyurethane condoms (internal or external). Have students review the handout.

Using the steps on the handout, have students pair up and take turns putting a condom on a demonstration tool or their fingers. The student who is not currently demonstrating should use the checklist to see if the demonstrator is following all of the correct steps. After a correct demonstration, have students switch so everyone has a chance to practice these skills.

### **Process Questions:**

1. When should the discussion of condom use begin in a dating relationship?
2. How could a person begin the conversation about condoms with a partner?
3. How could alcohol and other drugs affect someone's ability to use a condom correctly?  
*(Be sure to emphasize that if a person knows their sexual partner and/or friend is under the influence, part of consent and social awareness is not taking advantage of that person and ensuring their safety.)*

## **Anonymous Questions Box**

Address student questions from the Anonymous Questions Box. Give students a new question prompt to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

## **Introspective Journaling and Family Activity**

Explain the interview homework and review the Journal Activity questions for this lesson:

1. Find a blog post or article mentioning STIs that someone has posted on social media. Print out and attach the blog post or article to your journal entry. Write a critique of the

article and accompanying comments. Do you agree or disagree with the point of view presented about sexuality and STIs? What would you like to tell the authors/commenters?

2. Choose a parent or other caring adult to interview about sexually transmitted infections, including HIV, and how to prevent them. During this interview, you will try to find out what concerns the adult most about sexually active youth today, the adult's knowledge about the risks of STIs, and suggestions for risk reduction.

## References

Facts and statistics:

*American Sexual Health Association, State of the Nation 2005: Challenges Facing STD Prevention among Youth: Research, Review, and Recommendations, Research Triangle Park, N.C.: ASHA, 2005.*

*National Institutes of Health, AIDS Info: [www.aidsinfo.nih.gov](http://www.aidsinfo.nih.gov)*

*Carey, R.F. et al., Effectiveness of Latex Condoms as a Barrier to Human Immunodeficiency Virus—Sized Particles under the Conditions of Simulated Use, Sexually Transmitted Diseases 19*

## Interview — Preventing STIs

**Instructions:** Choose a parent/guardian or other caring adult to interview about STIs, including HIV, and how to prevent them. During this interview, you will try to find out what concerns the adult most about sexually active youth today, the adult's knowledge about the risks of STIs and HIV, and suggestions for risk reduction.

1. Share: Today we learned about sexually transmitted infections (STIs). The majority of STIs are spread through vaginal fluid, ejaculate and pre-ejaculate. Some STIs can also be spread through skin-to-skin contact. Although some people think HIV can be transmitted through saliva, the only six fluids that transmit HIV are blood, ejaculate, pre-ejaculate, vaginal fluid, rectal fluid and breast milk.

Did you know these facts? Have you ever known someone who thought STIs and HIV could be spread in different ways?

2. What are your concerns about STIs/HIV? Why?
3. Share: Statistics show that 25% of new HIV cases in the United States occur in young people under age 24.

Ask: Why do you think that is happening?

4. What do you think is lacking in sexual health information and education for high school students that would help reduce the risk of contracting an STI or HIV?
5. If the most common symptom of an STI is no symptoms at all, what would you suggest someone in high school do to reduce risk?
6. Why do you think having multiple partners increases the risk of becoming infected with an STI, including HIV?

## **Negotiating Postponement and Protection**

### Connecting the Lessons

Builds on Comprehensive Protection Methods and Sexual Risks and Low-Risk Intimacy; connects to Lesson 9.10: Healthy and Unhealthy Relationships.

## **Lesson Goals**

- Practice effective assertive communication and refusal skills.
- Identify ways to negotiate protection within relationships.
- Identify and maintain boundaries.

## **Terms to Use**

- Persuasion
- Communication
- Boundaries
- Sexual refusal
- Protection negotiation
- Consent

## **Discuss Journal Activity**

Process Journal Activity from the previous lesson

## **Process Questions**

1. What did you think about as you were reflecting on the journal prompts?
2. How does this journal activity relate to sexual health?

## **Persuasion Lines**

Brainstorm ways people try to persuade others to engage in sexual activity

Explain that knowing personal limits for sexual behavior and communicating these limits to a partner are important parts of sexual health. There are situations in which it can be difficult for people to stick to their boundaries, and it's important to be aware of these situations.

Have the class brainstorm answers to the following questions and record their answers on the board:

- What are reasons people choose to have sex?

- What are reasons people choose not to have sex?

Divide the class into two groups (or four groups, with multiple groups answering the same question). Explain that each group will be given a large sheet of paper on which they should write answers to one of the following questions:

1. What are common lines that people have heard used to convince a partner to have sex?
2. What are common lines people have heard used to convince a person not to use protection?

Distribute paper to groups and give students a few minutes to brainstorm. Then have them post the papers where the whole class can see. Before processing the activity with the questions below, remind students of the definition of sexual consent.

### **Process Questions**

1. Why did we do this activity?
2. Is there anything you want to add to another group's poster?
3. If someone used one of these persuasion lines to convince a partner to have sex, is it consensual? (No, because they used persuasion/manipulation.)
4. What are some effective responses to these persuasion lines?

## **Friendly Advice: Sexual Refusal and Negotiating Protection**

### Practice sexual communication skills

Break students into pairs or small groups. Ask students to turn to Handout 9.8-3 in the Student Workbook, and assign each group one of the scenarios. Remind students that, as advice columnists, it's important that they be respectful and also that they encourage healthy outcomes for the people they're supporting.

If there is time, ask a few groups (or at least one group for each scenario) to share aloud the advice from the Student Workbook.

### **Process Questions**

1. What can be difficult about communicating For teachers who have been trained assertively with a partner?
2. What can be difficult about discussing and navigating sexual boundaries or negotiation with a partner?
3. Why is it sometimes easier to give advice to others than to take it ourselves?
4. Where might someone go for support/ help if they felt like their partner wasn't respecting their sexual boundaries?

### **Accessing Sexual Health Care**

Students learn how to access sexual health care

Explain to students that, in addition to being able to communicate effectively with a partner, people also need the ability to access sexual health care when necessary. Ask them why this is important.

Ask what questions students have about accessing sexual care.

### **Anonymous Questions Box**

Review anonymous questions

Address student questions from the Anonymous Questions Box. Give students a new question prompt to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

Introspective Journaling

## **Introspective Journaling**

### Review journal activity

Review the Journal Activity questions for this lesson:

1. (Optional) What was something interesting you learned in class today?
2. How can you take care of yourself to ensure your sexual health?
3. Do you feel comfortable saying NO when you don't want to do something? In what circumstances might it be more difficult? How can you become more comfortable?

## **Social Media Literacy and Sexuality**

### Connecting the Lessons

Builds on Healthy and Unhealthy Relationships and Gender and Sexual Identity.

#### **Lesson Goals**

- Identify myths surrounding sexual behavior.
- Identify ways that the media promotes myths.
- Determine how social media affects communication.

## **Terms to Use**

- Social media
- Online bullying/harassment (cyberbullying)
- Ally/bystander /perpetrator /target
- Boundaries

## **Discuss Journal Activity**

Process Journal Activity from the previous lesson

### **Process Questions**

1. What did you think about as you were reflecting on the journal prompts?
2. How does this journal activity relate to sexual health?

## **Social Media Brainstorm**

Students consider ways people communicate through social media

Ask students to brainstorm all the social media outlets they can think of and write their responses on the board.

Ask students to raise their hands if they've used any of the forms of social media from the brainstorm. (*Acknowledge how many hands are raised.*)

Ask students what the potential pros and cons of using social media are and why they feel that way. (*Be sure to include "misunderstandings or lack of tone/effective communication" on the list for "cons. "*)

## **Status Update**

Discuss online bullying and harassment

Ask students if they have ever heard of online bullying, also called cyberbullying. Explain that in any situation of *cyberbullying* there's a public element that may not exist in face-to-face

interaction. Therefore, in all situations of cyberbullying there are going to be perpetrators, targets, bystanders and—hopefully—allies to support those being harassed. Ask someone to define these terms. (*See the Teacher's Guide for definitions.*)

Explain to students that you're going to review a scenario together and ask them to think about these definitions and which of the characters would fall into what role: Perpetrator, Target, Bystander, Ally.

Read the following scenario to the class:

Brendan and Jenna were at a party with a lot of their friends. At the party, Brendan got really drunk and was out of control. Jenna took pictures of him with her phone and posted them on her Instagram. Some of Jenna and Brendan's friends left comments on the pictures and one of them tagged Brendan in the pictures as #faded. The next day at school a lot of Brendan's classmates and friends were laughing at him. Brendan was really embarrassed, especially when a teacher approached him about the pictures.

Ask the class to identify which of the characters is a Perpetrator, Target and Bystander in the scenario. (*See the Teacher's Guide for talking points.*)

### **Process Questions**

1. How do you think Brendan is feeling, other than embarrassed?
2. Why do you think Jenna posted these pictures?
3. Given that there's no ally, what could a friend of Brendan's have done to be an ally in this situation after the party?

### **Public Vs. Private**

Distinguish between public and private information

Post the Public Vs. Private signs around the classroom. Explain that during this next activity everyone is going to get to decide about whether the various status updates should be "public" or "private." Remind students that anything posted on the Internet is public.

Make sure each student has a marker or other writing utensil, and then allow students to walk around the classroom to choose "private," "public," or "depends" for each of the scenarios/status updates. After all students have been to each sign, have them return to their seats and process the information.

### **Process Questions**

1. Which of the scenarios were definitely private, according to the class? Which were definitely OK to go public? Which depended on the situation?
2. Were there any of these posts that, if it were you or a close friend, you would never want shared? Why?
3. What would you say to a friend who shared something on social media that should have been kept private?

### **Social Media Guidelines**

Students reflect on self-management and social media

Allow students to work individually or in pairs to create guidelines that others could follow to help make social media sites safe from bullying and harassment. Tell students to be as specific as possible.

Share the guidelines as a class and write ideas on the board. Have the students agree to the online boundaries they feel they need and would be willing to promise to their friends.

### **Process Questions**

1. How will following these guidelines make social media better for you and your peers?
2. Are there any guidelines on the board that would be very difficult for you or your friends to follow? Which ones and why?

### **Anonymous Questions Box**

Address student questions from the Anonymous Questions Box. Give students a new question prompt to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

## **Introspective Journaling and Homework**

Review journal and homework activities

Review the Journal Activity questions for this lesson:

1. (Optional) What was something interesting you learned in class today?
2. Has today's lesson changed or challenged your views of social media sites and texting? Explain why or why not.
3. What information should be private and not be shared via social media sites or texting?
4. If you encountered cyberbullying on a social media site, what would you do?

For additional homework, assign students to pick two apps related to sexual health and write a short review of each. What is helpful in the app? What additional information or services do they wish the app provided? Would they recommend this app to other high school students? Why or why not?

## **Healthy and Unhealthy Relationships**

Connecting the Lessons

Builds on Sex, Gender and Sexual Responsibility and Sexual Risk and Low-Risk Intimacy.

### **Lesson Goals**

- Clarify values about healthy and unhealthy relationships.
- Identify risks of dating significantly older partners. Determine resources for a person in an unhealthy relationship.

### **Terms to Use**

- Values clarification

- Older partner
- Relationship
- Honesty, equality, respect, responsibility
- Healthy/unhealthy

## **Discuss Journal Activity**

Process Journal Activity from the previous lesson

### **Process Questions**

1. What did you think about as you were reflecting on the journal prompts?
2. How does this journal activity relate to sexual health?

## **Healthy and Unhealthy Relationship Brainstorm**

Identify qualities of healthy and unhealthy relationships

Explain that a key part of sexual health is having healthy relationships. While relationships can take many different forms, today's class will focus on dating and sexual relationships.

Write "Healthy Relationship" and "Unhealthy Relationship" on the board. Have students brainstorm characteristics for each. Write their suggestions on the board. If necessary, prompt them so the characteristics of a healthy relationship include honesty, equality, respect, responsibility and consent.

Ask students which components of a healthy relationship have already been discussed

Explain that knowing what you need and being able to communicate your needs to your partner are vital parts of a healthy relationship.

## **Values Clarification**

## Students clarify personal values about relationships

Read the following prompts. For each statement, ask students to stand if they agree with the statement. Be sure to emphasize that there are no right or wrong answers for this activity, as it is based on people's personal values.

- The best relationship is with someone you can talk to.
- Jealousy is a sign of love.
- It's OK to send sexy pictures to someone as long as you are in a committed relationship.
- It's OK to read your partner's text messages or email without permission.
- It's OK for teens to date people in their 20s.
- People who are in love should hang out with each other more than with their friends.
- The best kind of romantic relationship is with someone who has similar qualities to a close friend.

### Process Questions

1. Are there some situations where jealousy is acceptable? Are there some situations where jealousy can be unhealthy?
2. How do social media and technology affect dating relationships?
3. What are the possible risks of "sexting"?
4. What are some risks when teens have significantly older partners?
5. How could a person start a conversation about boundaries with a partner?

## What's a Deal Breaker?

Examine what students believe is acceptable within relationships

Remind students of the Class Rights and Responsibilities before beginning this activity.

Post the Deal Breaker signs around the room. Then read the Relationship Prompts below to students one at a time, and have them go stand under the sign that matches how they would feel about each situation. Can they deal with it? Is it a "deal breaker"? Or does it depend?

After students have taken a position for the prompt, allow them 1 minute to talk with the other classmates who've chosen the same sign. Then ask one student representative standing by each sign to give a brief explanation of why the group picked that sign. Make it clear that this is not a debate—students may choose to change their opinion after hearing from other groups, but

this is not the time to discuss the merits of each position. Explain that there will be an opportunity to process differences of opinion after they return to their seats.

#### Relationship Prompts:

- Your partner posts cruel things about you on social media.
- Your partner lies to you about their age.
- Your partner gets jealous when other people look at you on the street.
- Your partner sends naked pictures of you to friends.
- Your partner refuses to use protection.
- Your partner uses illegal drugs.
- Your partner texts your friends to see if you really are where you said you were.
- Your partner texts you more than ten times a day.
- Your partner calls you more than ten times a day.
- Your partner makes you pay for everything you do together.
- Your partner hits or slaps you out of anger.
- Your partner gets mad at you for thinking other people are attractive.

#### Process Questions

1. Which things did most people agree about?
2. Which things had many different responses within the class?
3. Which behaviors are warning signs that things could get worse?
4. When one partner has more power or freedom than another partner, how can that lead to unhealthy situations?

### Getting Help with Relationships

#### Identify resources for help with unhealthy relationships

Ask students why healthy relationships are important for sexual health. How can it be more difficult for someone to be sexually healthy in an unhealthy relationship? Why can it be difficult for someone to leave an unhealthy relationship?

Explain to students that you're going to read a series of questions that you'd like them to reflect on silently in their seats. Tell them that they can close their eyes as they listen to the prompts, or

simply situate themselves so they can focus. Ask students to imagine they have a friend who has very little power in an unequal relationship. Imagine what that friend must be feeling. How might they know their friend is in an unhealthy relationship? What advice would they give to their friend? Where could their friend go to seek help?

Ask students to imagine they have a friend who has all the power in an unequal relationship. How might this friend feel about a partner? What could they tell their friend? Should they get involved in this situation? Why or why not?

Ask students to open their eyes and/ or refocus on the larger group. Have students brainstorm resources for someone in an unhealthy relationship (*e.g., parents, coaches, hotlines, etc.*). Write these resources on the board.

Ask students what people should do if they realize they are feeling controlling or violent toward a partner. Explain that anyone who feels like this should talk to someone immediately for help. Similarly, people who feel a partner is being controlling or abusive should seek help immediately.

### **Anonymous Questions Box**

Address student questions from the Anonymous Questions Box. Give students a new question prompt to answer if they don't have one about the class material, and remind students to place their anonymous questions in the box as they leave the classroom.

### **Introspective Journaling and Family Activity**

Review journal and family activities

Explain the interview homework and review the Journal Activity questions for this lesson:

1. (Optional) What was something interesting you learned in class today?
2. Choose a parent/guardian or other caring adult and complete the interview homework on the next page with this person.
3. Once you've completed the interview, think about how the adult's answers make you feel and describe your feelings.
4. In your opinion, is it easy or hard for teens to talk to partners about sex and protection? If it's hard, what could make it easier?

## References

Domestic Violence and Incest Resource Center: <http://dvrc-or.org>

## Interview— Healthy and Unhealthy Relationships

**Instructions for students:** Choose a parent/guardian or other caring adult to interview about healthy and unhealthy relationships. During this interview, try to understand the adult's point of view about what a healthy relationship should look like. After the interview, go back and complete the Journal Activity about your parent or other caring adult's viewpoint.

1. How can you tell if a relationship is healthy? What are the most important characteristics of a healthy relationship?
2. Describe how two people in a relationship should communicate with each other.
3. Is it normal for people to have feelings of jealousy? How should they deal with these feelings?
4. Is it normal to feel pressured by a partner in a relationship? What should I do if I ever feel pressured by a partner?
5. "Sexting" means sending sexual text messages or instant messages. Do you think sexting is a healthy or unhealthy activity for high school students? Why?
6. Whose responsibility is it to protect a couple from STIs and/or pregnancy? Who should make the decisions regarding sexual behaviors? Why?

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Parent or Other Caring Adult Signature

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Student Signature

## Assessing Risk and Accessing Sexual Health Care

### Connecting the Lessons

Builds on all previous lessons to culminate the curriculum.

### Lesson Goals

- Integrate all previous knowledge into a final project.
- Identify personal/ individual risks.

## **Terms to Use**

- Sexual health
- Sexuality
- Resources
- Protection
- Communication

## **Discuss Journal Activity**

Process Journal Activity from the previous lesson

### **Process Questions**

1. What did you think about as you were reflecting on the journal prompts?
2. How does this journal activity relate to sexual health?

## **Personal Risk Assessment and Risk Reduction Strategies**

Students plan to reduce personal risk

Explain that being able to assess one's level of personal risk is part of having control over one's sexual health. Ask students to turn to their handout in the Student Workbook. Explain that no one will see their risk assessment but them, so they should answer truthfully.

At the bottom of the handout, have students write down three steps they can take to reduce their risk and improve their sexual health.

## **Wrap-Up and Conclusion Student**

Give final messages to students

Conclude the class with the following points:

- Thank students for taking the first steps toward ensuring their sexual health by participating in the program.
- Offer your personal wish for health and safety for each and every student.
- Affirm your belief in the students' power to make healthy decisions for themselves now and in the future.

## **Anonymous Questions Box**

Address any remaining student questions from the Anonymous Questions Box. Remind students that you are always available to help them find resources or answers to their questions.

## **Introspective Journaling**

Review journal activity

Review the Journal Activity questions for this lesson:

1. Which parts of the class were most interesting to you?
2. Which messages from this class can you apply to real life?