

M/J Health 5 (7 th grade)		Unit 4: Reproductive Health	Unit Length: 3 Weeks
Lesson Topic: Male and Female Reproductive Anatomy and Physiology		Lesson Duration: Week 1	
ACADEMIC VOCABULARY		FL STANDARDS & BENCHMARKS	
Abstinence	Nocturnal emission	HE.7.PHC.1.1 - Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated	
Puberty	Sex cell (sperm/ovum)	HE.7.PHC.1.3 – Explain the importance of assuming responsibility for personal and reproductive health behaviors	
Adolescent	Labia Minora (Outer)	HE.7.PHC.2.7 - Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors	
Erection	Labia Majora (Inner)	HE.7.PHC.4.1 – Articulate ways to request access to healthy products, services, and environments.	
Semen	Clitoris	HE.7.CEH.1.1 - Investigate how physical, mental/emotional, social, and intellectual dimensions of community health are interrelated	
Ejaculation	Cervix	HEALTH SKILLS ADDRESSED	
Menstruation	Urethra	Core Concepts	
Scrotum	Uterus	Analyzing External and Internal Influences	
Testes	Ovary		
Sperm	Fallopian tubes		
Epididymis	Estrogen		
Vas deferens	Progesterone		
Seminal vesicles	Menstrual cycle		
Prostate gland	Endometrium		
Cowper's gland	Vagina		
Penis	Hymen		
Testosterone	Ovulation		
LESSON CONTENT			
Topic/Lesson		Supporting Resource/Activity/Assessment	
Lesson One: Puberty (including secondary sex characteristics) <ul style="list-style-type: none">Students will be able to describe the physical, social, mental and emotional changes associated with puberty for boys and girls.		Bellwork: How are you different now than you were 3 years ago? How has your body changed? How have your thoughts or feelings changed? How have your relationships with friends or family changed? Describe 1 way you have changed in your body, your thoughts/feelings and your relationships. Lesson Resources and Activities: (HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none">Lesson 5: Puberty (p. 59 – 66)<ul style="list-style-type: none">What is Puberty Gallery Walk – “A Time of Change” (Workbook p. 9-11)“What I Learned about Puberty” (Workbook p. 12)Extension option: “When my Parents were Teens” (Master 4)	
Lesson Two: Female Reproductive System (Diagrams and Functions) <ul style="list-style-type: none">Students will be able to summarize the basic female reproductive body parts and their functions.		Bellwork: A gamete is the name given to a sex cell. What is the name of the female sex cell? Lesson Resources and Activities: (HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none">Lesson 6: The Female Reproductive System (p. 67 – 77)<ul style="list-style-type: none">Female Reproductive Organs - External Overview– (Slide 6)<ul style="list-style-type: none">“Female Reproductive Organs” (Workbook p. 13)“Female Reproductive Organs – Matching Activity” – (Masters 5A-B)“Understanding the Female Reproductive System” (Workbook p. 14)	
Lesson Three: Male Reproductive System (Diagrams and Functions) <ul style="list-style-type: none">Students will be able to summarize basic male reproductive body parts and their functions.		Bellwork: A gamete is the name given to a sex cell. What is the name of the male sex cell? Lesson Resources and Activities: (HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none">Lesson 7: The Male Reproductive System (p. 79 – 87)<ul style="list-style-type: none">Male Reproductive Organs – (Slide 8)<ul style="list-style-type: none">“Male Reproductive Organs” (Workbook p. 15)“Male Reproductive Organs – Matching Activity” – (Masters 6A-B)“Understanding the Male Reproductive System” (Workbook p. 16)	
Lesson Four: Menstruation/Ovulation/Fertilization <ul style="list-style-type: none">Students will be able to describe the stages of the menstrual cycle.Students will be able to describe how pregnancy occurs.		Bellwork: How often does a “period” or a female’s menstruation typically occur? Lesson Resources and Activities: (HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none">Lesson 8: The Menstrual Cycle and Pregnancy (p. 89 - 98)<ul style="list-style-type: none">“Ovulation Overview” – (Slide 9)<ul style="list-style-type: none">“Ovulation, Menstruation & Pregnancy” Partner Turn and Talk (Workbook p. 17-18)“Menstruation” – (Slide 10)<ul style="list-style-type: none">“Understanding Menstruation & Pregnancy” (Workbook p. 19) Lesson Resources and Activities: (HealthSmart – HIV, STD & Pregnancy Prevention) <ul style="list-style-type: none">Lesson 5: Reproduction and Teen Pregnancy (p. 45 - 57)<ul style="list-style-type: none">“Reproductive Facts” (Workbook p. 10-11)“Pathway of Sperm” (Slide 10)“Fertilization” (Slide 11)	
Lesson Five: Taking Care of your Reproductive Health <ul style="list-style-type: none">Students will be able to describe practices to protect their reproductive health.Students will be able to summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.		Bellwork: You have been learning about puberty and the male and female reproductive systems. All of these things are part of your sexual health. On a piece of paper, write what you think the term sexual health means? You will not be sharing with others. Lesson Resources and Activities: (HealthSmart – Abstinence, Puberty and Personal Health) <ul style="list-style-type: none">Lesson 9: Taking Care of your Sexual Health (p. 101 - 104)<ul style="list-style-type: none">“Taking Care of Sexual Health” – (Workbook p. 20-21) – Jigsaw Activity“Ask the Expert” – (Workbook p. 22-23) – Writing Activity<ul style="list-style-type: none">Group Share Out Homework for Next Week: “Staying Abstinent: Parent/Guardian Interview” (Master 7)	

Lesson 5

Puberty

Overview

In this informational lesson, students learn about puberty. Small groups brainstorm physical, emotional and social changes they think occur during puberty. The class discusses and evaluates the groups' lists, and then students complete an activity sheet on the changes they learned about. As homework, students interview parents or other adults about puberty and sexuality.

Time: 45–60 minutes

Lesson Objective

Students will be able to:

1. Describe the physical, social, mental and emotional changes associated with puberty for boys and girls.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.2: Describe the interrelationships of emotional, intellectual, physical and social health in adolescence.

Standard 4:
Communication

Performance Indicator

4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

Materials & Preparation

Prepare

- Have **What Is Puberty?** (Slide 5), or make a transparency, if needed.
- Have the **Group Roles** slide or transparency (Slide 2).
- Hang 6 pieces of chart paper at different places in the classroom.
Title the 6 pieces:
 - What Is Puberty?
 - Mental and Emotional Changes
 - Social Changes
 - Physical Changes for Boys
 - Physical Changes for Girls
 - Getting Through Puberty
- Have markers.
- Have blank index cards.

Copy

- **When My Parents Were Teens** (Master 4) for each student.

Review

- **A Time of Change** (*Student Workbook* pages 9–11).
- **What I Learned About Puberty** (*Student Workbook* page 12) and Scoring Rubric, page 194.

Health Terms

Review the teaching steps, slides, master and activity sheets for terms or concepts your students may not know, and be prepared to explain them.

Examples:

- | | |
|----------------|------------------|
| • estrogen | • puberty |
| • genitals | • pubic |
| • gland | • reproductive |
| • hormone | • self-conscious |
| • mature | • testicles |
| • menstruation | • testosterone |
| • penis | • vagina |
| • progesterone | |

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Clarify the changes boys and girls go through, as needed. Correct any misconceptions or misunderstandings before classroom discussion and completion of the activity sheets.
- Add a discussion of myths and facts about puberty to the lesson to address misinformation and other things students may have heard or worry about.

To ensure student success with group activities and communicating about sexual and personal health issues:

- Make time to talk privately with students who appear reluctant or inhibited about discussing sexuality and personal health issues with peers in class or with an adult family member. Keep in mind that some students may have family rules that prohibit or limit discussion

of these issues. Give these students the same respect as other students who are willing to openly communicate about sexual health in class.

- Modify group activities to allow students to start the activity in pairs to think, share and write/discuss, and then, when students feel more comfortable with sharing, move them into larger groups of 4 to continue the discussion.
- For this and later lessons, consider that some parents/guardians may not discuss sexual health and relationships with their children because of lack of knowledge, discomfort, cultural concerns, taboos, etc. Provide alternate ways for students to obtain information from a trusted adult and complete the **When My Parents Were Teens** family sheet.

To ensure student success with reading:

- Pair students with stronger reading skills with those who may need help reading the **A Time of Change** reading sheet, or call on strong readers to read the information aloud in class.

To ensure student success with writing:

- Allow students to work in pairs to write the questions they have about sexuality or body changes on the index cards.
- Pair students with stronger writing skills with students who may need help reading and responding to the questions on the **What I Learned About Puberty** activity sheet. Students may also work in trios.
- Allow students to select magazine pictures of examples of physical, social, mental and emotional changes associated with puberty for both boys and girls, and explain their choices to a partner, as an alternate way to complete the **What I Learned About Puberty** activity sheet.

Introduction

■ Get students ready for learning

Transition

Write the following words on the board: body, thoughts/feelings, relationships.

Take out a piece of paper. Think about how you are different now than you were three years ago. How has your body changed? How have your thoughts or feelings changed? How have your relationships with your family and friends changed? Describe at least 1 way you've changed in each of these areas.

Allow students to focus and work quietly for a minute or two. Allow students to share what they wrote, if they want to.

Motivate

Changes can be exciting. They can also be confusing. There may be things you are worried or curious about. You'll have a chance to get many of your questions answered as we continue to learn about sexuality and how your bodies and lives are changing. If you have a question you'd like to ask, you have a chance to ask it anonymously, without giving your name, now.

Distribute an index card to each student. Explain that students can write a question they have about sexuality or body changes on the card, and that you will be answering these questions over the next few lessons. Tell students not to put their names on the cards, unless they would like a private answer. When students have finished, go around the room and collect the cards in a box or other container.

(Note: Take time after the lesson to review students' questions and decide if there's a particular lesson in which you will answer them. Remove any questions that are inappropriate or irrelevant. Arrange to meet with any students who requested a private answer. Be sure to check school and district policies on teaching sexuality education, answering student questions and mandated reporting of suspected abuse.)

Teaching Steps

■ Define puberty

Prepare

Show the **What Is Puberty?** slide.

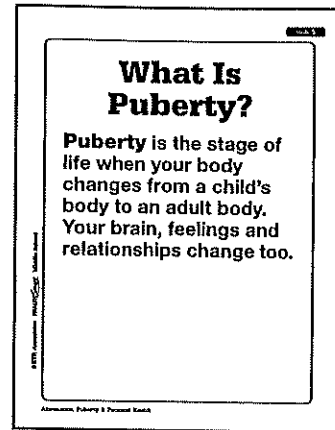
State

Puberty is the stage of life when your body changes from a child's body to an adult body. Your brain, feelings and relationships change too.

Explain

During puberty, your body's *reproductive* system matures. These are the body parts that allow people to have children. After puberty, your body is physically able to reproduce, although most people aren't ready to raise or support a child until many years after puberty.

Puberty brings other changes too. Some of these are physical. Others are mental or emotional. Still others are social. You're going to read more about these changes now.



Slide 5

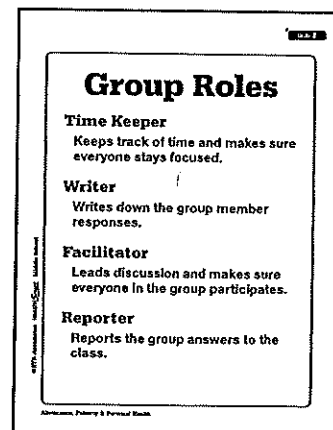
■ Small groups list changes of puberty

Prepare

Put students into at least 5 groups of 4 and show the **Group Roles** slide. Assign students in each group the following jobs:

- **Time Keeper:** Keeps track of time and makes sure everyone stays focused.
- **Writer:** Writes down the group member responses.
- **Facilitator:** Leads discussion and makes sure everyone in the group participates.
- **Reporter:** Reports the group answers to the class.

(Note: If there are fewer than 4 students in a group, assign group members more than one task.)



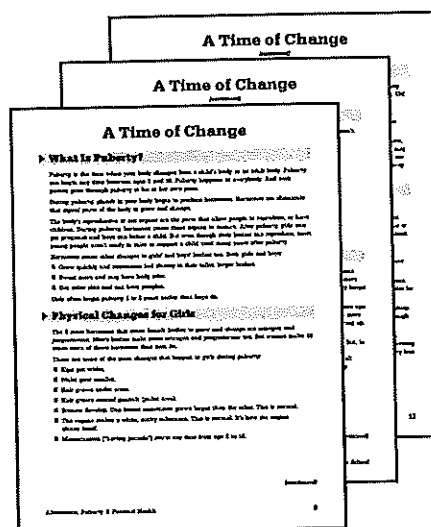
Slide 2

Read & Share

Direct students to turn to **A Time of Change** on page 9 of the Student Workbook. Assign a reading section to each group. If you have more than 5 groups, you can assign some sections to more than one group.

Read the section assigned to your group. Then move to the chart paper station that matches the title of the section you read. Work in your group to come up with a list of the key points you think everyone in the class should know about this aspect of puberty.

Allow time for groups to read the information and record key points on the designated chart paper. When groups have finished, review each section, allowing reporters to share the key points their group wrote down. Correct any misinformation and supplement the group lists, as needed.



Workbook pages 9–11

Assessment & Closure

■ Students demonstrate learning

Complete & Share

Direct students to turn to **What I Learned About Puberty** on page 12 of the Student Workbook and review the directions for completing the activity sheet.

Think about what you've learned today, then describe:

- 1 social change
- 1 mental or emotional change
- 3 physical changes for boys
- 3 physical changes for girls
- 2 physical changes for both boys and girls

Allow students time to complete the activity sheet.

What I Learned About Puberty

Directions: Complete the worksheet by writing the key points you learned about puberty.

This is 1 **social change** that happens during puberty:

This is 1 **mental or emotional change** that happens during puberty:

There are 3 **physical changes** that happen for **boys** during puberty:

There are 3 **physical changes** that happen for **girls** during puberty:

There are 2 **physical changes** that happen for **both boys and girls** during puberty:

Self-Check

1. I learned 1 social change about puberty.

2. I learned 1 mental or emotional change about puberty.

3. I learned 3 physical changes about puberty for boys.

4. I learned 3 physical changes about puberty for girls.

5. I learned 2 physical changes about puberty for both boys and girls.

Workbook page 12

■ Prepare for homework assignment

Explain

One of the tips for getting through puberty was to connect with your family. There are good things that can come from talking to your parents or other trusted adults about puberty and sexuality.

Assign

Distribute the When My Parents Were Teens family sheet.

You are going to have a chance to talk with your parent, guardian or another adult you trust and complete this activity sheet together.

Sharing experiences and learning about each other's points of view is part of growing up. Make sure the adult you talk with signs the sheet after you've finished. I will be asking you to share how the talk went in the next lesson.

When My Parents Were Teens

Directions: Have a few minutes to talk to your parent/guardian or another trusted adult about puberty. Don't write down the answers. Please sign the sheet after the adult writes your name. That means the questions for you at the bottom of the page.

I. Changes for Parents

- What were some of the physical changes that surprised you when you went through puberty?
- What were some things your friends or siblings or they changed when you went through puberty?
- Did you ever get embarrassed by something you said or did as a teen? If so, what was it?
- How did you get along with your parents when you were a teen?
- What were some of the goals you had when you were a teen?
- What are some things that are the same for you as when you were a teen?
- What advice do you want to give me about puberty?

Parent's Signature

II. Changes for You

- How did you feel about talking to your parent?
- What are at least 3 benefits you got from talking to their parents or another trusted adult about puberty?

III. All-Check

Did you and your parent/guardian or other trusted adult talk about:

- Physical changes
- Emotional changes
- Social changes
- Physical changes for boys
- Physical changes for girls
- Physical changes for both boys and girls

Abstinence, Puberty & Personal Health

Master 4

■ End the lesson

Close

Today you learned about changes that happen during puberty. What are some examples of changes that happen during puberty in each of these areas?

- Mental changes
- Emotional changes
- Social changes
- Physical changes for boys
- Physical changes for girls
- Physical changes for both boys and girls

Call on several students to share changes for each category.

Assess

Collect students' What I Learned About Puberty activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students described the physical, social, mental and emotional changes associated with puberty for boys and girls by:

- ☐ Completing the What I Learned About Puberty activity sheet.

(Scoring Rubric, page 194)

Student Journal

Lesson 5: Puberty

New words

estrogen
genitals
gland
hormone
mature
menstruation
penis
progesterone
puberty
pubic
reproductive
self-conscious
testicles
testosterone
vagina

Journal entry

Think about how you are different now than you were 3 years ago. How has your body changed? How have your thoughts or feelings changed? How have your relationships with your family and friends changed? Describe at least 1 way you've changed in each of these areas.

Class discussion notes

What I Learned About Puberty

Directions: Complete the statements to describe the different changes of puberty.

This is 1 **social change** that happens during puberty:

This is 1 **mental or emotional change** that happens during puberty:

These are 3 **physical changes that happen for boys** during puberty:

1.

2.

3.

These are 3 **physical changes that happen for girls** during puberty:

1.

2.

3.

These are 2 **physical changes that happen for both boys and girls** during puberty:

1.

2.

Self-Check

- ☐ I described 1 social change that happens for young people during puberty.
- ☐ I described 1 mental or emotional change that happens for young people during puberty.
- ☐ I described 3 physical changes that happen for boys and 3 that happen for girls.
- ☐ I described 2 physical changes that happen for both boys and girls.

When My Parents Were Teens

Directions: Take a few minutes to talk to your parent/guardian(s) or another trusted adult about these questions. Don't write down the answers. Have the adult sign the sheet when you're done. Then answer the questions for you at the bottom of the page.

► Questions for Parent

- 1. What were some of the physical changes that surprised you when you went through puberty?
- 2. What were some ways your friendships or life changed when you went through puberty?
- 3. Did you ever get embarrassed by something you said or did as a teen? If so, what was it?
- 4. How did you get along with your parents when you were a teen?
- 5. What were some of the goals you had when you were a teen?
- 6. What are some things that are the same for me as when you were a teen?
- 7. What advice do you want to give me about sexuality?

Sign off

I discussed this sheet with my son or daughter. _____

► Questions for You

- 8. How did you feel about talking to your parent?

- 9. What are at least 2 benefits teens get from talking to their parents or another trusted adult about sexuality?

Self-Check

- ☐ I asked my parent/guardian the questions.
- ☐ The adult I talked to signed the page.
- ☐ I described how I felt about talking to my parent/guardian.
- ☐ I described at least 2 benefits of talking about sexuality with a parent or other trusted adult.

A Time of Change

► What Is Puberty?

Puberty is the time when your body changes from a child's body to an adult body. Puberty can begin any time between ages 9 and 16. Puberty happens to everybody. And each person goes through puberty at his or her own pace.

During puberty, *glands* in your body begin to produce *hormones*. Hormones are chemicals that signal parts of the body to grow and change.

The body's *reproductive* or sex organs are the parts that allow people to reproduce, or have children. During puberty, hormones cause these organs to *mature*. After puberty, girls can get pregnant and boys can father a child. But even though their bodies can reproduce, most young people aren't ready to raise or support a child until many years after puberty.

Hormones cause other changes to girls' and boys' bodies too. Both girls and boys:

- Grow quickly and sometimes feel clumsy in their taller, larger bodies.
- Sweat more and may have body odor.
- Get oilier skin and can have pimples.

Girls often begin puberty 1 to 2 years earlier than boys do.

► Physical Changes for Girls

The 2 main hormones that cause female bodies to grow and change are *estrogen* and *progesterone*. Men's bodies make some estrogen and progesterone too. But women make 10 times more of these hormones than men do.

These are some of the main changes that happen to girls during puberty:

- Hips get wider.
- Waist gets smaller.
- Hair grows under arms.
- Hair grows around *genitals* (*pubic* area).
- Breasts develop. One breast sometimes grows larger than the other. This is normal.
- The *vagina* makes a white, sticky substance. This is normal. It's how the vagina cleans itself.
- Menstruation ("having periods") starts any time from age 9 to 16.

(continued)

A Time of Change

(continued)

► Physical Changes for Boys

The main hormone that causes male bodies to grow and change is *testosterone*. Women's bodies make some testosterone too. But men make 10 times more testosterone than women do.

These are some of the main changes that happen to boys during puberty:

- Shoulders get broader.
- Muscles grow.
- Voice gets deeper.
- Hair grows under arms and on arms, legs, chest and face.
- Hair grows around the genitals (pubic area).
- *Penis* and *testicles* grow larger. One testicle usually hangs lower than the other. This is normal.
- Boys' breasts may feel tender and grow a little. This is normal. It will go away.

► Mental and Emotional Changes

The brain is also changing during puberty. Teens understand the results of their actions more clearly than they did as children. They are able to think and solve problems in more complex ways. They begin to be able to notice and control their impulses. This ability keeps developing until people are in their early 20s.

Feelings change too. Hormones can cause teens to be more emotional and to have more ups and downs in their feelings. Moods may change quickly. Both boys and girls become more aware of their bodies as they go through puberty. Some may feel excited about growing up. Many feel shy, embarrassed or worried about the changes.

Girls and boys who develop earlier or later than their friends may feel *self-conscious*. But, in a few years, the changes even out. Each person has his or her own time clock that determines when puberty will start. Some people mature earlier, some later. Almost all young people wonder if the things they're feeling, thinking and going through during puberty are normal.

A Time of Change

(continued)

► Social Changes

Friends often become more important during puberty. Teens may care more about being liked or fitting in. Sometimes teens may feel left out and lonely. Almost everyone does. Old friendships can change and new friendships begin.

Some young people begin to have romantic feelings toward others. These feelings are normal. They also can be strong and confusing. It's important for teens to learn how to express these feelings in ways that respect themselves and others.

Sometimes young people may have problems at home during puberty. Teens want a new, more adult relationship with their family. But they may not know how to get it. Teens may argue with parents, or feel embarrassed by things parents say or do. Family members are going through changes too. They need to learn to live with their teen as a more grown-up person. This can be hard for everyone.

► Getting Through Puberty

Here are some things that can make puberty easier:

- **Remember that you're not alone.** Puberty happens to everyone. Your parents went through it. Your friends and classmates are all going through it. Each person has his or her own way of growing and changing, but everyone grows and changes. Think about the person you want to be and make the choices that are right for you.
- **Get the information you need.** Find an adult you can trust. Your parents, other relatives, doctors, nurses, teachers and school counselors can give you support. Know how to find reliable answers to your questions.
- **Connect with your family.** Find things to talk about and share with family members. Help out at home and follow through on things you say you'll do. This makes it easier for you and your parents to feel trust and stay close.
- **Take good care of your body.** Eat healthy food. Be physically active. Get enough sleep. Keep yourself clean. This helps you look and feel good. It makes it easier to get through the emotional ups and downs.
- **Work on a skill.** Find something you like to do and can do well. It could be sports, music, cooking, studying, building or fixing things, training your dog, drawing or writing stories. Having something you do well helps you feel good about yourself and worry less about the changes you're going through.

What Is Puberty?

Puberty is the stage of life when your body changes from a child's body to an adult body. Your brain, feelings and relationships change too.

When My Parents Were Teens

Directions: Take a few minutes to talk to your parent/guardian(s) or another trusted adult about these questions. Don't write down the answers. Have the adult sign the sheet when you're done. Then answer the questions for you at the bottom of the page.

► Questions for Parent

1. What were some of the physical changes that surprised you when you went through puberty?
2. What were some ways your friendships or life changed when you went through puberty?
3. Did you ever get embarrassed by something you said or did as a teen? If so, what was it?
4. How did you get along with your parents when you were a teen?
5. What were some of the goals you had when you were a teen?
6. What are some things that are the same for me as when you were a teen?
7. What advice do you want to give me about sexuality?

Sign off

I discussed this sheet with my son or daughter. _____

► Questions for You

8. How did you feel about talking to your parent?

9. What are at least 2 benefits teens get from talking to their parents or another trusted adult about sexuality?

Self-Check

- ☐ I asked my parent/guardian the questions.
- ☐ The adult I talked to signed the page.
- ☐ I described how I felt about talking to my parent/guardian.
- ☐ I described at least 2 benefits of talking about sexuality with a parent or other trusted adult.

Lesson 6

The Female Reproductive System

Overview

This lesson teaches about the female reproductive system. Students report on interviews they completed with parents or other adults about puberty and sexuality. After learning the names and functions of the female reproductive organs, students test their knowledge through a matching activity. They then complete an activity sheet about what they've learned.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Summarize the benefits of talking with parents and other trusted adults about sexuality.
2. Summarize basic female reproductive body parts and their functions.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Standard 4: Communication

Performance Indicator

4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

Materials & Preparation

Prepare

- Have **Female Reproductive Organs—External** (Slide 6), or make a transparency, if needed.
- Have **Female Reproductive Organs—Internal** (Slide 7), or make a transparency, if needed.
- Have blank index cards.
- Go through the anonymous question cards to find any that have to do with female reproductive anatomy that could be answered in this lesson.

Copy

- **Female Reproductive Organs Matching Activity** (Masters 5A–B).
Copy and cut apart the cards. Make enough cards for each student to have one.

Review

- **Female Reproductive Organs** (*Student Workbook* page 13) and **Female Reproductive Organs Key**, page 76.
- **Understanding the Female Reproductive System** (*Student Workbook* page 14), **Understanding the Female Reproductive System Key**, page 77, and **Scoring Rubric**, page 195.

Health Terms

Review the teaching steps, slides, master and activity sheets for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- | | |
|-------------------|-------------------|
| • birth canal | • mons pubis |
| • cervix | • organ |
| • clitoris | • ovaries |
| • external | • reproductive |
| • fallopian tubes | • urinary opening |
| • fetus | • uterus |
| • hormone | • vagina |
| • internal | • vaginal opening |
| • labia majora | • vulva |
| • labia minora | |

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- If available, use a 3-dimensional model of the female reproductive system (internal and external) to provide a visual example as students complete the **Female Reproductive Organs** activity sheet.
- Make enough sets of the **Female Reproductive Organs Matching Activity** cards for students to practice matching all of the organs and their functions with a partner, to reinforce concepts and help students become more comfortable with the terms.

To ensure student success with reading and writing:

- Distribute copies of the **Female Reproductive Organs—Internal and External** slides for students to review and use when they complete the activity sheets.
- Make a slide or transparency of the **Female Reproductive Organs Key** and review the answers with students.
- Allow students to complete the **Understanding the Female Reproductive System** activity sheet as homework, and/or work with an adult family member to complete.

Introduction

■ Get students ready for learning

Transition

Today, you're going to learn about the *organs* in the female *reproductive* system. On a piece of paper, write the names of as many organs in the female reproductive system as you know. Try to use the scientific names if you can. Write what each organ does if you know that too.

Allow students to focus and work quietly for a minute or two.

Debrief

For homework, you interviewed your parents or another adult about puberty and sexuality. How did you feel about talking to this adult? What are the benefits, or good things you get, through talking to your parents or other adults you trust about sexuality? Why do you think it's important for teens to be able to talk to a trusted adult about these things?

*Allow students who completed the assignment to share their answers to the questions. Collect the completed **When My Parents Were Teens** interview sheets to assess student learning about the benefits of talking to trusted adults about sexuality.*

Motivate

If you have a question you'd like to ask about the female reproductive system, you have a chance to ask it anonymously, without giving your name, now.

Distribute an index card to each student. Explain that students can write a question they have about the female reproductive system on the card, and that you will be answering some of these questions during the lesson. Tell students to remember the class groundrules when writing the questions, and not to put their names on the cards, unless they would like a private answer. When students have finished, go around the room and collect the cards in a box or other container.

(Note: You will review these questions later in the lesson.)

Teaching Steps

■ Teach about the female reproductive system

Explain

During puberty, the female body becomes able to get pregnant and have a baby. Each of the organs you'll learn about today plays a role.

Complete

Direct students to turn to **Female Reproductive Organs** on page 13 of the Student Workbook.

As I review each organ and what it does, fill in the blanks on the activity sheet.

Prepare

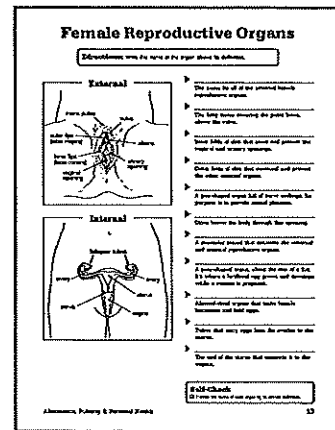
Show the **Female Reproductive Organs—External** slide.

Explain

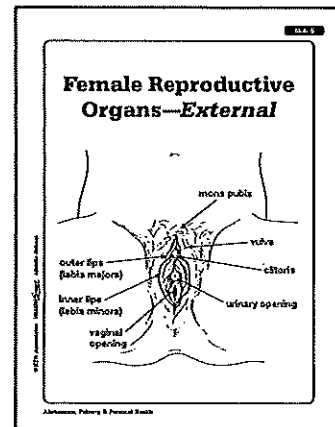
Review the external female organs. Direct students to fill in the correct blank for each organ as it is introduced. If there is time, ask students to guess the function of some of the organs before telling them.

The *external* female reproductive organs are the *labia majora*, *labia minora*, *clitoris*, *urinary opening* and *vaginal opening*. Together they are called the *vulva*.

- The *mons pubis* is the area where fat under the skin covers the pubic bone. Hair grows in this area during puberty.
- The *outer lips* (*labia majora*) and *inner lips* (*labia minora*) are folds of skin that surround and protect the *clitoris*, *vaginal opening*, and *urinary opening*.



Workbook page 13



Slide 6

- The *clitoris* is about the size of a pea and is full of sensitive nerve endings. Its purpose is to provide sexual pleasure.
- Below or behind the clitoris is the *urinary opening*. This is where urine leaves the body.
- Below or behind the urinary opening is the *vaginal opening*. This is where menstrual fluid leaves the body and where a baby comes out during childbirth.

Review

Be sure students have correctly identified the external female reproductive organs on the activity sheet before you review the internal organs. Make any needed corrections before continuing. (See the Female Reproductive Organs Key.)

Prepare

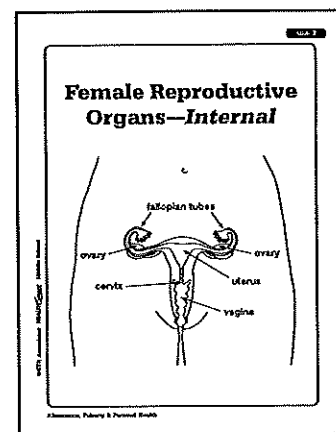
Show the Female Reproductive Organs—Internal slide.

Explain

Review the internal female organs. Direct students to fill in the correct blank for each organ as it is introduced. If there is time, ask students to guess the function of some of the organs before telling them.

The *internal* female reproductive organs include the *vagina*, *uterus*, *fallopian tubes* and *ovaries*.

- The *vagina* is a muscular tunnel about 4 inches long that goes from the vaginal opening to the opening of the uterus. It provides a way for menstrual fluid to leave the body, and receives a man's penis during sexual intercourse. It is also the passage through which a baby is born, so it is sometimes called the *birth canal*.
- The *uterus* is a pear-shaped organ, about the size of a fist. It is one of the strongest muscles in the body because it has to be able to push a baby out during childbirth. It's where a fertilized egg grows and develops into a baby when a woman is pregnant.
- The *ovaries* are almond-shaped organs that make female *hormones* and hold the female's eggs. When a girl is born, her ovaries contain more than 300,000 unripe egg cells.



Slide 7

- The *fallopian tubes* come out of each side of the uterus. An egg travels from an ovary through a fallopian tube to get to the uterus. Fertilization happens when a male sperm enters the female egg while it is in the fallopian tube.
- The *cervix* is the end of the uterus that opens into the vagina. During pregnancy, it stays tightly closed to help protect the developing fetus.

■ Students identify female reproductive organs

Explain

You're going to have a chance to see how well you remember the names and functions of the female reproductive organs. Take a few minutes to review your **Female Reproductive Organs** activity sheet.

Allow a few minutes for students to review their activity sheets.

Complete & Share

Distribute the Female Reproductive Organs Matching Activity cards, one to each student. Each card has either the name of a female reproductive organ or its definition/function.

Ask students to find the person with the card that matches their card's word or definition/function. Once they have found the person with the matching card, they should stand next to each other in a circle.

After everyone has found his or her partner, ask each pair to read the word and definition/function and ask the other students to give a thumbs-up if they think it is a correct match, or a thumbs-downs if they think the match is incorrect. Provide corrective feedback as needed.

Female Reproductive Organs	
Female Reproductive Organs Matching Activity	
Directions: Cut out the cards and place them in a pile. Draw one card at a time and match it to the definition/function card.	
Female Reproductive Organs	Definitions or Functions
Outer lips (Labia majora)	Outer body of skin that surrounds and protects internal reproductive organs.
Inner lips (Labia minora)	Inner body of skin that covers and protects the vaginal and urinary openings.
Clitoris	A small, highly sensitive organ that provides sexual pleasure.
Urinary opening	The opening through which urine leaves the body.
Vagina	The canal that provides a way for menstrual fluid to leave the body and through which a baby is born.

Masters 5A-B

Assessment & Closure

■ Students demonstrate learning

Complete

*Direct students to turn to **Understanding the Female Reproductive System** on page 14 of the Student Workbook.*

Think about what you learned today as you complete this activity sheet.

Allow time for students to complete the activity sheet. Take time while students are working on the activity sheet to review the anonymous questions about the female reproductive system collected at the beginning of class.

Remove any questions that are inappropriate or irrelevant.

Understanding the Female Reproductive System

(Use worksheet to write the answers using your own words.)

- ① What are 3 things the vagina does?
a. _____
b. _____
- ② Where does the fertilized egg grow and develop while a woman is pregnant?

- ③ What do the ovaries do?

- ④ Where is an egg fertilized?

- ⑤ What is the name for all of the internal female reproductive organs?

- ⑥ What 2 parts protect the internal reproductive organs?
a. _____
b. _____
- ⑦ What is the name of the sensitive organ that provides sexual pleasure?

Field Check
Name: _____
Date: _____

14

Workbook page 14

■ End the lesson

Close

Let's see if your questions about the female reproductive system were answered today.

Read any question cards collected in Lesson 5 and at the beginning of class that ask about the female reproductive system. Use them to review the material learned by asking the question and allowing the class to answer it when possible. Take this opportunity to answer other anonymous questions that relate to female anatomy and physiology as well. Be sure to supply the correct terminology for any vernacular used in students' questions.

Assess

*Collect students' **Understanding the Female Reproductive System** activity sheets and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students summarized the benefits of talking with parents and other trusted adults about sexuality by:

- ☐ Completing the **When My Parents Were Teens** activity sheet.

Objective 2

Students summarized basic female reproductive body parts and their functions by:

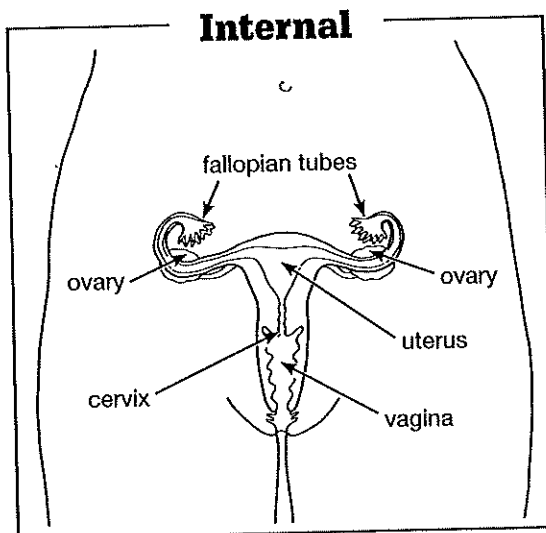
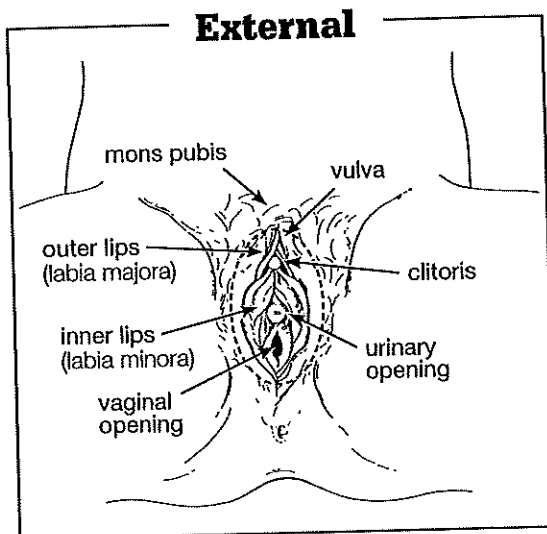
- ☐ Completing the **Understanding the Female Reproductive System** activity sheet.

(Scoring Rubrics, page 195)

Teacher Page

Female Reproductive Organs Key

Directions: Write the name of the organ above its definition.



- ▶ vulva
The name for all of the external female reproductive organs.
- ▶ mons pubis
The fatty tissue covering the pubic bone, above the vulva.
- ▶ labia minora or inner lips
Inner folds of skin that cover and protect the vaginal and urinary openings.
- ▶ labia majora or outer lips
Outer folds of skin that surround and protect the other external organs.
- ▶ clitoris
A pea-shaped organ full of nerve endings. Its purpose is to provide sexual pleasure.
- ▶ urinary opening
Urine leaves the body through this opening.
- ▶ vagina
A muscular tunnel that connects the external and internal reproductive organs.
- ▶ uterus
A pear-shaped organ, about the size of a fist. It's where a fertilized egg grows and develops while a woman is pregnant.
- ▶ ovaries
Almond-sized organs that make female hormones and hold eggs.
- ▶ fallopian tubes
Tubes that carry eggs from the ovaries to the uterus.
- ▶ cervix
The end of the uterus that connects it to the vagina.

Self-Check

☐ I wrote the name of each organ by its correct definition.

Understanding the Female Reproductive System Key

Directions: Answer the questions using what you've learned.

- ① What are 2 things the vagina does?
 1. provides a way for menstrual fluid to leave the body; receives the penis during
 2. sexual intercourse; allows a baby to pass through during childbirth.
- ② Where does the fertilized egg grow and develop while a woman is pregnant?
uterus
- ③ What do the ovaries do?
hold eggs and make female hormones
- ④ Where is an egg fertilized?
fallopian tube
- ⑤ What is the name for all of the external female reproductive organs?
vulva
- ⑥ What 2 parts protect the external reproductive organs?
 1. labia majora (outer lips)
 2. labia minora (inner lips)
- ⑦ What is the name of the sensitive organ that provides sexual pleasure?
clitoris
- ⑧ What is the narrow end of the uterus called?
cervix

Self-Check

☐ I answered all 8 questions.

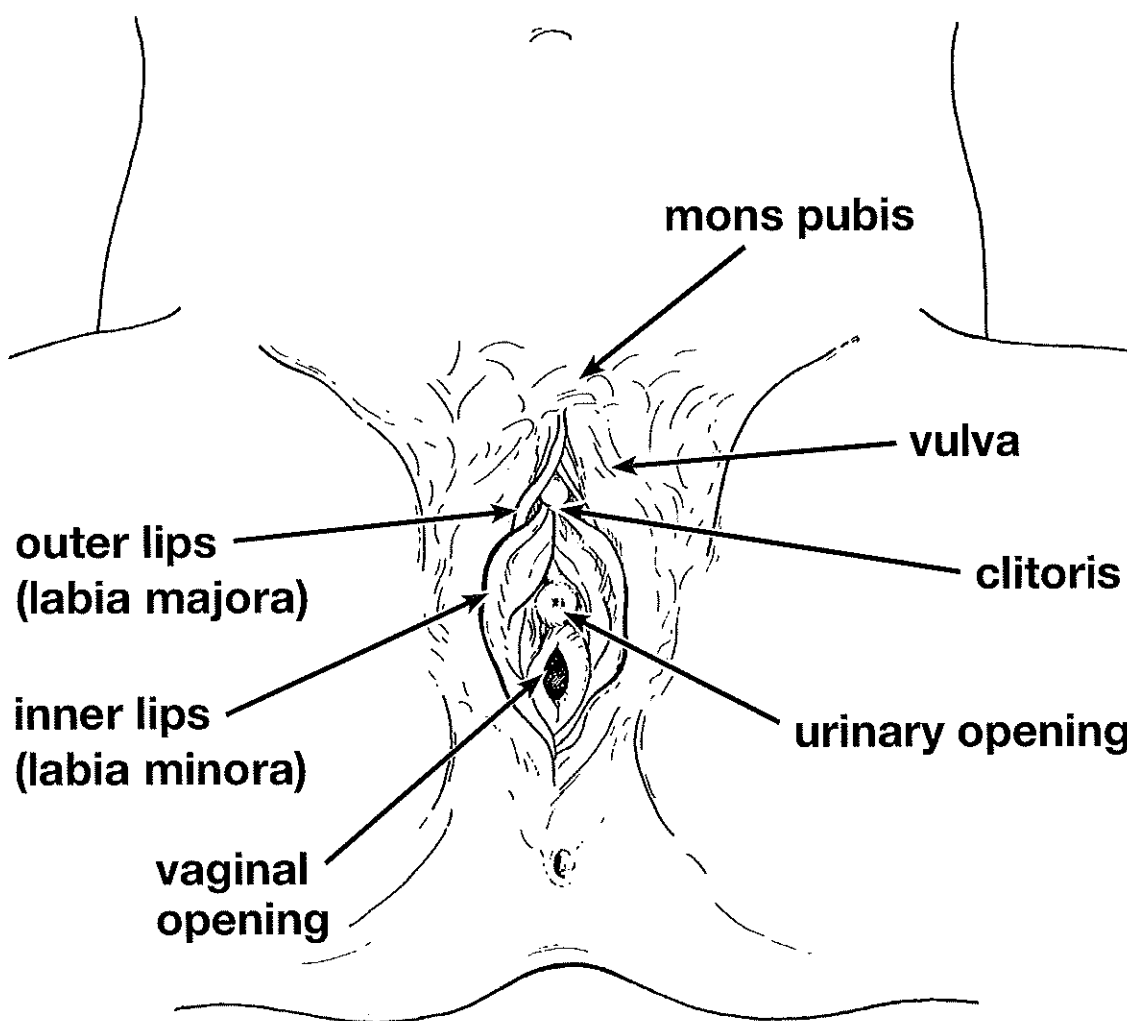
Lesson 6: The Female Reproductive System

birth canal
external
fetus
hormone
internal
organ
reproductive
urinary opening

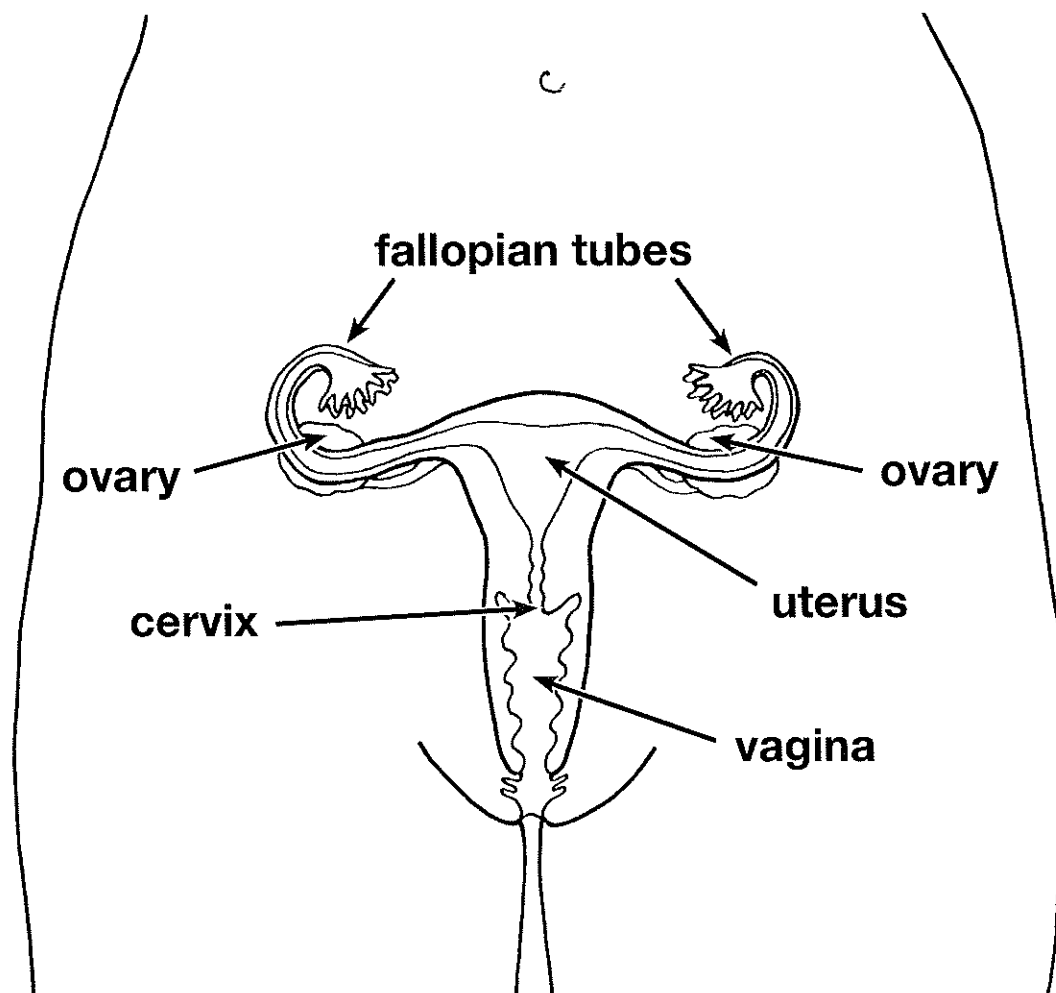
Write the names of as many organs in the female reproductive system as you know. Try to use the scientific names if you can. Write what each organ does if you know that too.

[illegible][illegible]

Female Reproductive Organs—*External*



Female Reproductive Organs—*Internal*



Female Reproductive Organs Matching Activity

Directions: Copy and cut apart the cards. Make enough so that each student can participate. *Note:* Some students might have duplicate cards.

Female Reproductive Organs

Definition or Function

Outer lips
(Labia majora)

Outer folds of skin that surround and protect external reproductive organs

Inner lips
(Labia minora)

Inner folds of skin that cover and protect the vaginal and urinary openings

Clitoris

A small, highly sensitive organ that provides sexual pleasure

Urinary opening

The opening through which urine leaves the body

Vagina

The tunnel that provides a way for menstrual fluid to leave the body, and through which a baby is born.

(continued)

Female Reproductive Organs

Matching Activity *(continued)*

Female Reproductive Organs

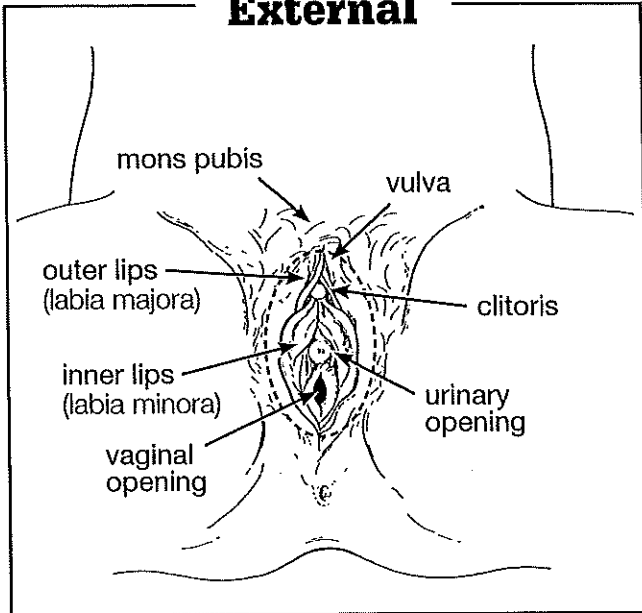
Definition or Function

Cervix	Narrow end of the uterus that opens into the vagina
Uterus	Pear-shaped organ in which a fertilized egg grows and develops into a baby
Fallopian tubes	Tubes through which an egg travels on its way to the uterus and where eggs can be fertilized by sperm
Ovaries	Female organs that produce female hormones and contain eggs
Vulva	The external female reproductive organs—the labia majora, labia minora, clitoris, urinary opening and vaginal opening
Mons pubis	The area where fat under the skin covers the pubic bone

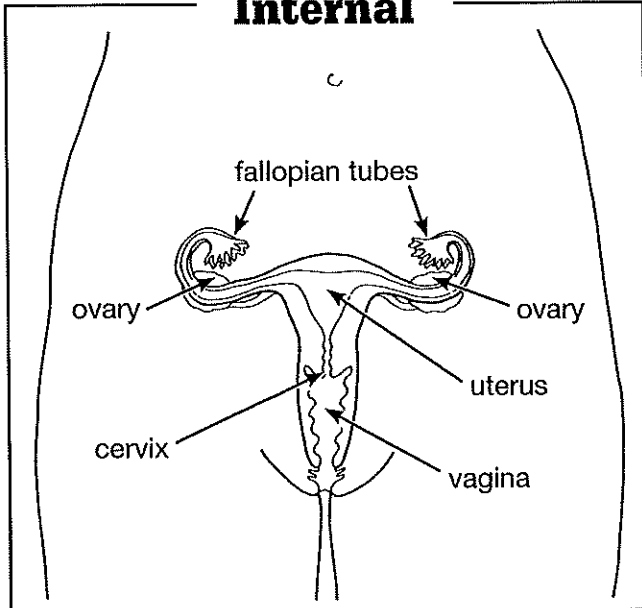
Female Reproductive Organs

Directions: Write the name of the organ above its definition.

External



Internal



The name for all of the external female reproductive organs.

The fatty tissue covering the pubic bone, above the vulva.

Inner folds of skin that cover and protect the vaginal and urinary openings.

Outer folds of skin that surround and protect the other external organs.

A pea-shaped organ full of nerve endings. Its purpose is to provide sexual pleasure.

Urine leaves the body through this opening.

A muscular tunnel that connects the external and internal reproductive organs.

A pear-shaped organ, about the size of a fist. It's where a fertilized egg grows and develops while a woman is pregnant.

Almond-sized organs that make female hormones and hold eggs.

Tubes that carry eggs from the ovaries to the uterus.

The end of the uterus that connects it to the vagina.

Self-Check

☐ I wrote the name of each organ by its correct definition.

Understanding the Female Reproductive System

Directions: Answer the questions using what you've learned.

① What are 2 things the vagina does?

1. _____
2. _____

② Where does the fertilized egg grow and develop while a woman is pregnant?

③ What do the ovaries do?

④ Where is an egg fertilized?

⑤ What is the name for all of the external female reproductive organs?

⑥ What 2 parts protect the external reproductive organs?

1. _____
2. _____

⑦ What is the name of the sensitive organ that provides sexual pleasure?

⑧ What is the narrow end of the uterus called?

Self-Check

☐ I answered all 8 questions.

Lesson 7

The Male Reproductive System

Overview

This lesson teaches about the male reproductive system. After learning the names and functions of the male reproductive organs they know, students test their knowledge through a matching activity. They then complete an activity sheet about what they've learned.

Time: 45–60 minutes

Lesson Objective

Students will be able to:

1. Summarize basic male reproductive body parts and their functions.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Materials & Preparation

Prepare

- Have **Male Reproductive Organs** (Slide 8), or make a transparency, if needed.
- Have blank index cards.
- Go through the anonymous question cards to find any that have to do with male reproductive anatomy that could be answered in this lesson.

Copy

- **Male Reproductive Organs Matching Activity** (Masters 6A–B). Copy and cut as directed on the master. Make enough cards for each student to have one.

Review

- **Male Reproductive Organs** (*Student Workbook* page 15) and **Male Reproductive Organs Key**, page 86.

- **Understanding the Male Reproductive System** (*Student Workbook* page 16), **Understanding the Male Reproductive System Key**, page 87, and Scoring Rubric, page 195.

Health Terms

Review the teaching steps, slide, master and activity sheets for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- | | |
|-------------------|--------------------|
| • absorbed | • semen |
| • bladder | • seminal fluid |
| • Cowper's glands | • seminal vesicles |
| • ejaculation | • sperm |
| • epididymis | • testicles |
| • erection | • testosterone |
| • fertilization | • tissue |
| • penis | • urethra |
| • prostate gland | • vas deferens |
| • scrotum | |

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- If available, use a 3-dimensional model of the male reproductive system to provide a visual example as students complete the **Male Reproductive Organs** activity sheet.
- Make enough sets of the **Male Reproductive Organs Matching Activity** cards for students to practice matching all of the organs and their functions with a partner, to reinforce concepts and help students become more comfortable with the terms.

To ensure student success with reading and writing:

- Distribute copies of the **Male Reproductive Organs** slide for students to review and use when they complete the activity sheets.
- Make a slide or transparency of the **Male Reproductive Organs Key** and review the answers with students.
- Allow students to complete the **Understanding the Male Reproductive System** activity sheet as homework, and/or work with an adult family member to complete.

Introduction

■ Get students ready for learning

Transition

Today, you're going to learn about the organs in the male reproductive system. Just like you did in the last class, on a piece of paper, write down the names of as many organs in the male reproductive system as you know. Try to use the scientific names if you can. Write what each organ does if you know that too.

Allow students to focus and work quietly for a minute or two.

Motivate

If you have a question you'd like to ask about the male reproductive system, you have a chance to ask it anonymously, without giving your name, now.

Distribute an index card to each student. Explain that students can write a question they have about the male reproductive system on the card, and that you will be answering some of these questions during the lesson. Tell students to remember the class groundrules when writing their questions, and not to put their names on the cards, unless they would like a private answer. When students have finished, go around the room and collect the cards in a box or other container.

(Note: You will review these questions later in the lesson.)

Teaching Steps

■ Teach about the male reproductive system

Explain

During puberty, a male's body becomes able to *fertilize* a female's egg to cause a pregnancy. Each of the organs you'll learn about today plays a role.

Prepare

Show the **Male Reproductive Organs** slide.

Complete

Direct students to turn to **Male Reproductive Organs** on page 15 of the Student Workbook.

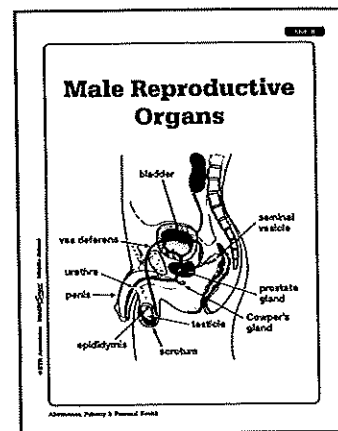
As I review each organ and what it does, fill in the blanks on the activity sheet.

Explain

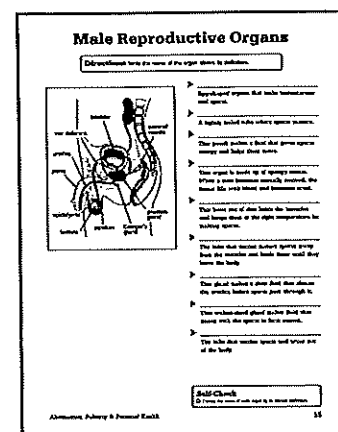
Review the male organs. Direct students to fill in the correct blank for each organ as it is introduced. If there is time, ask students to guess the function of some of the organs before telling them.

The male reproductive system includes the *penis*, *scrotum*, *urethra*, *testicles*, *epididymis*, *vas deferens*, *seminal vesicles*, *prostate gland* and *Cowper's glands*.

- The *penis* is made up of spongy tissue. Most of the time it is soft and limp. But when a man becomes sexually excited, the tissue of the penis fills with blood and it becomes larger and firm. This is called an *erection*. It happens before sexual intercourse, or when the man has sexual feelings or thoughts. It can also happen during sleep.
- The 2 *testicles* are about the size and shape of small plums. They make the hormone *testosterone* and produce *sperm*, the microscopic male reproductive cells. Every day, a healthy male produces several hundred million sperm. The testicles make sperm best at a few degrees cooler than normal body temperature. This is why they hang outside the body in the *scrotum*.
- The *scrotum* is a loose sac of skin that hangs behind the penis. It holds the testicles. If the testicles get cold, the scrotum hugs the body to warm them up to the best temperature for making sperm. If the testicles get too warm, the scrotum hangs low to cool them down.



Slide 8



Workbook page 15

- The *epididymis* is a tightly coiled tube that curves over the top of each testicle. After sperm are made they move into the epididymis for up to 6 weeks. There they mature and develop the ability to swim.
- The *vas deferens* is the tube that leads out of the epididymis. There are 2 of them, one from each testicle. Each vas is about 17 inches long. Mature sperm move from the epididymis into the vas deferens where they are stored until they leave the body. Unused sperm get broken down and *absorbed* by the body.
- The *prostate gland* is about the size and shape of a walnut. The prostate makes a thin, milky fluid that helps the sperm move. The prostate grows larger at puberty.
- The *seminal vesicles* are pouches that connect to each vas deferens before it reaches the prostate gland. They make a sticky yellow liquid called *seminal fluid* that gives sperm energy and helps them move. Together, the fluid from the seminal vesicles and prostate gland make *semen*—the milky white liquid containing sperm that leaves the penis when a man ejaculates. *Ejaculation* is when the muscles of the reproductive organs contract and push the semen out of the man's body.
- The *urethra* is a tube that starts at the *bladder* and runs through the penis to its end. It carries both urine and semen out of the body, but never at the same time. When a man is sexually excited, a valve closes off the bladder, so urine can't pass through the urethra.
- The *Cowper's glands* are 2 small glands along the urethra. They make a clear fluid that passes through the urethra before a man ejaculates to flush out any traces of urine. This fluid is called pre-ejaculate. Sometimes this fluid can contain sperm that have been left in the urethra from earlier ejaculations.

■ Students identify male reproductive organs

Review

You're going to have a chance to see how well you remember the names and functions of the male reproductive organs. Take a few minutes to review your **Male Reproductive Organs** activity sheet.

Allow a few minutes for students to silently review their activity sheets.

Complete

Distribute the **Male Reproductive Organs Matching Activity** cards, one to each student. Each card has either the name of a male reproductive organ or its definition/function.

Ask students to find the person with the card that matches their card's word or definition/function. Once they have found the person with the matching card, they should stand next to each other in a circle.

After everyone has found his or her partner, ask each pair to read the word and definition/function and ask the other students to give a "thumbs-up" if they think it is a correct match, or a "thumbs-downs" if they think the match is incorrect. Provide corrective feedback as needed.

The image shows two overlapping cards for a matching activity. The top card is titled 'Male Reproductive Organs Matching Activity' and contains a table with two columns: 'Male Reproductive Organs' and 'Definitions or Functions'. The bottom card is partially visible behind it.

Male Reproductive Organs	Definitions or Functions
Penis	Made up of spongy tissue. It becomes erect when a man is sexually excited.
Testicles	Where testosterone and sperm are made.
Scrotum	Holds the testicles and helps keep them at the right temperature.
Epididymis	Tightly coiled tube where sperm mature.
Urethra	Tube that carries urine and sperm out of the body.

Masters 6A-B

Assessment & Closure

Students demonstrate learning

Complete

Direct students to turn to **Understanding the Male Reproductive System** on page 16 of the Student Workbook.

Think about what you learned today as you complete this activity sheet.

Allow time for students to complete the activity sheet. Take time while students are working on the activity sheet to review the anonymous questions about the male reproductive system collected at the beginning of class. Remove any questions that are inappropriate or irrelevant.

The image shows a worksheet titled 'Understanding the Male Reproductive System'. It contains a list of eight numbered questions with lines for answers. At the bottom, there is a box for a student's name and a date field.

- What does the scrotum do?
- Where are sperm and male hormones made?
- What is the tube that carries sperm from the testicles?
- Which 2 organs make the fluid for semen?
- Where do the sperm mature and become able to fertilize?
- What is the tube called that carries sperm away from the testicles and prevents them from being lost?
- What is the name of the organ that fills with blood and becomes erect during sex?
- Which glands make a fluid that cleans the ureters before sperm pass through it?

Workbook page 16

■ End the lesson

Close

Let's see if your questions about the male reproductive system were answered today.

Read any question cards collected in Lesson 5 and at the beginning of class that ask about the male reproductive system. Use them to review the material learned by asking the question and allowing the class to answer it when possible. Take this opportunity to answer other anonymous questions that relate to male anatomy and physiology as well. Be sure to supply the correct terminology for any vernacular used in students' questions.

Assess

Collect students' **Understanding the Male Reproductive System** activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students summarized basic male reproductive body parts and their functions by:

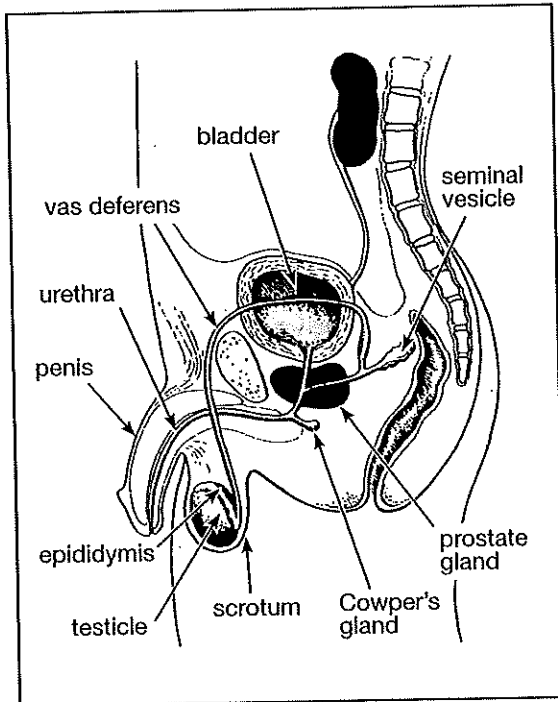
- ☐ Completing the **Understanding the Male Reproductive System** activity sheet.

(Scoring Rubric, page 195)

Teacher Page

Male Reproductive Organs Key

Directions: Write the name of the organ above its definition.



- ▶ testicles
Egg-shaped organs that make testosterone and sperm.
- ▶ epididymis
A tightly coiled tube where sperm mature.
- ▶ seminal vesicle
This pouch makes a fluid that gives sperm energy and helps them move.
- ▶ penis
This organ is made up of spongy tissue. When a man becomes sexually excited, the tissue fills with blood and becomes erect.
- ▶ scrotum
This loose sac of skin holds the testicles and keeps them at the right temperature for making sperm.
- ▶ vas deferens
The tube that carries mature sperm away from the testicles and holds them until they leave the body.
- ▶ Cowper's gland
This gland makes a clear fluid that cleans the urethra before sperm pass through it.
- ▶ prostate gland
This walnut-sized gland makes fluid that mixes with the sperm to form semen.
- ▶ urethra
The tube that carries sperm and urine out of the body.

Self-Check

☐ I wrote the name of each organ by its correct definition.

Understanding the Male Reproductive System Key

Directions: Answer the questions using what you've learned.

- ① **What does the scrotum do?**
holds the testicles and keeps them at the best temperature for making sperm
- ② **Where are sperm and male hormones made?**
testicles
- ③ **What 2 things does the urethra do?**
 1. carries urine and sperm to the outside of the body, but never at the same time
 2. _____
- ④ **Which 2 organs make the fluid for semen?**
 1. prostate gland
 2. seminal vesicle
- ⑤ **Where do the sperm mature and become able to swim?**
epididymis
- ⑥ **What is the tube called that carries the sperm away from the testicles and stores them until they leave the body?**
vas deferens
- ⑦ **What is the name of the organ that fills with blood and becomes erect during sex?**
penis
- ⑧ **Which glands make a fluid that cleans the urethra before sperm pass through it?**
Cowper's glands

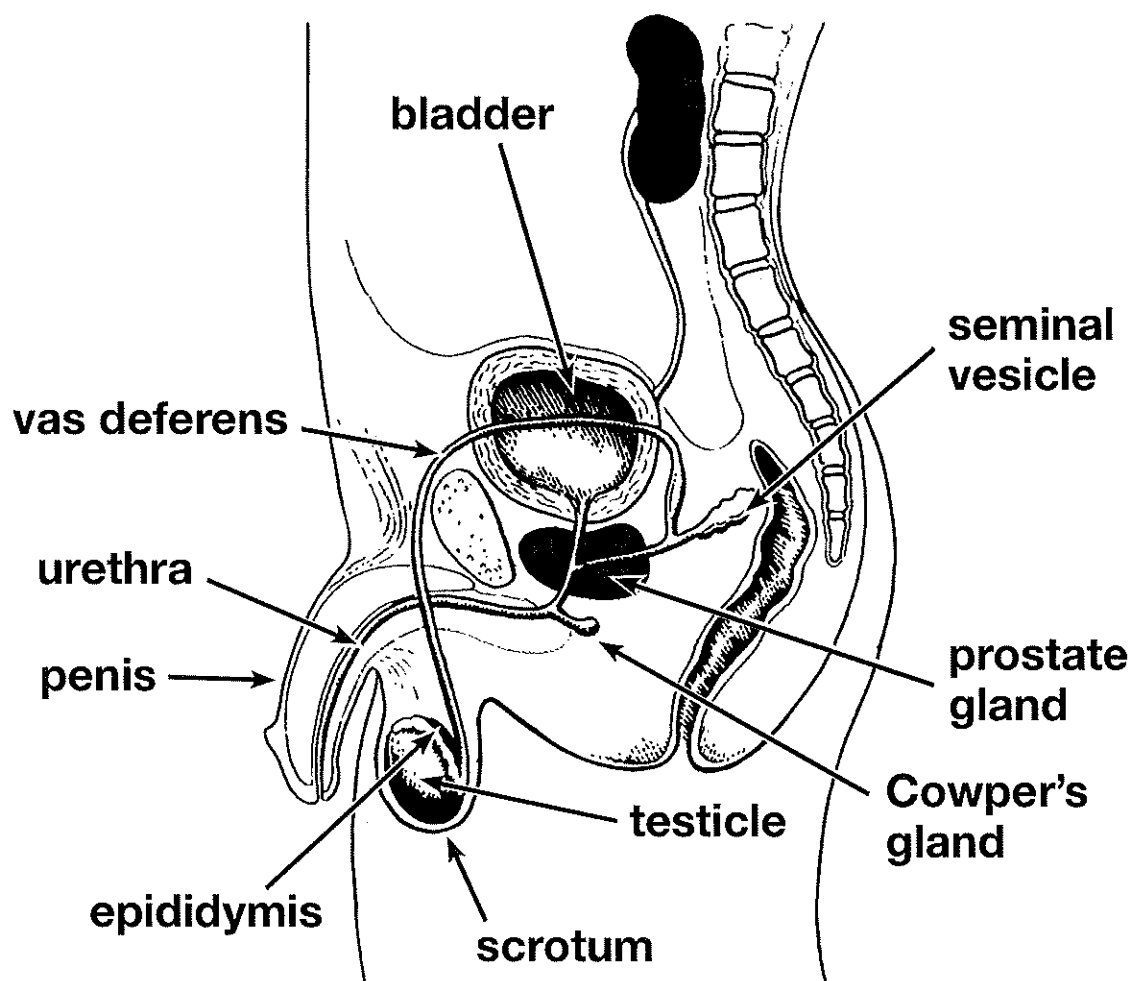
Lesson 7: The Male Reproductive System

- absorbed
- bladder
- ejaculation
- erection
- fertilization
- semen
- seminal fluid
- sperm
- testosterone
- tissue

Write the names of as many organs in the male reproductive system as you know. Try to use the scientific names if you can. Write what each organ does if you know that too.

[illegible][illegible]

Male Reproductive Organs



Male Reproductive Organs

Matching Activity

Directions: Copy and cut apart the cards. Make enough so that each student can participate. *Note:* Some students might have duplicate cards.

Male Reproductive Organs

Definition or Function

Penis

Made up of spongy tissue. It becomes erect when a man is sexually excited.

Testicles

Where testosterone and sperm are made.

Scrotum

Holds the testicles and helps keep them at the right temperature.

Epididymis

Tightly coiled tube where sperm mature.

Urethra

Tube that carries urine and semen out of the body.

(continued)

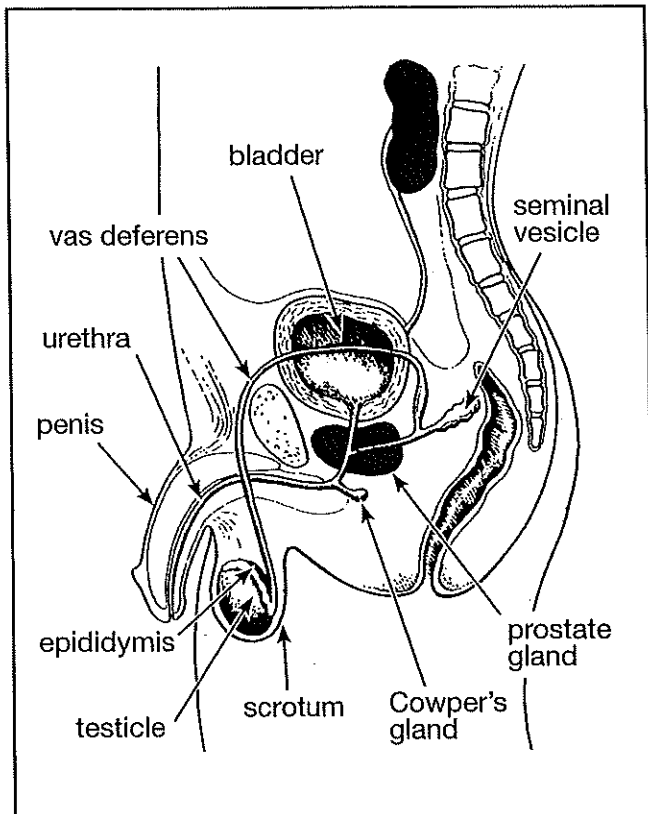
Male Reproductive Organs

Matching Activity *(continued)*

Male Reproductive Organs	Definition or Function
Vas deferens	Tube that holds mature sperm until they leave the body.
Seminal vesicles	Make fluid that gives sperm energy and helps them move.
Prostate gland	Makes fluid that mixes with the sperm to produce semen.
Cowper's glands	Make fluid that cleans the urethra before sperm pass through it.

Male Reproductive Organs

Directions: Write the name of the organ above its definition.



Egg-shaped organs that make testosterone and sperm.

A tightly coiled tube where sperm mature.

This pouch makes a fluid that gives sperm energy and helps them move.

This organ is made up of spongy tissue. When a man becomes sexually excited, the tissue fills with blood and becomes erect.

This loose sac of skin holds the testicles and keeps them at the right temperature for making sperm.

The tube that carries mature sperm away from the testicles and holds them until they leave the body.

This gland makes a clear fluid that cleans the urethra before sperm pass through it.

This walnut-sized gland makes fluid that mixes with the sperm to form semen.

The tube that carries sperm and urine out of the body.

Self-Check

☐ I wrote the name of each organ by its correct definition.

Understanding the Male Reproductive System

Directions: Answer the questions using what you've learned.

① What does the scrotum do?

② Where are sperm and male hormones made?

③ What 2 things does the urethra do?

1.

2.

④ Which 2 organs make the fluid for semen?

1.

2.

⑤ Where do the sperm mature and become able to swim?

⑥ What is the tube called that carries the sperm away from the testicles and stores them until they leave the body?

⑦ What is the name of the organ that fills with blood and becomes erect during sex?

⑧ Which glands make a fluid that cleans the urethra before sperm pass through it?

Self-Check

☐ I answered all 8 questions.

Lesson 8

The Menstrual Cycle & Pregnancy

Overview

This lesson teaches about ovulation, the menstrual cycle and fertilization. Students read about the menstrual cycle, then work in pairs to answer questions about the reading. They also read about and discuss fertilization and how pregnancy occurs. Then pairs complete an activity sheet that reviews the material covered in the last 4 lessons.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe the stages of the menstrual cycle.
2. Describe how pregnancy occurs.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Materials & Preparation

Prepare

- Have **Ovulation** (Slide 9), or make a transparency, if needed.
- Have **Menstruation** (Slide 10), or make a transparency, if needed.
- Have blank index cards.
- Go through the anonymous question cards collected in the previous lessons to find any that have to do with ovulation, menstruation or pregnancy that could be answered in this lesson.

Review

- **Ovulation, Menstruation & Pregnancy** (*Student Workbook* pages 17–18).

- **Understanding Menstruation & Pregnancy** (*Student Workbook* page 19), **Understanding Menstruation & Pregnancy Key**, page 97, and **Scoring Rubric**, page 195.

Health Terms

Review the teaching steps, slides and activity sheets for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- cycle
- ejaculation
- embryo
- fallopian tubes
- fertile
- fertilization
- fetus
- menstruation
- ovaries
- ovulation
- predict
- pregnancy
- sexual intercourse
- uterus

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Consider social stigmas associated with discussion of body parts and functions in public, and be aware of cultural and family values and attitudes that may influence discussions of this topic. In certain cultures and countries, pregnancy among teens is not always considered inappropriate or undesirable.
- Add a discussion of myths and facts about the menstrual cycle and pregnancy to the lesson to address misinformation and other things students may have heard or worry about.
- Distribute copies of the slides and review.
- Challenge accelerated students to do optional research on facts and myths related to puberty, the menstrual cycle and pregnancy, and to share their findings in a class presentation that advocates knowing the facts about the topic.

To ensure student success with reading:

- Pair students with stronger reading skills with those who may need help reading the **Ovulation, Menstruation & Pregnancy** reading sheet, or call on strong readers to read the information aloud in class.
- Read each question on the **Understanding Menstruation & Pregnancy** aloud, or have students read aloud, before students complete it.

To ensure student success with writing:

- Allow students to complete the **Understanding Menstruation & Pregnancy** activity sheet with a partner, or to record, draw or pantomime their answers.
- Allow students to take the activity sheet home or to an afterschool program to complete with a parent/guardian or other trusted adult.

Introduction

■ Get students ready for learning

Transition

You've been learning about the reproductive systems. These body systems make it possible for people to reproduce, or have children. On a piece of paper, list as many of the parts of the male and female reproductive systems as you can remember. Then circle the parts you think are most involved in pregnancy and creating a baby.

Motivate

If you have a question you'd like to ask about how pregnancy happens, you have a chance to ask it anonymously, without giving your name, now.

Distribute an index card to each student. Explain that students can write a question they have about how pregnancy happens on the card, and that you will be answering some of these questions during the lesson. Tell students to remember the class groundrules when writing the questions, and not to put their names on the cards, unless they would like a private answer. When students have finished, go around the room and collect the cards in a box or other container.

(Note: You will review these questions later in the lesson.)

Teaching Steps

■ Teach about ovulation

Explain

Once people have gone through puberty, they are physically able to reproduce. Girls can get pregnant, and boys can fertilize an egg. But usually young people are not prepared to raise and support a child until many years after puberty.

When you know how pregnancy happens, you are better able to protect your reproductive health. Unintended pregnancies can create physical, social, emotional and financial hardships for teens and their families.

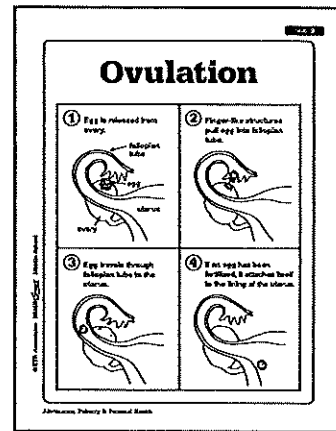
You've learned about the female *ovaries*, which produce female hormones and contain eggs. One of the changes that happens when girls go through puberty is that, about once a month, an egg matures and is released. This is called *ovulation*. Ovulation starts at puberty and happens as long as a woman is *fertile*—which means as long as she is able to become pregnant.

Prepare

Show the **Ovulation** slide.

Read

Direct students to turn to **Ovulation, Menstruation & Pregnancy** on page 17 of the Student Workbook. Have selected students read the *Ovulation* section aloud. As the section is read, discuss it using the slide.



Slide 9

Ask & Discuss

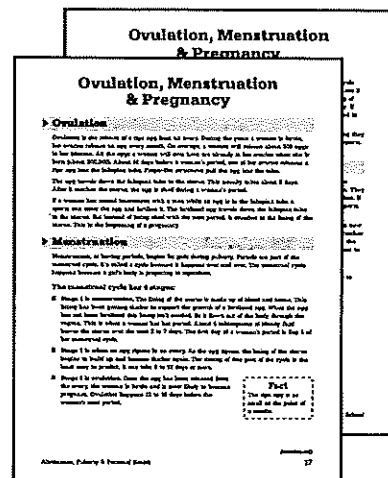
You are going to work with a partner and I am going to ask 3 review questions. Discuss your answers with your partner. When you think you know the answer, raise your hand.

Assign or allow students to select partners. Then ask the questions one at a time. Allow most of the pairs to raise their hands before calling on someone for the answer. Ask students if they agree with the answer that was given to each question. Correct any misinformation or misconceptions, as needed.

What is ovulation?

Where is an egg fertilized?

If an egg is fertilized, where does it travel to and attach itself?



Workbook pages 17-18

Summarize

Ovulation is the release of a mature egg from an ovary.

A sperm enters the egg and fertilizes it in the *fallopian tube*.

The fertilized egg travels down the fallopian tube to the uterus where it attaches itself to the lining and begins to grow.

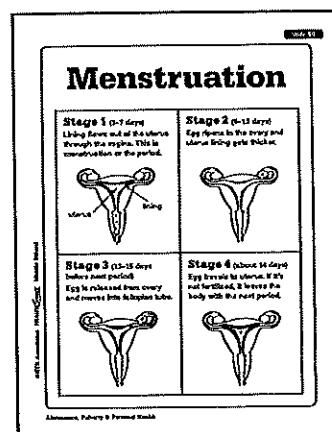
■ Teach about menstruation

Prepare

Show the **Menstruation** slide.

Read

Direct students to turn to **Ovulation, Menstruation & Pregnancy** on page 17 of the Student Workbook. Have selected students read the **Menstruation** section aloud. As the section is read, discuss it using the slide.



Slide 10

Ask & Discuss

Why is it hard for a woman to predict when she can get pregnant?

Allow students to respond to the question and discuss their ideas.

Summarize

Menstrual cycles aren't always the same number of days. It can be hard to predict when an egg will be in the fallopian tube.

Read

Direct students to turn to **Ovulation, Menstruation & Pregnancy** on page 18 of the Student Workbook. Have students read the **How Pregnancy Happens** section aloud.

Ask & Discuss

How does a woman become pregnant?

Allow students to respond to the question and discuss their ideas.

Summarize

A woman is pregnant once a fertilized egg has attached itself to the lining of her uterus. Although it is important to understand how pregnancy occurs, it is not healthy for boys and girls your age to become pregnant or get someone pregnant.

Assessment & Closure

■ Students demonstrate learning

Complete

*Direct students to turn to **Understanding Menstruation & Pregnancy** on page 19 of the Student Workbook.*

Think about what you learned today as you complete this activity sheet.

Allow time for students to complete the activity sheet. Take time while students are working on the activity sheet to review the anonymous questions about the menstrual cycle and pregnancy collected at the beginning of class.


Remove any questions that are inappropriate or irrelevant.

Understanding Menstruation & Pregnancy


Understanding Menstruation answers many of your questions.

- What is menstruation?
- What happens in each stage of the menstrual cycle?


Stage 1 or 2 _____




Stage 3 _____



Stage 4 _____



Stage 5 _____



- What is it called when a sperm joins with an egg?
- How does a woman become pregnant?

Self Check

1. Menstruation is the shedding of the lining of the uterus.

2. Menstruation is a sign of a healthy reproductive system.

3. Menstruation is a sign of a healthy reproductive system.

Anatomical, Puberty & Personal Health

18

Workbook page 19

■ End the lesson

Close

Let's see if your questions about how pregnancy happens were answered today.

Read any question cards collected in Lesson 5 and at the beginning of class that ask about the menstrual cycle or pregnancy. Use them to review the material learned by asking the question and allowing the class to answer it when possible. Take this opportunity to answer other anonymous questions that relate to menstruation or pregnancy as well.

Assess

Collect students' Understanding Menstruation & Pregnancy activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students described the stages of the menstrual cycle by:

- ☐ Completing the **Understanding Menstruation & Pregnancy** activity sheet.

Objective 2

Students described how pregnancy occurs by:

- ☐ Completing the **Understanding Menstruation & Pregnancy** activity sheet.

(Scoring Rubric, page 195)

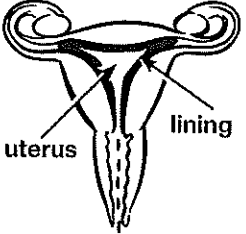
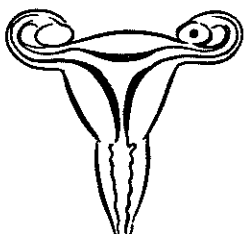
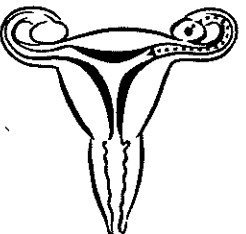
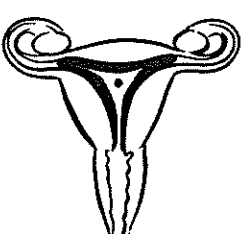
Understanding Menstruation & Pregnancy Key

Directions: Answer the questions using what you've learned.

1 What is ovulation?

Ovulation is the release of a ripe egg from an ovary.

2 What happens in each stage of the menstrual cycle?

<p>Stage 1 (1–7 days)</p>  <p>uterus lining</p> <p>Menstruation—the lining of the uterus leaves the body through the vagina.</p>	<p>Stage 2 (6–12 days)</p>  <p>Egg ripens in an ovary and lining of the uterus gets thicker.</p>
<p>Stage 3 (13–15 days before next period)</p>  <p>Ovulation—a ripe egg is released from one of the ovaries.</p>	<p>Stage 4 (about 14 days)</p>  <p>The egg travels to the uterus.</p>

3 What is it called when a sperm joins with an egg?
fertilization

4 How does a woman become pregnant?

Semen is ejaculated from the man's penis during sexual intercourse and the sperm travel through the woman's reproductive system. If there is a ripe egg in one of the fallopian tubes, a sperm may enter and fertilize the egg. The fertilized egg travels to the uterus and attaches to the lining of the uterus. Then the woman is pregnant.

Self-Check

- ☐ I answered all 4 questions.
- ☐ I described what happens in each of the 4 stages of the menstrual cycle.
- ☐ I described how pregnancy occurs.

Lesson 8: The Menstrual Cycle & Pregnancy

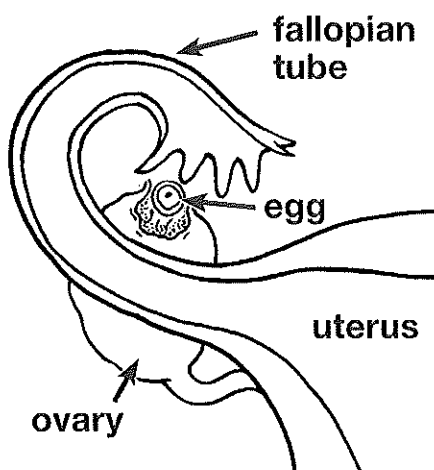
cycle
ejaculation
embryo
fertile
fertilization
fetus
menstruation
ovulation
predict
pregnancy
sexual
intercourse

List as many of the parts of the male and female reproductive systems as you can remember. Then circle the parts you think are most involved in pregnancy and creating a baby.

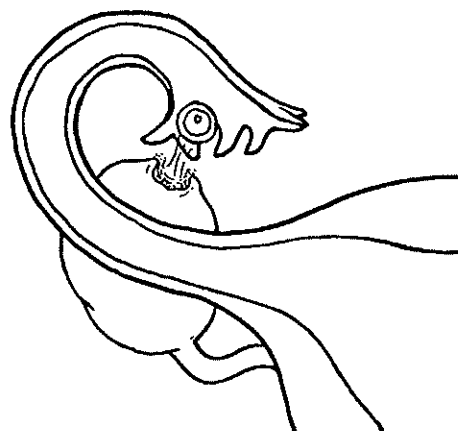
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.[illegible]

Ovulation

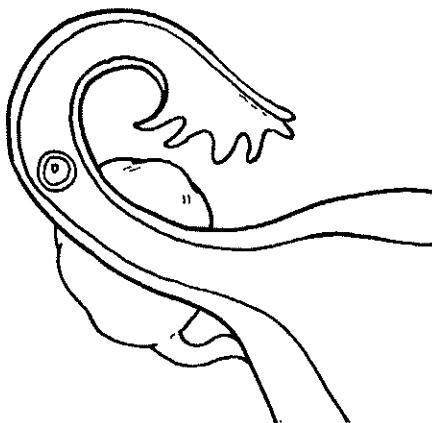
- 1** Egg is released from ovary.



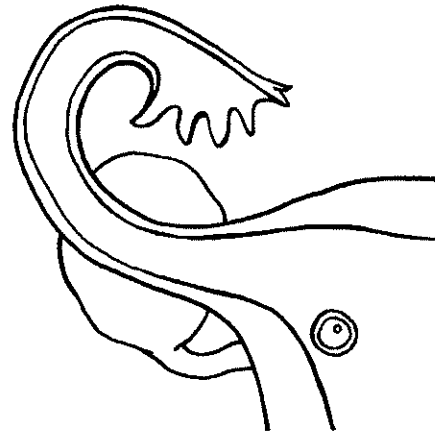
- 2** Finger-like structures pull egg into fallopian tube.



- 3** Egg travels through fallopian tube to the uterus.



- 4** If an egg has been fertilized, it attaches itself to the lining of the uterus.



Ovulation, Menstruation & Pregnancy

► Ovulation

Ovulation is the release of a ripe egg from an ovary. During the years a woman is fertile, her ovaries release an egg every month. On average, a woman will release about 500 eggs in her lifetime. All the eggs a woman will ever have are already in her ovaries when she is born (about 300,000). About 14 days before a woman's period, one of her ovaries releases a ripe egg into the fallopian tube. Finger-like structures pull the egg into the tube.

The egg travels down the fallopian tube to the uterus. This usually takes about 5 days. After it reaches the uterus, the egg is shed during a woman's period.

If a woman has sexual intercourse with a man while an egg is in the fallopian tube, a sperm can enter the egg and fertilize it. The fertilized egg travels down the fallopian tube to the uterus. But instead of being shed with the next period, it attaches to the lining of the uterus. This is the beginning of a pregnancy.

► Menstruation

Menstruation, or having periods, begins for girls during puberty. Periods are part of the menstrual cycle. It's called a cycle because it happens over and over. The menstrual cycle happens because a girl's body is preparing to reproduce.

The menstrual cycle has 4 stages:

- **Stage 1 is menstruation.** The lining of the uterus is made up of blood and tissue. This lining has been getting thicker to support the growth of a fertilized egg. When the egg has not been fertilized this lining isn't needed. So it flows out of the body through the vagina. This is when a woman has her period. About 4 tablespoons of bloody fluid leaves the uterus over the next 3 to 7 days. The first day of a woman's period is Day 1 of her menstrual cycle.
- **Stage 2 is when an egg ripens in an ovary.** As the egg ripens, the lining of the uterus begins to build up and become thicker again. The timing of this part of the cycle is the least easy to predict. It can take 6 to 12 days or more.
- **Stage 3 is ovulation.** Once the egg has been released from the ovary, the woman is fertile and is most likely to become pregnant. Ovulation happens 13 to 15 days before the woman's next period.

Fact

The ripe egg is as small as the point of a needle.

(continued)

Ovulation, Menstruation & Pregnancy

(continued)

■ **Stage 4 is when the egg travels to the uterus.** This is the part of the menstrual cycle that is always the same length for most women—about 14 days. The egg usually takes 3 to 4 days to reach the uterus. If the egg has been fertilized, it attaches to the lining of

Fact

The uterus is one of the strongest muscles in the body.

the uterus and begins to grow. This is the start of pregnancy. If the egg hasn't been fertilized, the woman will start her period in about 10 more days.

When they have their periods, girls can keep doing everything they usually do. They can bathe, wash their hair, swim and play sports. Menstruation is a normal, healthy part of life.

► How Pregnancy Happens

When a man ejaculates during sexual intercourse, semen containing millions of sperm leaves his penis in spurts. The sperm travel through the woman's reproductive system. They swim up the vagina and through the uterus, and some of them reach the fallopian tubes. If there is a ripe egg in one of the tubes, a single sperm may enter the egg. When the sperm and the egg combine, it's called *fertilization*.

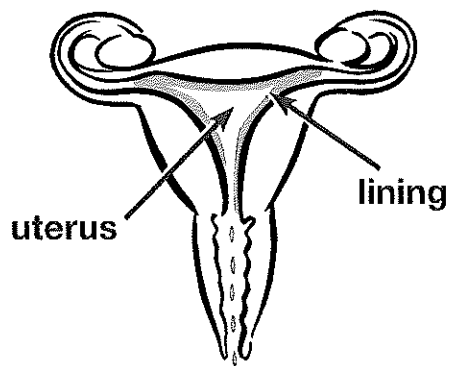
Once an egg has been fertilized, changes happen quickly. It begins to divide and form new cells even on its way to the uterus. When the fertilized egg reaches the uterus and attaches itself to the lining, the woman becomes pregnant. For the first 8 weeks of pregnancy, the new organism is called an *embryo*. After that it is called a *fetus*. The fetus will continue to grow and develop for the next 9 months until it is ready to be born.

Pregnancy and having a child is a wonderful event for mature couples in a serious relationship. But it's not a healthy choice for teens your age. Both boys and girls need to know how pregnancy happens and take responsibility for preventing it.

Menstruation

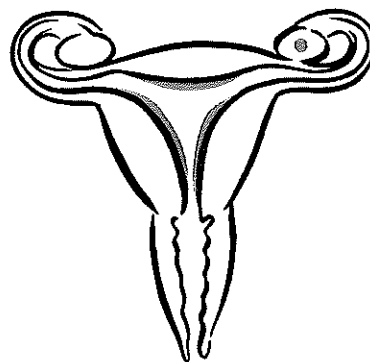
Stage 1 (1–7 days)

Lining flows out of the uterus through the vagina. This is menstruation, or the period.



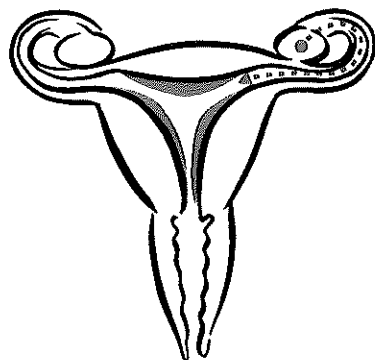
Stage 2 (6–12 days)

Egg ripens in the ovary and uterus lining gets thicker.



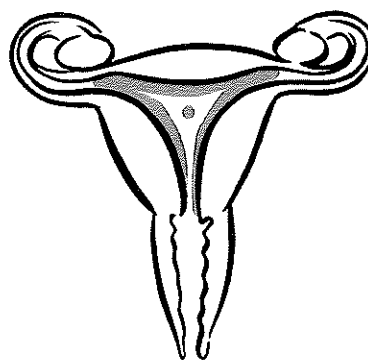
Stage 3 (13–15 days before next period)

Egg is released from ovary and moves into fallopian tube.



Stage 4 (about 14 days)

Egg travels to uterus. If it's not fertilized, it leaves the body with the next period.

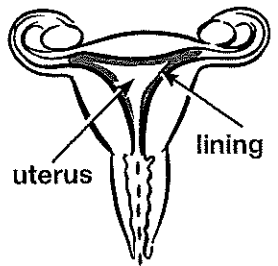
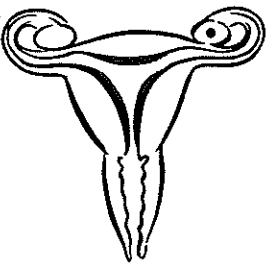
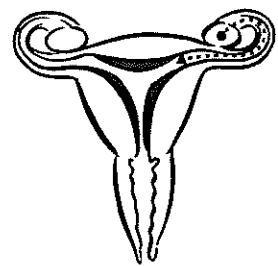
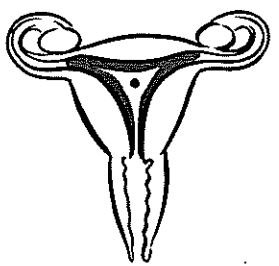


Understanding Menstruation & Pregnancy

Directions: Answer the questions using what you've learned.

① What is ovulation?

② What happens in each stage of the menstrual cycle?

<p>Stage 1 (1–7 days)</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Stage 2 (6–12 days)</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Stage 3 (13–15 days before next period)</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Stage 4 (about 14 days)</p>  <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

③ What is it called when a sperm joins with an egg?

④ How does a woman become pregnant?

Self-Check

- ☐ I answered all 4 questions.
- ☐ I described what happens in each of the 4 stages of the menstrual cycle.
- ☐ I described how pregnancy occurs.

Lesson 5

Reproduction & Teen Pregnancy

Overview

This lesson reviews facts about reproduction and pregnancy. After reading about how fertilization occurs, students take part in an activity that helps them understand the risk of pregnancy as a result of unprotected sex. They list consequences that would occur if they became teen parents, and work in pairs to create posters of the top 5 reasons not to become a teen parent. They take home a family sheet to help them discuss the challenges of being a parent with a parent or guardian.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Explain how pregnancy occurs.
2. Personalize the risk of pregnancy if having unprotected sexual intercourse.
3. Identify the consequences of becoming a teen parent.
4. Use advocacy skills to encourage others to avoid unplanned pregnancy.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Performance Indicator

1.8.8: Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Performance Indicator

1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 7: Practicing Health-Enhancing Behaviors

Performance Indicator

7.8.1: Explain the importance of assuming responsibility for personal health behaviors.

Standard 8: Advocacy

Performance Indicator

8.8.2: Demonstrate how to influence and support others to make positive health choices.

Performance Indicator

8.8.3: Work cooperatively to advocate for healthy individuals, families and schools.

Materials & Preparation

Prepare

- Assess students' knowledge and understanding of anatomy and sexual reproduction prior to instruction. Provide additional instruction on male and female anatomy, menstruation and conception, as needed. The *Abstinence, Puberty & Personal Health* unit covers these topics in Lessons 6, 7, and 8.
- Have **Pathway of Sperm** (Slide 10) and **Fertilization** (Slide 11), or make transparencies, if needed.
- Number and list 12 months of the year on the board.
- Cut 6 paper squares, number them from 1 to 6, and place them in a container.
- Have posterboard and markers.

Copy

- **Time to Talk: Challenges of Being a Parent** (Master 2) for each student.

Review

- **Reproduction Facts** (*Student Workbook* pages 10–11).
- **My Pregnancy Risks** (*Student Workbook* page 12), and Scoring Rubric, page 180.

Health Terms

Review the teaching steps, slides, master and activity sheets for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- cervix
- conception
- Cowper's glands
- ejaculate
- fallopian tubes
- fertilization
- implantation
- ovaries
- penis
- menstrual period
- pre-ejaculate fluid
- pregnancy
- prostate gland
- reproductive
- seminal vesicles
- sexual intercourse
- sperm
- testicles
- unprotected sex
- urethra
- uterus
- vagina
- vas deferens
- withdrawal
- zygote

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension. Define and clarify terms related to reproductive anatomy and physiology, fertilization and conception.
- If available, use 3-dimensional models of the male and female reproductive systems to provide visual examples to accompany the discussion of the **Pathway of Sperm** and **Fertilization** slides.
- Clarify the concept of statistical chance before conducting the Pregnancy Risk activity. Be sure students understand that a 1 in 6 chance does not mean they can have unprotected sex 5 times before getting pregnant.
- The Pregnancy Risk activity is intended to illustrate the very real risk of a pregnancy within a year if having unprotected sex. To keep the

activity strictly statistically accurate, you could leave all 6 numbers in the container as you draw for each month. However, be aware that some students' number(s) might not be called within the twelve months with this method. In this case, continue drawing numbers for additional months until all students are standing.

To ensure student success with group activities and communicating about sexual health issues:

- Remind students of the class groundrules for discussing sexuality and sexual health.
- Consider the cultural, personal and family values and stigmas that may be associated with discussion of body parts and functions in public. Be aware of individual differences in development that may affect students' comfort and embarrassment levels.
- Be aware of cultural and family beliefs, customs and attitudes toward pregnancy and reproduction. Pregnancy among teens is not considered inappropriate in some cultures and countries.
- Review the **Tips for Answering Questions About Sexuality** teacher page from Lesson 2 prior to instruction.

To ensure student success with reading:

- As students read aloud the **Reproduction Facts** activity sheet, highlight key terms and concepts, and check frequently for understanding.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **My Pregnancy Risks** activity sheet.
- Allow students to work in pairs, or draw or record their answers to the Exit Ticket, or have them complete it as homework with a trusted adult.

To challenge accelerated students:

- Have students conduct research on facts and myths related to puberty, the menstrual cycle and pregnancy, and share their findings in a class presentation.

Introduction

■ Get students ready for learning

Transition

In the last lesson, you learned about actual and perceived norms. You learned that people sometimes do things because they *think* everyone else is doing them.

On a piece of paper, describe a perceived norm that could have a negative effect on a person's health or well-being.

Allow students to focus and work quietly for a minute or two. Call on students to share what they wrote, if they want to.

Motivate

You've been learning about how to protect your sexual health. Part of that is understanding the consequences and responsibilities of becoming sexually active. One of the possible results of sexual activity is becoming pregnant or getting someone pregnant.

How do you think a young person's life would change if he or she became a teen parent?

Allow students to respond to the question and discuss their ideas. Make a list of key points on the board. Save the list for use at the end of the lesson.

Teaching Steps

■ Define sexual activity

Explain

Sexual activity is defined as any sexual behavior that can result in pregnancy or STD. The type of sexual behavior that can lead to pregnancy is vaginal intercourse between a man and a woman. This occurs when a man's penis enters a woman's vagina.

Having *sexual intercourse* can also put people at risk of STD, including HIV. One of the responsibilities of becoming sexually active is learning how to protect yourself and your partner from pregnancy and other negative consequences of sexual intercourse.

Ask & Discuss

How serious do you think the consequences of pregnancy can be?

Allow students to respond to the question and discuss their ideas.

Summarize

Getting pregnant or getting someone pregnant can mean big changes in a person's life. The list you made earlier includes just some of the things teen parents have to deal with.

Briefly review the key points from the list of changes students created at the beginning of class.

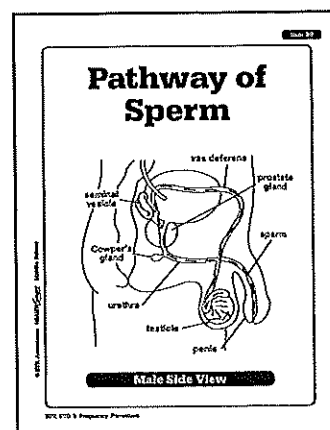
■ Teach about fertilization

Explain

We're going to review how a pregnancy happens so you can understand why it's so important to reduce your risk of getting pregnant or getting someone pregnant.

Prepare

Show the Pathway of Sperm slide.



Slide 10

Read

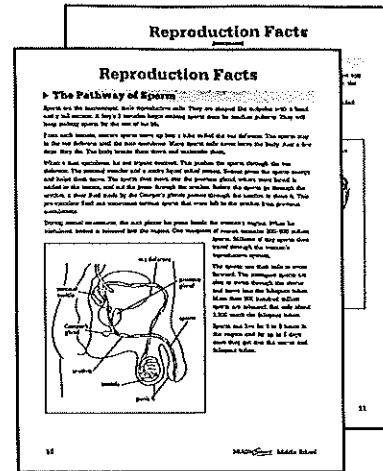
Direct students to turn to **Reproduction Facts** on page 10 of the Student Workbook.

Call on student volunteers to read the *Pathway of Sperm* section aloud.

Summarize

Use the slide to review and clarify the information from the reading sheet. Review male anatomy, as needed.

The pathway of the sperm is testicle, vas deferens, prostate gland, and urethra. The seminal vesicles make a fluid that gives the sperm energy and helps them move. The Cowper's glands make a liquid that cleans the urethra before the sperm pass through it. Sometimes the pre-ejaculate liquid can contain sperm too.



Workbook pages 10-11

Review

List the following words on the board: urethra, testicle, vas deferens, prostate gland.

Work with a partner to put these reproductive parts in the order the sperm travel when they leave a man's body.

Pair students and allow time for them to make their lists. Allow several pairs to report. Make sure that students know the correct order for the pathway of the sperm: testicle, vas deferens, prostate gland, urethra.

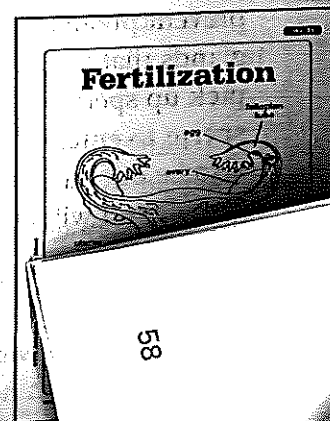
Prepare

Show the **Fertilization** slide.

Read

Direct students to turn to **Reproduction Facts** on page 11 of Student Workbook.

Call on student volunteers to read the *Fertilization* section aloud.



Summarize

Use the slide to review and clarify the information from the reading sheet. Review female anatomy, as needed.

About 14 days before a woman's menstrual period, one of her ovaries releases a ripe egg into the fallopian tube. If a woman has sexual intercourse several days before or after this time, a sperm may combine with the egg. This is called *fertilization*. The fertilized egg travels to the uterus. When it implants in the uterus, pregnancy begins.

Ask & Discuss

Where in the woman's body does fertilization happen?

Where does the fertilized egg implant?

Allow students to respond to the questions to be sure they understand what they've learned.

Explain

It takes only one sperm to reach an egg in the fallopian tube for fertilization to occur. This is why pregnancy can easily happen if the couple doesn't use some means of protecting themselves from pregnancy.

■ Explain ineffectiveness of withdrawal

Explain

Sometimes people try to avoid pregnancy by practicing *withdrawal*. This is when a man withdraws or takes his penis out of the woman's vagina before he *ejaculates* or comes. Withdrawal is not an effective way to prevent pregnancy. The *pre-ejaculate fluid* secreted by the Cowper's glands that passes through the urethra before the semen can sometimes pick up sperm from previous ejaculations. So it's possible for some sperm to enter a woman's vagina even before the man ejaculates. It can also be difficult for younger, less experienced men to tell exactly when ejaculation will occur.

The surest way to prevent pregnancy is to be abstinent and choose not to have sex.

■ Demonstrate risk of pregnancy

Explain

Every time a person has *unprotected vaginal intercourse* she or he risks getting pregnant or causing a pregnancy. The chances of pregnancy from unprotected sex are roughly 1 out of 6 each month. But no one can know ahead of time when that 1 out of 6 chance will happen. It can even happen the first time a couple has sex.

Prepare

Write the months of the year on the board. Have the container with the numbered squares ready.

Direct students to turn to **My Pregnancy Risks** on page 12 of the Student Workbook. Tell them to choose a number from 1 to 6 and to write this number in the box at the top of the activity sheet.

Workbook page 12

Demonstrate

We're going to do an activity that will demonstrate the risk of pregnancy if people are having unprotected sex.

Use the following steps to complete the activity:

1. Explain that for the purposes of this activity, students will make believe that everyone in the class is having unprotected sex each month, even though this isn't true. Stress that most students their age are not having sex.
2. Draw, or have a student volunteer draw, a paper square from the container and read the number aloud. Write this number by the first month listed on the board.
3. Ask all students who wrote down that number to stand. When students are standing, tell the class that this is how many pregnancies have occurred at the end of the first month of having unprotected sex. Explain that while boys don't get pregnant, they do share equal responsibility for a pregnancy.
4. Return the first number to the container and draw another number. Write this number by the second month listed on the board. Ask students with this number to stand. Explain that these students would

be pregnant at the end of the second month. Return the number to the container. (Note: If the first number happens to be drawn again, explain that these students are already pregnant and draw a number for the next month.)

- 5. After a number has been drawn twice, put it aside. Tell students that some numbers being called twice reflects the fact that people may become pregnant a second time in a year if they continue to have unprotected sex.*
- 6. Continue drawing numbers and writing them next to the subsequent month until all the numbers are called or all students are standing, whichever comes first. Tell students that they are all pregnant!*

Summarize

As you can see, some people will become pregnant the first time they have unprotected sex, some the third time, some the sixth time, some the twentieth time. Some will get pregnant the first month, some the second and some in later months. Nobody can predict for sure when a pregnancy might occur, but over the course of a year almost every couple who is having unprotected sex will get pregnant.

Complete & Share

Look at your number and the month it was called, and then complete Part 1 on the activity sheet.

Allow time for students to complete Part 1 of the activity sheet.

How did you determine what month the baby would be born?

Allow students to share their responses.

Summarize

The baby would be born approximately 9 months after you or your girlfriend became pregnant.

■ Students examine consequences of pregnancy

Explain

There are many consequences and responsibilities that come with pregnancy and the birth of a baby.

Having a baby as a teenager can be physically, emotionally and financially difficult. Here are some facts:

- Babies of teens are more likely to be born early. They are more likely to weigh less than normal when they are born. They are more likely to die within the first month after birth.
- Teen parents have to find ways to pay for medical care, food and childcare for their baby (and themselves). They may have to find a place to live and a job to support themselves and their baby.
- Social problems may include not being able to spend time with friends any more, not having things in common with friends who aren't parents, and not having a support network if their parents or families reject them.
- Teen mothers are more likely to drop out of school. This can make it hard to get a good job. Teen fathers may drop out or do poorly in school because they have to work to help support their baby.
- Physical problems include being tired from caring for the baby. Sometimes there are problems with the pregnancy or birth that can affect both mother and baby.

Ask & Discuss

What are some of the responsibilities teen parents have?

Allow students to respond to the question and discuss their ideas. Write key points on the board.

Summarize

Teen parents have to get health care for their baby, plan and earn money for expenses, adapt to big changes in their lifestyle and keep their own physical, mental and emotional health so they can take good care of their child. The best choice for young people is to be abstinent and choose not to do any sexual behavior that can lead to pregnancy.

Assessment & Closure

■ Students demonstrate learning

Complete

Direct students to complete Parts 2 and 3 of the My Pregnancy Risks activity sheet.

Allow time for students to complete the activity sheet.

Create & Share

You are now going to have the chance to put your new knowledge into practice. Work with a partner to create a poster with your top 3 reasons teens should avoid pregnancy. Be sure your reasons are based on facts and use words that will appeal to and convince teens.

Tech Connection

Allow students to create posters on the computer that incorporate digital images and graphics. Posters can be displayed on the school website as well as printed and displayed at school.

After evaluating the posters, you may want to display them in the classroom or throughout the school.

Exit Ticket

On a piece of paper, describe how pregnancy occurs. Be specific about the path of the sperm and where fertilization takes place. Be sure to put your name on your paper and hand it in before you leave class.

Write the criteria for completing the Exit Ticket on the board and allow time for students to complete the assignment.

■ End the lesson

Close

At the beginning of the lesson, we made a list of ways life might change if you became a teen parent. Think about what you've learned today and let's review that list to make any changes or add anything new you now know.

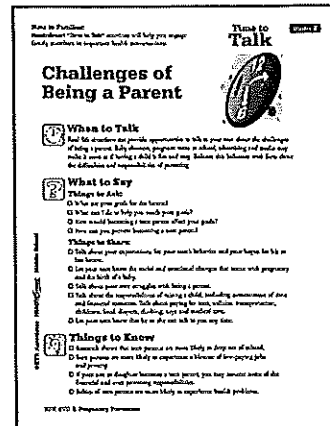
Review the list on the board from the beginning of class, allowing students to make additions or suggest changes based on what they learned today.

Send Home

Distribute a **Time to Talk: Challenges of Being a Parent** family sheet to each student. Explain that they are to take this sheet home and talk to a parent or guardian about the challenges of parenthood.

Assess

Collect students' **My Pregnancy Risks** activity sheets, **Exit Tickets** and posters and evaluate their work for this lesson.



Master 2

Assessment Evidence

Objective 1

Students explained how pregnancy occurs by:

- ☐ Completing the Exit Ticket.

Objective 2

Students personalized the risk of pregnancy if having unprotected sexual intercourse by:

- ☐ Completing Part 1 of the **My Pregnancy Risks** activity sheet.

Objective 3

Students identified the consequences of becoming a teen parent by:

- ☐ Completing Part 2 of the **My Pregnancy Risks** activity sheet.

Objective 4

Students used advocacy skills to encourage others to avoid pregnancy by:

- ☐ Completing Part 3 of the **My Pregnancy Risks** activity sheet.
- ☐ Creating posters that feature reasons to avoid pregnancy.

(Scoring Rubrics, page 180)

Reproduction Facts

► The Pathway of Sperm

Sperm are the microscopic, male reproductive cells. They are shaped like tadpoles with a head and a tail section. A boy's 2 testicles begin making sperm once he reaches puberty. They will keep making sperm for the rest of his life.

From each testicle, mature sperm move up into a tube called the vas deferens. The sperm stay in the vas deferens until the man ejaculates. Many sperm cells never leave the body. After a few days, they die. The body breaks them down and reabsorbs them.

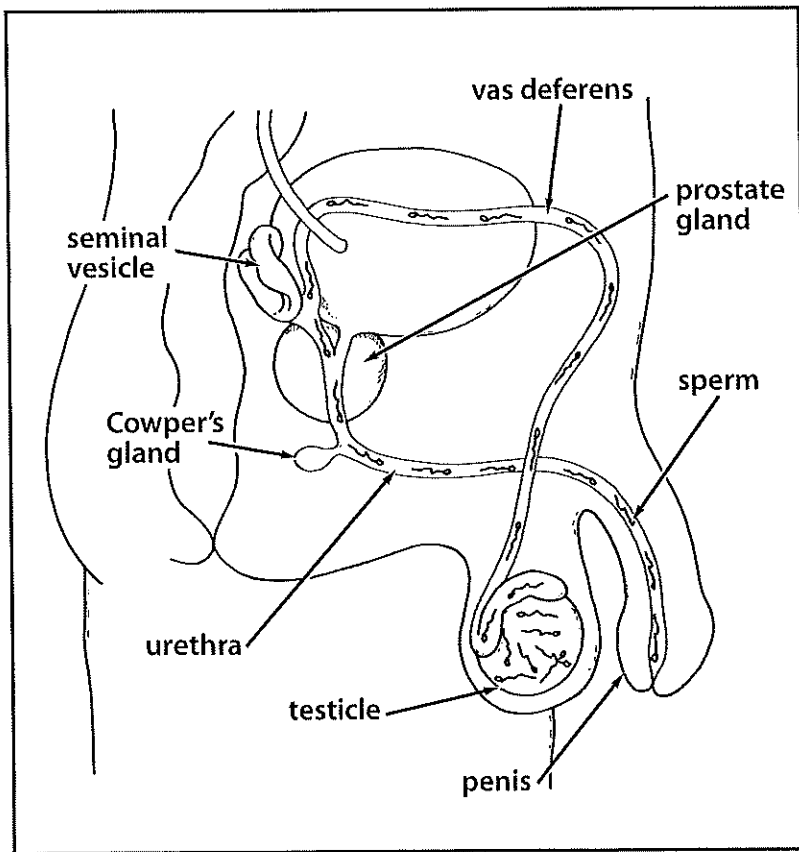
When a man ejaculates, his sex organs contract. This pushes the sperm through the vas deferens. The seminal vesicles add a sticky liquid called semen. Semen gives the sperm energy and helps them move. The sperm then move into the prostate gland, where more liquid is added to the semen, and out the penis through the urethra. Before the sperm go through the urethra, a clear fluid made by the Cowper's glands passes through the urethra to clean it. This pre-ejaculate fluid can sometimes contain sperm that were left in the urethra from previous ejaculations.

During sexual intercourse, the man places his penis inside the woman's vagina. When he ejaculates, semen is released into the vagina. One teaspoon of semen contains 200–500 million

sperm. Millions of tiny sperm then travel through the woman's reproductive system.

The sperm use their tails to swim forward. The strongest sperm are able to swim through the uterus and move into the fallopian tubes. More than 200 hundred million sperm are released. But only about 2,000 reach the fallopian tubes.

Sperm can live for 6 to 8 hours in the vagina and for up to 5 days once they get into the uterus and fallopian tubes.



Reproduction Facts

(continued)

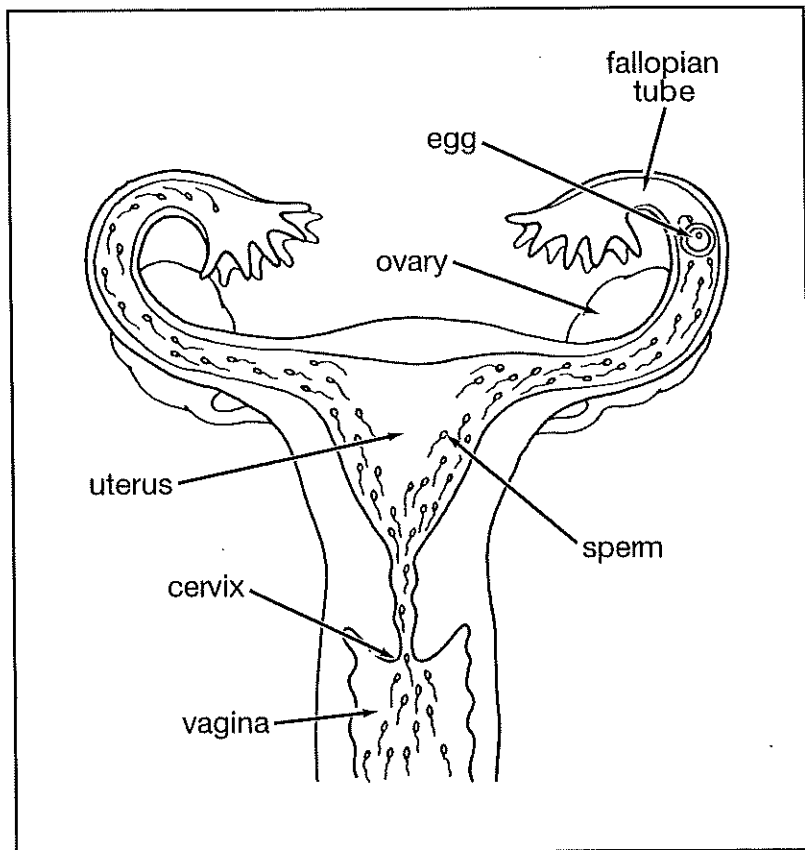
► Fertilization

About 14 days before a woman has her menstrual period, one of her ovaries releases a ripe egg into the fallopian tube. The egg is as small as the point of a needle. The egg travels down the fallopian tube toward the uterus.

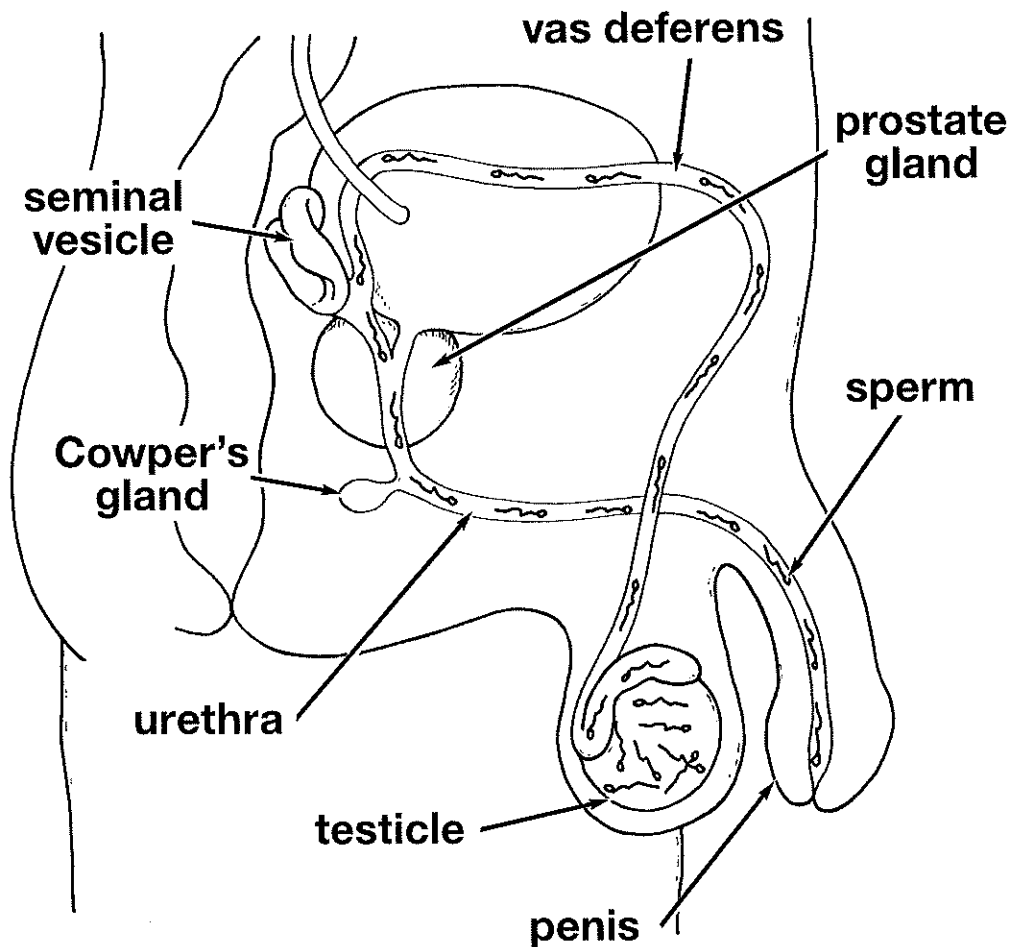
If a sperm reaches the ripe egg, it may enter it. When the sperm and egg combine, it's called fertilization or conception.

As the sperm enters the egg, it releases a chemical that prevents any other sperm from entering.

The fertilized egg is now called a zygote. It continues to travel down the fallopian tube to the uterus. When the zygote implants into the uterus, this is the beginning of pregnancy. The uterus provides a safe place where the fertilized egg can develop and grow during pregnancy. In about 9 months, a baby will be born.

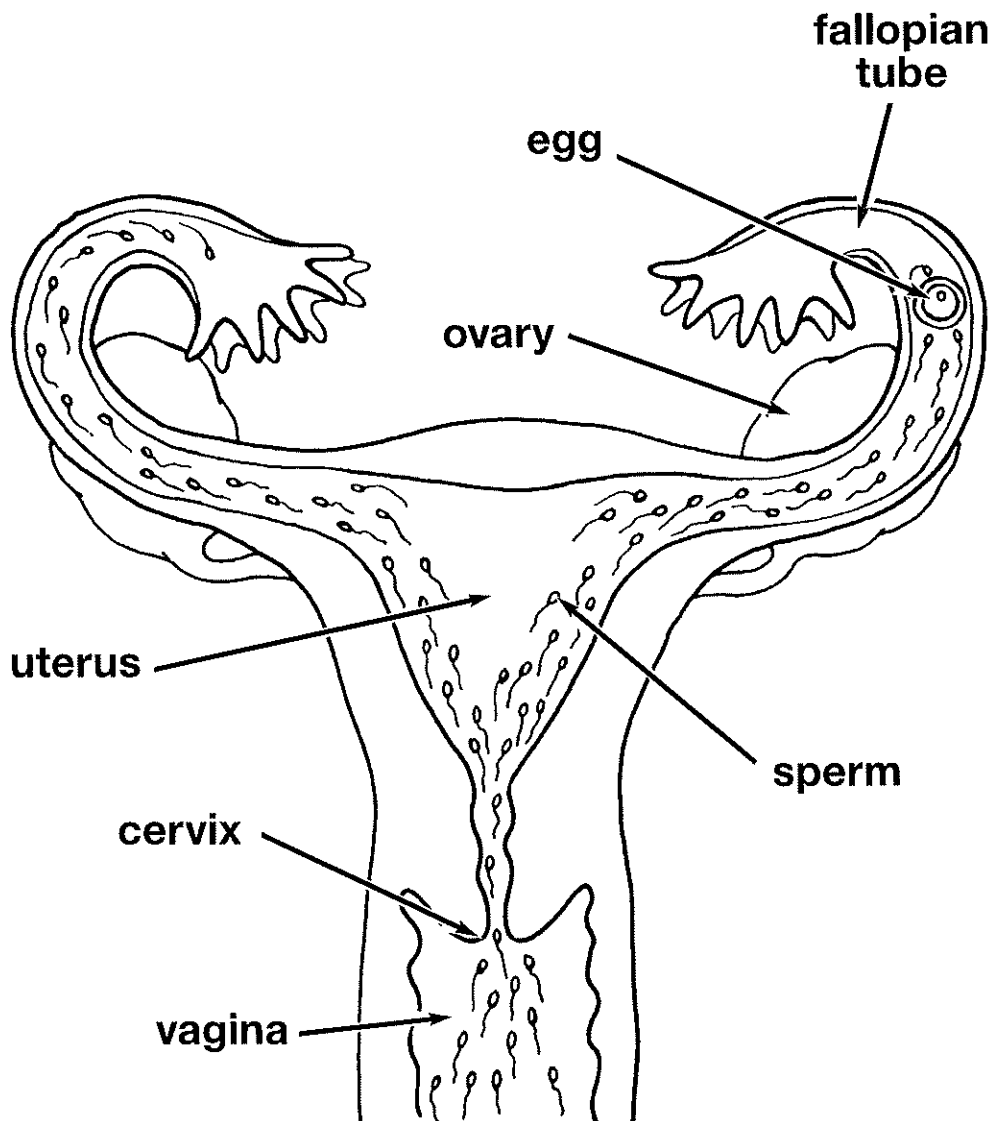


Pathway of Sperm



Male Side View

Fertilization



Female Front View

Lesson 5: Reproduction & Teen Pregnancy

- cervix
- conception
- Cowper's glands
- ejaculate
- fallopian tubes
- fertilization
- implantation
- menstrual period
- ovaries
- penis
- pre-ejaculate fluid
- pregnancy
- prostate gland
- reproductive
- seminal vesicles
- sexual intercourse
- sperm
- testicles
- unprotected sex
- urethra
- uterus
- vagina
- vas deferens
- withdrawal
- zygote

Describe a perceived norm that could have a negative effect on a person's health or well-being.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 9

Taking Care of Sexual Health

Overview

In this lesson, students learn about taking care of their sexual health. They revisit the definition of *sexuality*, then, in small groups, read about ways boys and girls can protect their sexual health. They complete an activity sheet to show what they've learned.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe practices to protect sexual health.
2. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.
3. Explain the importance of seeking help for sexual health issues.

Materials & Preparation

Prepare

- Have the **What Is Sexuality?** slide or transparency (Slide 4).
- Go through the anonymous question cards to find any that have to do with sexual health that could be answered in this lesson.

Review

- **Taking Care of Sexual Health** (*Student Workbook* pages 20–21).
- **Ask the Expert** (*Student Workbook* pages 22–23), and Scoring Rubric, page 196.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Performance Indicator

1.8.6: Explain how appropriate health care can promote personal health.

Standard 3: Accessing Resources

Performance Indicator

3.8.4: Describe situations that may require professional health services.

Standard 7: Practicing Health-Enhancing Behaviors

Performance Indicator

7.8.1: Explain the importance of assuming responsibility for personal health behaviors.

Health Terms

Review the teaching steps, slide and activity sheets for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- abstinent
- circumcision
- discharge
- foreskin
- genitals
- gland
- groin
- hormone
- hygiene
- over-the-counter
- pelvic
- self-exam
- sexually transmitted disease (STD)
- symptom
- tampon
- testicular cancer
- toxic shock syndrome

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.

To ensure student success with reading:

- Distribute copies of the **What Is Sexuality?** slide.
- Pair students with stronger reading skills with those who may need help reading the **Taking Care of Sexual Health** reading sheet, or call on strong readers to read the information aloud in class.
- Read the questions on the **Ask the Expert** activity sheet aloud.

To ensure student success with writing:

- Pair students with stronger writing skills with students who may need help reading and responding to the questions on the **Ask the Expert** activity sheet. Or allow students to record their responses, or create a drawing, poster or cartoon.

Introduction

■ Get students ready for learning

Transition

You've been learning about sexuality, puberty and the male and female reproductive systems. All of these things are part of your sexual health. On a piece of paper, write what you think the term *sexual health* means. You won't have to share your definition with anyone.

Allow students to focus and work quietly for a minute or two.

Motivate

What are some things students your age worry about?

Allow students to respond to the question, and write their ideas on the board.

Do any of these things relate to sexual health?

Circle any items that might relate to sexual health. These might include physical, social and emotional worries. If none of the items on the list relate to sexual health, prompt students for examples.

Today you're going to learn more about ways to take care of your sexual health.

Teaching Steps

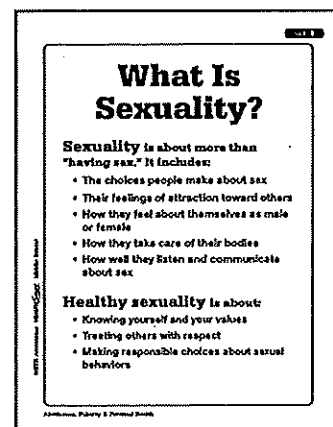
■ Teach about protecting sexual health

Review

Does anyone remember the definition of *sexuality* from the first lesson?

Allow students to share their ideas. Show the What Is Sexuality? slide to reinforce the broad definition of sexuality.

The choices you make about sex and how you take care of your body are important parts of your sexual health.



Slide 4

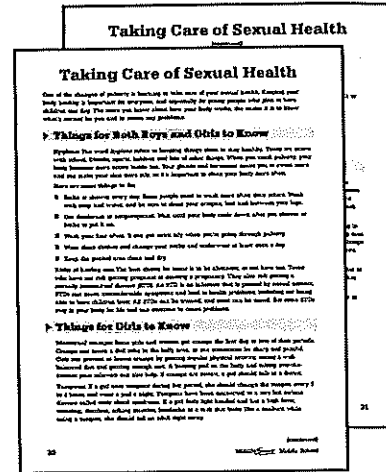
Explain

Each person can take steps to take care of his or her own sexual health. There are things that boys and girls should know about and things they can do to protect their sexual health.

Read & Share

Put students into groups of 3 and direct them to turn to **Taking Care of Sexual Health** on page 20 of the Student Workbook.

This reading sheet has 3 sections. In your group, each of you will read one of the sections—Things for Both Girls and Boys to Know, Things for Girls to Know or Things for Boys to Know—and take notes on the main points. When everyone has finished studying his or her section, you'll share what you've learned with the other members of your group. Decide who will read each section now.



Workbook pages 20–21

Allow time for students to read the material and present main points within their groups.

Ask & Discuss

What is one new thing you learned that applies to how both girls and boys can protect their sexual health?

Allow students to respond to the question and discuss their ideas.

What is one new thing you learned about how girls can protect their sexual health?

Allow students to respond to the question and discuss their ideas.

What is one new thing you learned about how boys can protect their sexual health?

Allow students to respond to the question and discuss their ideas.

Summarize

Protecting your sexual health is important, both now and in the future. It's part of healthy sexuality.

■ Discuss importance of health care

Explain

There are many things you can do to take care of your sexual health, but it's also important to know when to get help.

Ask & Discuss

When should you get professional help for sexual health issues?

Allow students to respond to the question and discuss their ideas.

Summarize

In addition to regular checkups, both boys and girls should see a doctor or other health care provider if they have pain, find a lump or sore on their genitals, or notice other signs of problems with their sexual health.

Community Connection

Invite a nurse or physician to discuss ways students can help protect their sexual health.

Assessment & Closure

■ Students demonstrate learning

Complete

Direct students to turn to Ask the Expert on page 22 of the Student Workbook.

These are some questions students your age have about puberty and sexual health. Work in your groups to write a response to each situation that will help these students protect their sexual health. In your advice, be sure to explain when and why the person should get help, if the situation could be serious.

Allow time for students to complete the activity sheet.

Ask the Expert

Scenario 1

I had got the "usual" test, and I don't see any signs, but I feel like I might be getting it. What should I do?

Your advice (Describe at least 3 ways to take care of sexual health.)

Scenario 2

My best friend said I got a lot of sperm in my mouth when he had sex with me. I'm not sure if I should be worried. What should I do?

Your advice

Workbook pages 22–23

■ End the lesson

Close

How did you answer one of the letters on the **Ask the Expert** activity sheet?

Allow time for several students to share their answers to each of the different letters. Reinforce key points and correct any misinformation, as needed.

Assess

*Collect students' **Ask the Expert** activity sheets and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students described practices to protect sexual health by:

- ☐ Responding to Question 1 on the **Ask the Expert** activity sheet.

Objective 2

Students summarized the benefits of good hygiene practices for promoting health and maintaining positive social relationships by:

- ☐ Responding to Question 2 on the **Ask the Expert** activity sheet.

Objective 3

Students explained the importance of seeking help for sexual health issues by:

- ☐ Responding to Questions 3 and 4 on the **Ask the Expert** activity sheet.

(Scoring Rubric, page 196)

Student Journal

Lesson 9: Taking Care of Sexual Health

New words

abstinent
circumcision
discharge
foreskin
genitals
gland
groin
hormone
hygiene
over-the-counter
pelvic
self-exam
sexually
transmitted
disease (STD)
symptom
tampon
testicular cancer
toxic shock
syndrome

Journal Entry

Write what you think the term *sexual health* means.

Class discussion notes

Taking Care of Sexual Health

One of the changes of puberty is learning to take care of your sexual health. Keeping your body healthy is important for everyone, and especially for young people who plan to have children one day. The more you know about how your body works, the easier it is to know what's normal for you and to notice any problems.

► Things for Both Boys and Girls to Know

Hygiene: The word *hygiene* refers to keeping things clean to stay healthy. Teens are active with school, friends, sports, hobbies and lots of other things. When you reach puberty, your body becomes more active inside too. Your glands and hormones cause you to sweat more and can make your skin more oily, so it's important to clean your body more often.

Here are some things to do:

- Bathe or shower every day. Some people need to wash more often than others. Wash with soap and water, and be sure to clean your armpits, feet and between your legs.
- Use deodorant or antiperspirant. Wait until your body cools down after you shower or bathe to put it on.
- Wash your hair often. It can get extra oily when you're going through puberty.
- Wear clean clothes and change your socks and underwear at least once a day.
- Keep the genital area clean and dry.

Risks of having sex: The best choice for teens is to be *abstinent*, or not have sex. Teens who have sex risk getting pregnant or causing a pregnancy. They also risk getting a *sexually transmitted disease (STD)*. An STD is an infection that is passed by sexual contact. STDs can cause uncomfortable symptoms and lead to health problems, including not being able to have children later. All STDs can be treated, and most can be cured. But some STDs stay in your body for life and can continue to cause problems.

► Things for Girls to Know

Menstrual cramps: Some girls and women get cramps the first day or two of their periods. Cramps can cause a dull ache in the belly area, or can sometimes be sharp and painful. Girls can prevent or lessen cramps by getting regular physical activity, eating a well-balanced diet and getting enough rest. A heating pad on the belly and taking over-the-counter pain relievers can also help. If cramps are severe, a girl should talk to a doctor.

Tampons: If a girl uses tampons during her period, she should change the tampon every 3 to 4 hours and wear a pad a night. Tampons have been connected to a rare but serious disease called *toxic shock syndrome*. If a girl feels light-headed and has a high fever, vomiting, diarrhea, aching muscles, headache or a rash that looks like a sunburn while using a tampon, she should tell an adult right away.

Taking Care of Sexual Health

(continued)

► Things for Girls to Know (continued)

Vaginal discharge: A healthy vagina has a normal discharge that keeps it clean and protects it from infection.

When to see a doctor: A girl should see a doctor for regular checkups. She should talk to her parents or a doctor if she has any of these symptoms:

- Sores on the vagina or vulva
- Heavy discharge from the vagina that itches, burns or smells
- Pain in the pelvic area
- Bleeding that isn't part of her regular period

► Things for Boys to Know

Circumcision: In newborn boys, a fold of skin called the *foreskin* covers the tip of the penis. Sometimes the foreskin is removed in a procedure called *circumcision*. Circumcision is done for religious, social or cultural reasons. It has no effect on penis size or how the penis works. Boys who aren't circumcised should gently pull the foreskin back and wash inside the fold when they bathe.

Testicular self-exam: Boys should start checking their testicles once a month starting in high school. *Testicular cancer* is fairly rare, but it is the most common cancer in young men ages 15 to 35. It can be cured 90% of the time when it's found early. To check for any lumps or other changes, roll each testicle between the thumbs and fingers of both hands. Then feel the groin area on both sides for any lumps or swelling.

Protecting the genitals: When boys play sports they should wear an athletic supporter or "jock strap" to protect their genitals. This is a support made out of stretchy material that holds the penis and testicles in close to the body.

When to see a doctor: A boy should see a doctor for regular checkups. He should talk to his parents or a doctor if he has any of these symptoms:

- Burning or pain when peeing, or a need to pee often
- Drip or discharge from the penis
- Sores, bumps or blisters near or on the penis, testicles or groin area
- Lumps or other changes in his testicles

Ask the Expert

Directions: Read the questions and offer advice. Be sure to explain when and why the person should get help, if needed.

Question 1

I don't get this "sexual health" stuff. I'm not having sex and I don't plan to any time soon. So what kind of things do I need to take care of?

① Your advice (Describe at least 3 ways to take care of sexual health.)

Question 2

My best friend stinks! It just started this past year. He plays a lot of sports so you really notice when he's been sweating. But lately he's got body odor in the morning too, even before P.E. or practice. I tried to say something about it but he just laughed. What can I say to convince him that hygiene is important?

② Your advice

Ask the Expert

(continued)

Question 3

I'm a 13-year-old girl. I started getting my period last year. At first I got it almost exactly every 28 days, but now it's coming sooner in some months and later in others. I've also been having more cramps and pain. Is this normal? What should I do?

3 Your advice

Question 4

The other day I felt a lump in one of my testicles. It doesn't hurt or anything, but I never noticed it before. I'm only 15. I don't need to worry about this, do I? What should I do?

4 Your advice

Self-Check

- ☐ We wrote advice for each of the questions.
- ☐ We described at least 3 ways to take care of sexual health in the response to Question 1.
- ☐ We explained the benefits of hygiene and why it's important in the response to Question 2.
- ☐ We explained why it's important to talk to a health care provider about sexual health issues in at least 1 response.

Staying Abstinent Parent Interview

Directions: Take a few minutes to sit down with your parent or guardian and discuss these questions.

► Questions for Parent

1. What are some good ways for teens to express feelings of affection for someone they feel attracted to?

2. What advice do you have for me about how to stay abstinent?

3. What are some benefits I'll get from remaining abstinent?

Sign off

I discussed this sheet with my son or daughter. _____

► Question for You

What did you learn from talking to your parents?

M/J Health 5 (7 th grade)		Unit 4: Human Sexuality	Unit Length: 3-4 Weeks
Lesson Topic(s): Abstinence & Pregnancy		Lesson Duration: Week 2	
ACADEMIC VOCABULARY		FL STANDARDS & BENCHMARKS	
Abstinence Advocacy Alternative Attraction Benefit Consequence Effective Emotional Environment Goal Ineffective Influence Negative Influence Norm Peers Perceived norm Permanent Planning ahead Positive Influence		<p><u>HE.7.PHC.1.1</u> - Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated</p> <p><u>HE.7.PHC.1.3</u> – Explain the importance of assuming responsibility for personal and reproductive health behaviors</p> <p><u>HE.7.PHC.2.7</u> - Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors</p> <p><u>HE.7.PHC.4.1</u> – Articulate ways to request access to healthy products, services, and environments.</p> <p><u>HE.7.CEH.1.1</u> - Investigate how physical, mental/emotional, social, and intellectual dimensions of community health are interrelated</p> <p>HEALTH SKILLS ADDRESSED Core Concepts, Analyzing External and Internal Influences, Goal Setting, Self-Management, Advocacy</p>	
LESSON CONTENT			
Topic/Lesson		Supporting Resource/Activity/Assessment	
Lesson One: Benefits of Abstinence <ul style="list-style-type: none">Students will be able to determine the benefits of being sexually abstinent.Students will be able to explain why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STD and pregnancy.Students will be able to advocate for protecting sexual health by being sexually abstinent.		<p>Bellwork: Write at least 2 appropriate, healthy and safe ways for teens to show their affection toward someone they are attracted to.</p> <p>Lesson Resources and Activities: (HealthSmart – Abstinence, Puberty and Personal Health)</p> <ul style="list-style-type: none">Lesson 11: The Benefits of Abstinence (p. 117-122)<ul style="list-style-type: none">Review – “Staying Abstinent: Parent Interview” Recommendations – (from previous week)<ul style="list-style-type: none">List all of the benefits of abstinence on the board/chart paper/padletCreate a collaborative TOP 10 Lists of the Benefits of Abstinence“My Advice about Abstinence” Advice Letter (Workbook p. 26)	
Lesson Two: Influences on Abstinence & Begin - Create an Ad Campaign <ul style="list-style-type: none">Students will be able to describe influences that contribute and protect against engaging in sexual risk behaviors.		<p>Bellwork: To influence means to affect or change someone's thoughts, beliefs or behaviors. Think about a time when you had to make a decision. How did your influences guide you in your decision making. Were they positive or negative?</p> <p>Lesson Resources and Activities: (HealthSmart – Abstinence, Puberty and Personal Health)</p> <ul style="list-style-type: none">Lesson 12: Influences on Abstinence (p. 123-130)<ul style="list-style-type: none">Partner Turn and Talk – Influences on Being Abstinent. (Teacher Guide p. 127)“Influences on Abstinence” (Workbook p. 27)“What my Friends Think” (Master 8) – Inside/Outside Circle <p>Create an advocacy campaign based on ABSTINENCE:</p> <ul style="list-style-type: none">Students may choose to create a product by hand OR use technology to create a brochure, poster, advertisement, video, etc.Campaign must have evidence of:<ul style="list-style-type: none">A clear, health-enhancing standDirect advice to othersPersuasion for making a healthy choicePassion and conviction	
Lesson Three to Four: Abstinence – Create an Ad Campaign			
Lesson Five: Achieving Goals through Abstinence <ul style="list-style-type: none">Students will be able to identify personal goals for the future.Students will be able to identify the emotional, social, physical, and financial effects of being a teen parent.Students will be able to describe how negative consequences of becoming a teen parent would affect personal goals.Students will be able to explain how sexual abstinence can help young people reach future goals.		<p>Bellwork: Write a goal that you want to achieve.</p> <p>Lesson Resources and Activities: (HealthSmart – Abstinence, Puberty and Personal Health)</p> <ul style="list-style-type: none">Lesson 17: Achieving Goals through Abstinence (p. 165 - 172)<ul style="list-style-type: none">“My Goals & My Future” Part One – (Workbook p. 31)Review consequences of being sexually activeTeach About Responsibilities of ParenthoodSmall Group Brainstorm of Consequences of being a Teen Parent (Slide 2)<ul style="list-style-type: none">Negative Consequences Gallery Walk: Family, Friends, Health, Financial Future, Education, EmotionsComplete Part Two of “My Goals & My Future” (Workbook p. 32)	

Lesson 11

Benefits of Abstinence

Overview

This lesson reinforces the choice to be abstinent. Students identify the benefits of sexual abstinence and vote on a list of the top 10 benefits. Then they use what they have learned to compose a letter of advice about abstinence.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Determine the benefits of being sexually abstinent.
2. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STD and pregnancy.
3. Advocate for protecting sexual health by being sexually abstinent.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Standard 8: Advocacy

Performance Indicator

8.8.1: State a health-enhancing position on a topic and support it with accurate information.

Performance Indicator

8.8.2: Demonstrate how to influence and support others to make positive health choices.

Materials & Preparation

Prepare

- Have chart paper.

Review

- **Staying Abstinent: Parent Interview** (Master 7).
- **My Advice About Abstinence** (*Student Workbook* page 26), and Scoring Rubric, page 197.

Health Terms

Review the teaching steps, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- benefit
- reputation
- regret
- self-respect

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.

To ensure student success with family involvement activities:

- Consider that parents/guardians may not want the information from the interview with their child to be shared in class, and make allowances for differences in students' backgrounds and family situations in debriefing the parent interview assignment.

To ensure student success with writing:

- Allow students to share and list benefits of being sexually abstinent with a partner or in small groups of 3 or 4 before having the class discussion. Students who have not interviewed a parent/guardian may be more willing to offer suggestions in a small group.
- Allow voting for the top 3 benefits to be private by having each student write on a piece of paper the 3 benefits that matter most to him or her.
- Pair students with stronger writing skills with students who may need help writing the letter on the **My Advice About Abstinence** activity sheet. Or allow students to record or act out their responses.
- If students need more time to complete the activity sheet, allow them to complete it as homework, or with a parent, family member or friend.

Introduction

■ Get students ready for learning

Transition

Think about what you learned in the last class about expressing affection and attraction. On a piece of paper, write at least 2 appropriate, healthy and safe ways for teens to show their affection toward someone they're attracted to.

Allow students to focus and work quietly for a minute or two.

Debrief

Take out your completed **Staying Abstinent: Parent Interview** activity sheets. What are some of the things your parents or guardians said in response to the first 2 questions?

Review the first 2 questions on the parent interview activity sheet and allow students to share their parents' advice.

We'll come back to the third question later in class. What did you learn from talking with your parent or guardian?

Allow students to share what they learned from conducting the parent interview.

Motivate

How do you feel when you help someone who asks you for advice?

Make a list of feelings on the board.

Today, you are going to have a chance to give advice about remaining abstinent.

Teaching Steps

■ Examine benefits of abstinence

Review

During the last class, you learned about abstinence. What is abstinence?

Allow time for a few students to share their answers. Make sure students are clear about the definition of sexual abstinence.

Abstinence is choosing not to do any sexual activity that can result in pregnancy or a sexually transmitted disease (STD).

Explain

The word *abstain* means to do without something. But choosing not to have sex offers many *benefits* or good things for teens. Look at your **Staying Abstinent: Parent Interview** activity sheet again. What did your parents think were some benefits of abstinence?

Allow students to share their parents' responses to the third question on the parent interview activity sheet. List the main benefits named on the board.

Create

These are some ideas your parents and guardians had. What do you think? Let's make a list of all the benefits or things you get from being abstinent.

Call on students to suggest benefits of abstinence and add their ideas to the list on the board. Try to elicit a benefit from each student. Make sure students' responses include:

- Self-respect and respect from others
- No worries about getting pregnant or an STD
- Freedom from pressures of sex
- Not having regrets
- Following your religious beliefs
- Protecting your reputation

After the list is complete, ask students to vote on which benefits matter most to them. Allow each student to have 3 votes. Tally the votes next to each response. Transfer the top 10 to chart paper and display the list in the classroom or in the hallway outside the classroom.

Assessment & Closure

■ Students demonstrate learning

Explain

You're now going to have a chance to use what you've learned about the benefits of abstinence to write a letter that gives advice about abstinence. Imagine that someone you know and care about wants to know if he or she should be abstinent—this person could even be yourself! Think about what you've learned and do your best to convince this person to be abstinent. Be sure you explain why abstinence can protect teens' health, including how it helps protect teens from pregnancy and STD, and describe at least 5 benefits of remaining abstinent in your letter.

Complete

Direct students to turn to My Advice About Abstinence on page 26 of the Student Workbook.

Allow time for students to complete their letters.

Summarize

Abstinence is important for both boys and girls, even though they may have different reasons for being abstinent. Abstinence—choosing not to have sex—offers a lot of great benefits for teens.

Workbook page 26

■ End the lesson

Close

Find a partner and share how knowing all the benefits of being abstinent will help you stick to your choice to stay abstinent.

Allow pairs to share briefly. Then call on students to report what their partners said.

Assess

Collect students' **My Advice About Abstinence** activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students determined the benefits of being sexually abstinent by:

- ☐ Completing the **My Advice About Abstinence** activity sheet.

Objective 2

Students explained why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STD and pregnancy by:

- ☐ Completing the **My Advice About Abstinence** activity sheet.

Objective 3

Students advocated for protecting sexual health by being sexually abstinent by:

- ☐ Completing the **My Advice About Abstinence** activity sheet.

(Scoring Rubric, page 197)

What Is Abstinence?

Abstinence is choosing not to do any sexual activity that can result in pregnancy or a sexually transmitted disease (STD).

What's Your Advice?

Directions: Your school website just selected you to be an advice blogger for other students who write in with questions about sexual health. Use the information from **Protecting Your Sexual Health** on page 4, and what you've learned today, to follow the instructions and respond to these students' questions.

Student 1

Growing up and starting to have sexual thoughts seems so complicated. I want to have a sexual relationship someday, but I also want to stay healthy. What can I do?

From
Wanting to Know

1 Explain at least 3 ways Wanting to Know can protect his or her sexual health.

Dear Wanting to Know:

Student 2

I have a lot of questions about sex, but I feel embarrassed to ask them. Who can I talk to?

From
Curious

2 Explain to Curious why it's important to talk to a parent or other trusted adult.

Dear Curious:

(continued)

What's Your Advice?

(continued)

Student 3

I'm in eighth grade. My boyfriend is a few years older. I've told him I don't want to have sex, but he's been pressuring me. I feel confused. I don't want to have regrets. But sometimes I wonder what's the point of waiting. What should I do?

From

Feeling the Pressure

3

Help Feeling the Pressure understand that abstinence is the safest choice. Describe at least 3 benefits of abstinence.

Dear Feeling the Pressure:

Student 4

My older sister had sex with her new boyfriend. Now she's got a rash and is worried she might be pregnant. What should she do?

From

Concerned

4

Explain why Concerned's sister needs to get health care.

Dear Concerned:

Self-Check

- ☐ I answered all 4 letters.
- ☐ I offered clear and specific advice about taking care of sexual health for each letter.

Student Journal

Lesson 11: Benefits of Abstinence

New words

benefit

regret

reputation

self-respect

Journal entry

Write at least 2 appropriate, healthy and safe ways for teens to show their affection toward someone they're attracted to.

Class discussion notes

My Advice About Abstinence

Directions: Write a letter to someone you want to convince to be abstinent. Explain why he or she should remain abstinent and describe at least 5 benefits of being abstinent.

Dear _____,

Here's why abstinence is the safest way to protect your sexual health:

Here are some of the benefits:

My advice to you:

Self-Check

- ☐ I explained that abstinence protects teens from pregnancy and HIV/STD.
- ☐ I described 5 benefits of abstinence in my letter.
- ☐ My advice was accurate and convincing.

Lesson 12

Influences on Abstinence

Overview

In this lesson, students examine influences on the choice to be abstinent. They identify and discuss various positive and negative influences on a person's choice to be abstinent, and then list positive influences in their own lives that will support their choice to be abstinent. As homework, they interview friends about remaining abstinent.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe influences that contribute to engaging in sexual risk behaviors.
2. Describe influences that protect against engaging in sexual risk behaviors.
3. Describe how to resist negative influences that can threaten the choice to be sexually abstinent.

Materials & Preparation

Prepare

- Write “Positive Influences” and “Negative Influences” on opposite sides of the board.

Copy

- What My Friends Think (Master 8) for each student.

National Health Education Standards

Standard 2: Analyzing Influences

Performance Indicator

2.8.1: Examine how the family influences the health of adolescents.

Performance Indicator

2.8.2: Describe the influence of culture on health beliefs, practices, and behaviors.

Performance Indicator

2.8.3: Describe how peers influence healthy and unhealthy behaviors.

Performance Indicator

2.8.4: Analyze how the school and community can affect personal health practices and behaviors.

Performance Indicator

2.8.5: Analyze how messages from media influence health behaviors.

Performance Indicator

2.8.8: Explain the influence of personal values and beliefs on individual health practices and behaviors.

Review

- **Influences on Abstinence** (*Student Workbook* page 27), and Scoring Rubric, page 197.

Health Terms

Review the teaching steps, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- media
- negative influence
- peers
- positive influence

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- As an alternate approach to the analyzing influences activity, ask students to make 2 columns on a piece of paper and label the left column "Positive" and the right column "Negative." Have students work individually, in pairs, or in small groups of 3 or 4 to make a list of positive and negative influences on sexual abstinence, and then rank these in order of personal importance from greatest to least. Then allow students to explain to peers, in pairs or small groups, the reasons the influences are positive or negative. You could also have students work in small groups to draw or describe examples of influences and label each one with a plus sign for positive, or a minus sign for negative.

To ensure student success with reading:

- Make a slide or transparency of the **What My Friends Think** interview sheet, then read aloud and review the directions with students. Model the interview process by asking a few students in the class the questions, and write their example responses on the transparency.

To ensure student success with writing:

- Allow students to audiotape or videotape their interviews with friends, and then share in class.
- Have students work in groups of 4 or 5. In their groups, each student reads and interprets at least one influence on sexual abstinence, and identifies whether it is positive or negative. Have each group appoint a Writer whose job is to record responses and make sure that no answers are repeated. Then have students vote in their groups on the best and worst influences on sexual abstinence for youth their age, and have group Reporters share the group's conclusions with the class.
- Allow students to create visual instead of written responses on the **Influences on Abstinence** activity sheet. Students could create posters that label or group pictures or icons depicting the influences as positive or negative.

Introduction

■ Get students ready for learning

Transition

Think about what you learned in the last class about the benefits of abstinence. On a piece of paper, write at least 2 good reasons for teens to be abstinent. Then write whether you think it is easy or hard for young people to stay abstinent and why.

Allow students to focus and work quietly for a minute or two.

Motivate

Have you ever decided to do something based on pressure from someone else or pressure from inside yourself? This means you were influenced. To *influence* means to affect or change someone's thoughts, beliefs or behaviors. Think about a time this happened to you.

Raise your right hand if the influence you're thinking about was *positive*—did it get you to do something healthy or help you take care of yourself? Raise your left hand if the influence you're thinking about was *negative*—did it get you to take a risk or do something that wasn't such a good idea in the end? Would anyone like to share what the influence you're thinking about was?

Call on a few students to share their examples.

Teaching Steps

■ Analyze influences on being abstinent

Explain

Influences can be very powerful. Sometimes they support us in making healthy choices. Sometimes they threaten or challenge the healthy things we are doing for ourselves. There are many things that can have an influence on a person's choice to be abstinent.

Ask & Discuss

Who are some of the people who can influence your choices about sexual activity?

Allow students to respond to the question, and list their ideas on the board. Examples include:

- family
- friends and other peers
- boyfriend or girlfriend
- teachers or counselors at school
- clergy or other religious leaders
- celebrities or other people students might read about in the media

What are some of the things that can influence your choices about sexual activity?

Allow students to respond to the question, and add their ideas to the list on the board. Examples include:

- media—TV, movies, music, Internet, etc.
- religious beliefs
- personal values
- culture
- internal feelings, such as curiosity, love, attraction and wanting to be accepted or fit in

What are some ways each of these people or things could be a positive influence and support your choice to be abstinent? For example, your parents could set rules about how old you have to be before you date, or

an older brother and sister could tell you why he or she has decided to be abstinent.

Go through the list and discuss how each influence could support the choice to be abstinent. Summarize the responses under the heading "Positive Influences." Encourage students to draw on these positive influences for support.

What are some ways each of these people or things could be a negative influence and threaten your choice to be abstinent? For example, a boyfriend or girlfriend might put pressure on you to go past the limits you've set around sex, or your feelings of attraction or curiosity might make it hard to stick to your choice to be abstinent.

Go through the list and discuss how each influence might threaten the choice to be abstinent. Summarize the responses under the heading "Negative Influences." Encourage students to think of ways they can resist negative influences.

Summarize

Many of the influences you named can be both positive and negative. For example, if you and a friend both decide that abstinence is the best choice, you can support each other, and your friend is a positive influence. But if your friend teases you about not having sex or dares you to take a sexual risk, that friend is a negative influence who threatens your abstinence choice. You have to look for those people and things that can protect you from taking sexual risks and support you in staying abstinent.

Assessment & Closure

■ Students demonstrate learning

Complete

Direct students to turn to **Influences on Abstinence** on page 27 of the Student Workbook. Have students follow the directions to complete their activity sheet.

Influences on Abstinence

Directions: Complete 2 positive influences to your life that will help you stay abstinent, and explain how each one supports your abstinence choice. Then describe 2 negative influences that might hinder your decision to be abstinent and explain how each one makes you feel about your choice.

Positive Influences

Positive influences that support my choice to be abstinent:

1. _____
2. _____

How this influence will help me stay abstinent:

1. _____
2. _____

Negative Influences

Negative influences that could discourage my abstinence choice:

1. _____
2. _____

How I can resist or deal with this negative influence:

1. _____
2. _____

Build Character

☐ I understand the importance of abstinence.
☐ I understand the importance of making good choices.
☐ I understand the importance of staying strong.
☐ I understand the importance of being a good role model.

Abstinence, Puberty & Personal Health 27

Workbook page 27

■ End the lesson

Assign

Peers—people your own age—can be one of the most powerful influences on young people. For homework, you'll have a chance to find out more about what your friends think about abstinence.

Distribute the **What My Friends Think** interview sheet to students and ask them to follow the directions to interview friends. Tell them to be prepared to share their answers in the next class.

What My Friends Think

Directions: Use these questions to interview 3 of your friends about abstinence. Be ready to share your answers in class.

Survey Questions

1. What is the best reason for being abstinent?
A. _____
B. _____
C. _____
2. What are some negative consequences of not being abstinent?
A. _____
B. _____
C. _____
3. What's something friends can do to help each other stay abstinent?
A. _____
B. _____
C. _____

Build Character

☐ I understand the importance of abstinence.
☐ I understand the importance of making good choices.
☐ I understand the importance of staying strong.
☐ I understand the importance of being a good role model.

Abstinence, Puberty & Personal Health

Master 8

Close

Turn to a partner and tell each other what positive influence gives you the most support for being abstinent and why this influence is important to you.

Allow time for pairs to share. If you have time, call on volunteers to share their positive influences with the class.

Assess

Collect students' **Influences on Abstinence** activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students described influences that contribute to engaging in sexual risk behaviors by:

- ☐ Completing the **Influences on Abstinence** activity sheet.

Objective 2

Students described influences that protect against engaging in sexual risk behaviors by:

- ☐ Completing the **Influences on Abstinence** activity sheet.

Objective 3

Students described how to resist negative influences that can threaten the choice to be sexually abstinent by:

- ☐ Completing the **Influences on Abstinence** activity sheet.

(Scoring Rubric, page 197)

Student Journal

Lesson 12: Influences on Abstinence

New words

media

negative
influence

peers

positive influence

Journal entry

Write at least 2 good reasons for teens to be abstinent. Then write whether you think it is easy or hard for young people to stay abstinent and why.

Class discussion notes

Influences on Abstinence

Directions: Describe 2 positive influences in your life that will help you stay abstinent, and explain how each one supports your abstinence choice. Then describe 2 negative influences that might threaten your decision to be abstinent and explain a specific realistic way you could resist or deal with each one.

► Positive Influences

Positive influence that supports my choice to be abstinent

How this influence will help me stay abstinent

① _____

② _____

► Negative Influences

Negative influence that could threaten my abstinence choice

How I can resist or deal with this negative influence

① _____

② _____

Self-Check

- ☐ I described 2 positive influences.
- ☐ I explained how each influence will help me stay abstinent.
- ☐ I described 2 negative influences.
- ☐ I explained how I can resist or deal with each influence.

What My Friends Think

Directions: Use these questions to interview 3 of your friends about abstinence. Be ready to share your answers in class.

Survey Questions

- ① What is the best reason for teens to stay abstinent?
 - A. _____
 - B. _____
 - C. _____
- ② What are some negative consequences of not being abstinent?
 - A. _____
 - B. _____
 - C. _____
- ③ What's something friends can do to help each other stay abstinent?
 - A. _____
 - B. _____
 - C. _____

Lesson 17

Achieving Goals Through Abstinence

Overview

This lesson helps students examine how being abstinent can contribute to reaching their goals for the future. Students think about personal goals they have for the immediate and short-term future. Then they review the negative consequences of being sexually active, with a focus on teen pregnancy. Small groups brainstorm how becoming a teen parent could affect various aspects of their lives. Then they complete an activity sheet on how avoiding pregnancy by being abstinent can help them achieve their goals.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Identify personal goals for the future.
2. Identify the emotional, social, physical and financial effects of being a teen parent.
3. Describe how negative consequences of becoming a teen parent would affect personal goals.
4. Explain how sexual abstinence can help young people reach future goals.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Standard 6: Goal Setting

Performance Indicator

6.8.4: Describe how personal health goals can vary with changing abilities, priorities and responsibilities.

Materials & Preparation

Prepare

- Have the **Group Roles** slide or transparency (Slide 2).

- Hang 6 pieces of chart paper at different places in the classroom. Title the 6 pieces: Family, Friends, Health, Financial Future, Education, Emotions.
- Have markers.

Review

- **My Goals & My Future** (*Student Workbook* page 31–32), and Scoring Rubric, page 201.

Health Terms

Review the teaching steps, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- consequence
- goal
- financial
- responsibility

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Explain goal setting and the concept of setting life goals.
- Appoint students with a good grasp of the concepts to act as mentors to students who are challenged by the material.
- As an optional activity, ask students who know a pregnant teen or teen parent to interview this person anonymously, and report their findings to the class.

To ensure student success with reading:

- Make a slide or transparency of the **My Goals & My Future** activity sheet, read aloud to students, give examples and respond to any questions.

To ensure student success with writing:

- Allow students to complete the **My Goals & My Future** activity sheet as homework with a partner or family member(s).
- Allow students to record or draw their responses, or have a partner write their responses.

Introduction

■ Get students ready for learning

Transition

Today you are going to have a chance think about your goals for the future, and how remaining abstinent can help you reach your goals.

On a piece of paper write a goal that you would like to achieve.

Allow students to focus and work quietly for a minute or two.

Motivate

Have any of you ever achieved a goal you'd set for yourself? How did you do it and how did it feel to reach your goal? Do you think setting goals is important? Why or why not?

Allow students to share their experiences and discuss the questions.

Teaching Steps

■ Students think about goals for the future

Explain

Setting and working toward goals is one way to keep yourself moving toward a healthy future. Goals can be short term—for next week or next month—or longer term—for next year or in 5 years. Setting goals helps you think about what you want for your life and how you can achieve it.

Complete

Direct students to turn to My Goals & My Future on page 31 of the Student Workbook.

Now you'll have a chance to write some goals you want to achieve before you leave this school, by the time you graduate from high school and by the time you're 25 years old.

Direct students to complete Part 1 of the activity sheet.

Workbook pages 31–32

Allow time for students to share some of the goals they listed.

Tech Connection

Allow students to use digital graphics, photography and images found on the Internet to represent their goals.

■ **Review consequences of being sexually active**

Explain

We're now going to think about some things that will help you complete Part 2 of the **My Goals & My Future** activity sheet.

Review & Discuss

What are some of the negative consequences of becoming sexually active that we've talked about?

Allow students to respond to the question and discuss their ideas.

Summarize

One of the consequences of becoming sexually active that can affect a person's whole life is getting pregnant or getting someone pregnant and becoming a teen parent.

■ **Teach about responsibilities of parenthood**

Ask & Discuss

What are some things parents have to do for their children?

Allow students to respond to the question and discuss their ideas. Make a list of key points on the board.

Summarize

Having a child is a big responsibility. Once a person is a parent, he or she has to take care of and be there for the baby all the time. Parents have to do many things to take care of their children. They must:

- Provide food, shelter and clothing for their child.
- Respond and know what to do when their child cries.
- Keep their child clean.
- Take their child to the doctor and provide for other health care needs.

- Keep their child safe.
- Play with their child.
- Provide an education for their child.
- Put their child's needs ahead of their own.

Add any points students didn't mention to the list on the board.

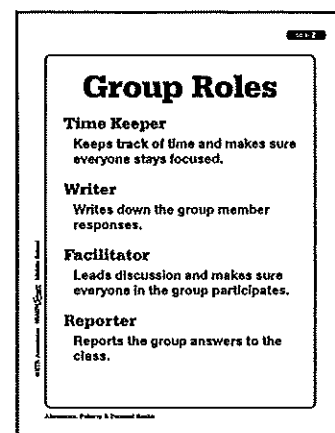
■ Small groups brainstorm consequences of being a teen parent

Create & Share

You are going to be working in groups to list negative consequences of becoming a teen parent.

Use the following steps to complete the activity:

- *Divide students into 6 small groups and assign each group to one of the 6 chart paper stations: Family, Friends, Health, Financial Future, Education, Emotions.*
 - *Show the **Group Roles** slide. Assign students in each group the following jobs:*
 - **Time Keeper:** *Keeps track of time and makes sure everyone stays focused.*
 - **Writer:** *Writes the group member responses on the chart paper.*
 - **Facilitator:** *Leads discussion and makes sure everyone in the group participates.*
 - **Reporter:** *Reports the group answers to the class.*
- (Note: If there are fewer than 4 students in a group, assign group members more than one task.)*
- *Direct students to brainstorm how becoming a teen parent could negatively affect the area of life listed on their chart paper. Allow 1 minute.*
 - *When groups have listed at least one way being a teen parent could negatively affect that category, tell them to rotate to the next piece of chart paper, read what the previous group wrote, and then add another negative consequence to the list for that category.*



Slide 2

(Note: Ask groups not to rotate until you direct them to. You may want to use a signal such as a hand clap or ringing a bell to let the groups know when it's time to switch. It's important to keep the groups moving every 1–2 minutes.)

- *Have groups continue to rotate until they have written on all 6 pieces of chart paper and are back to their original stations. Circulate as groups work to monitor their progress.*
- *Once groups are at their original stations, direct them to circle the 3 things listed that they think would be most likely to discourage students from being teen parents.*
- *Have the reporters from each group share the 3 things circled on each list. Tell students to think about the consequences that would most likely prevent them from becoming a teen parent as each reporter shares.*

Summarize

You've identified many negative consequences of becoming a teen parent. Many of these consequences will affect your family, friends, health, financial future, education and emotions.

Community Connection

Invite a teen parent (or someone who had a baby as a teen but is now older) to talk about how having a baby at a young age affected his or her life and ability to reach certain goals.

Assessment & Closure

■ Students demonstrate learning

Complete & Share

*Direct students to turn back to **My Goals & My Future** on page 31 of Student Workbook.*

Think about the consequences the groups brainstormed and which ones could be most important for you. Then complete Part 2 of the **My Goals & My Future** activity sheet.

■ End the lesson

Close

Raise your hand if you think being abstinent would help you achieve these goals, and be prepared to explain how:

- graduating from high school
- getting a good job
- doing well in your sport or other activity
- joining the band, choir or another group you're interested in
- learning a new skill
- having a family one day

As you read each goal, call on a few students who raise their hands to explain how being abstinent would help them achieve that goal.

Assess

Collect students' My Goals & My Future activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students identified personal goals for the future by:

- ☐ Completing the **My Goals & My Future** activity sheet.

Objective 2

Students identified emotional, social, physical and financial effects of being a teen parent by:

- ☐ Completing the **My Goals & My Future** activity sheet.

Objective 3

Students described how negative consequences of becoming a teen parent would affect personal goals by:

- ☐ Completing the **My Goals & My Future** activity sheet.

Objective 4

Students explained how sexual abstinence can help young people reach future goals by:

- ☐ Completing **My Goals & My Future** activity sheet.

(Scoring Rubric, page 201)

Student Journal

Lesson 17: Achieving Goals Through Abstinence

New words

consequence

financial

goal

responsibility

Journal entry

Write a goal that you would like to achieve.

Class discussion notes

My Abstinence Plan

Directions: To help you create a plan to be abstinent, complete these statements:

① My top 2 reasons for being abstinent:

1. _____
2. _____

② These situations might make it hard to stick to my abstinence choice:

(Describe at least 2, and explain how each could threaten your choice.)

Situations:

1. _____

2. _____

③ Here's how I can avoid these situations:

(List at least 3 things you can do.)

1. _____
2. _____
3. _____

④ These people will support my choice to be abstinent:

(List at least 2.)

1. _____
2. _____

⑤ I will tell this person about my choice to be abstinent:

Self-Check

- ☐ I listed 2 reasons for being abstinent.
- ☐ I listed specific situations that might make it hard to be abstinent.
- ☐ I described how I can avoid these situations.
- ☐ I named at least 2 people who will support me.
- ☐ I named 1 person I will tell about my abstinence choice.

My Goals & My Future

Directions: In Part 1 list 2 goals for each time period. (Dreams are fine, too.) Then answer the questions in Part 2.

► Part 1

Before I leave this school, I want to:

1. _____

2. _____

Before I graduate from high school, I want to:

1. _____

2. _____

By the time I turn 25, I want to:

1. _____

2. _____

► Part 2

- ① Describe at least 1 way becoming a teen parent would negatively affect each of these areas of your life.

Emotions: _____

Social life: _____

Physical health: _____

Finances: _____

- ② What are at least 4 ways becoming a teen parent would negatively affect your goals? Be specific.

1. _____

2. _____

3. _____

4. _____

(continued)

My Goals & My Future

(continued)

- ③** How will being abstinent help you reach your goals? Be specific.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Self-Check

- ☐ I listed 2 goals for each time period.
- ☐ I listed at least 1 way becoming a teen parent would affect each area of my life.
- ☐ I described at least 4 ways becoming a teen parent would negatively affect my goals from Part 1.
- ☐ I explained how being abstinent will help me achieve my goals.

M/J Health 5 (7 th grade)		Unit 4: Human Sexuality		Unit Length: 3-4 Weeks	
Lesson Topic(s): STI, HIV, Healthy vs. Unhealthy Relationships			Lesson Duration: Week 3		
ACADEMIC VOCABULARY		FL STANDARDS & BENCHMARKS		LESSON OBJECTIVES/ SAMPLE LEARNING TARGETS	
STI-Sexually Transmitted Infection STD-Sexually Transmitted Disease Bacterial Infection Viral infection Parasitic Infection Protozoa Rape/Sexual Assault Dating Violence Consent Refusal Skill Transmission Pathogen Advocacy Abstinence Healthy Relationship Unhealthy Relationship	Chlamydia Gonorrhea Syphilis Trichomoniasis Pubic Lice Genital Herpes Genital Warts HPV HIV Aids Cervical Cancer Vaccine Violence Threats Isolation Harassment Characteristic	<u>HE.7.PHC.1.1</u> - Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated <u>HE.7.PHC.1.3</u> – Explain the importance of assuming responsibility for personal and reproductive health behaviors <u>HE.7.PHC.2.7</u> - Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors <u>HE.7.PHC.4.1</u> – Articulate ways to request access to healthy products, services, and environments. <u>HE.7.CEH.1.1</u> - Investigate how physical, mental/emotional, social, and intellectual dimensions of community health are interrelated HEALTH SKILLS ADDRESSED Core Concepts, Analyzing External and Internal Influences, Goal Setting, Self-Management, Advocacy			
LESSON CONTENT					
Topic/Lesson		Supporting Resource/Activity/Assessment			
Lesson One: STD/STI Facts Students will be able to: <ul style="list-style-type: none">Describe symptoms of common STDs;Explain that some STDs are asymptomatic;Explain how common STDs are transmittedExplain the short and long term consequences of common STDsDescribe why sexual abstinence is the safest, most effective way to avoid STD		Bellwork: List as many diseases that you can think of. Lesson Resources and Activities: (HealthSmart – HIV, STD and Pregnancy Prevention) <ul style="list-style-type: none">Lesson 6: STD Facts (p. 59 - 68)<ul style="list-style-type: none">"What is STD?" (Slide 12)"How do you Get an STD?" (Slide 13)STD Fact Gallery Walk (Teacher Guide p. 64) - (Workbook p. 13-14)Assessment: "What I Learned About STDs" (Workbook p. 15)			
Lesson Two: HIV Facts Students will be able to: <ul style="list-style-type: none">Explain how HIV is transmitted;Describe symptoms of HIV;Explain the consequences of HIV;Describe why sexual abstinence is the safest, most effective way to avoid HIV		Bellwork: Write three facts that you learned about STDs. Lesson Resources and Activities: (HealthSmart – HIV, STD and Pregnancy Prevention) <ul style="list-style-type: none">Lesson 7: HIV Facts (p. 69 - 82)<ul style="list-style-type: none">HIV Handshake Card Activity (Masters 3A-B)Define HIV and AIDS (Slide 15)"Ways HIV is Transmitted" (Slide 16)Revisit Handshake Card Activity – Who was at Risk...Ways to Prevent HIV Transmission – ABSTINENCE"Ways HIV is Not Transmitted" (Slide 17)Review Consequences of HIV (Teacher Guide p. 79)Assessment: "What I Learned About HIV" (Workbook p. 16)			
Lesson Three: Making Safe Decisions <ul style="list-style-type: none">Students will be able to demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries.		Bellwork: Pretend that you have to make a decision or choice about something that's important to you. Write the different things you would do, or steps you would take, to make that decision. Lesson Resources and Activities: (HealthSmart – Violence and Injury Prevention) <ul style="list-style-type: none">Lesson 6: Making Safe Decisions (p. 53 - 62)<ul style="list-style-type: none">"Decision-Making Steps" (Slide 6)"Making Safe Decisions Scenarios" (Master 4)<ul style="list-style-type: none">"Making Safe Decisions" (Workbook p. 11-12)			

<p>Lesson Four: Healthy vs. Unhealthy Relationships</p>	<p>Bellwork: Think about the relationships of people you know or have seen on television. As you think about these relationships, do you think that are healthy relationships or unhealthy? What characteristics do you think make them either healthy or unhealthy?</p> <ul style="list-style-type: none"> • Nearpod: "Healthy & Unhealthy Relationships" – Teachers add to library from district library • Health Smart: Qualities of Unhealthy Relationships / Qualities of Healthy Relationships • Assignment: Identifying Healthy and Unhealthy Relationships – Read and Respond <ul style="list-style-type: none"> ○ Identify if is a healthy or unhealthy relationship (maybe both) and explain. ○ Identify or list specific qualities described. ○ Describe how the relationship could be healthier in any way. • Venn Diagram: Healthy and Unhealthy Relationships • Health Smart: Emotional and Mental Health (Lesson 4, p. 29-37) <ul style="list-style-type: none"> ○ Student Workbook: pages 6-8 • Health Smart: HIV, STD and Pregnancy Prevention – (Lesson 1, p. 1-11) <ul style="list-style-type: none"> ○ Student Workbook: pages 2-3
<p>Lesson Five: Teen Dating Violence</p>	<p>Bellwork: What does consent mean? Why is consent important when considering relationships with other people?</p> <ul style="list-style-type: none"> • CDC: Teen Dating Violence Prevention: Downloaded Fact Sheet <ul style="list-style-type: none"> ○ (https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html) • Nearpod – "Teen Dating Violence" – Teachers add to library from district library • Handout: Consent Checklist • Quiz: Teen Dating Violence Quiz <ul style="list-style-type: none"> ○ Dating Matters Youth Handbook 7th Grade • Health Smart: HIV, STD and Pregnancy Prevention – Resisting Sexual Pressure (Lesson 11 p. 115-124) • Michigan Model for Health – Communicating Boundaries (Lesson 5, p. 125-135)

Lesson 6

STD Facts

Overview

In this lesson, students study facts about STD. They define STD and learn how STDs are transmitted. After reading more about STDs, they work in small groups to review the facts, including symptoms, which STDs can and cannot be cured, and the physical, social and emotional consequences of STD.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe symptoms of common STDs.
2. Explain that some STDs are asymptomatic.
3. Explain how common STDs are transmitted.
4. Explain the short- and long-term consequences of common STDs.
5. Summarize which STDs can be cured and which can be treated.
6. Describe why sexual abstinence is the safest, most effective way to avoid STD.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Performance Indicator

1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Materials & Preparation

Prepare

- Have **What Is STD?** (Slide 12), **How Do You Get an STD?** (Slide 13) and **Group Roles** (Slide 14), or make transparencies, if needed.
- Hang 6 pieces of chart paper at different places in the classroom. Label the papers as follows:
 - What are some common STDs?
 - What are the symptoms of common STDs?
 - What are the health consequences of common STDs?
 - What are the social and emotional consequences of STD?
 - Which STDs can be cured?
 - How can people avoid STD?

Review

- **STD Facts** (*Student Workbook* pages 13–15).
- **What I Learned About STD** (*Student Workbook* pages 16–17), **What I Learned About STD Key**, page 68, and Scoring Rubric, page 181.

Health Terms

Review the teaching steps, slides and activity sheets for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- chlamydia
- condom
- discharge
- genital warts
- gonorrhea
- groin
- hepatitis
- herpes
- NGU (nongonococcal urethritis)
- rectum
- semen
- symptom
- syphilis
- trichomoniasis
- vaginal fluid

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension. Review key terms from previous lessons that apply to this lesson.
- Further define and explain sexually transmitted diseases (STDs) and give examples, as your school district policy and state education code or regulations dictate.

To ensure student success with reading:

- Make a slide or transparency of the **STD Facts** reading sheet. Read aloud, clarify terms and respond to students' questions.
- Pair students with stronger reading skills or peer tutors with students who may need help with the **STD Facts** reading sheet.
- Highlight students' **STD Facts** activity sheets to help them focus on key concepts or terms.

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **What I Learned About STD** activity sheet. Allow students to draw or record their responses.
- Allow students to create posters that document the answers to the **What I Learned About STD** activity sheet.

Introduction

Note: The terms sexually transmitted disease (STD) and sexually transmitted infection (STI) mean the same thing. They describe illness caused by the transmission of pathogens (germs) from one person to another through sexual contact, such as vaginal, oral or anal intercourse, or genital touching.

■ Get students ready for learning

Transition

On a piece of paper, list as many different diseases as you can think of.

Allow students to focus and work quietly for a minute or two. Then call on students to share some of the diseases they listed and make a list on the board. If students have mentioned STD or HIV, circle it. If students haven't mentioned STD, add it to the list.

We'll be talking more about one kind of disease people can get in just a minute. But first let's talk about how the talks with your parents or guardians went.

Debrief

How many of you were able to talk with a parent or another family member about the challenges of being a parent? What were some of the challenges you discussed? Did your parent or guardian suggest any challenges you hadn't thought of before?

*Take a few minutes to follow up on students' experiences with taking the **Time to Talk: Challenges of Being a Parent** family sheet home and the talks they had with their parents or other family members.*

Motivate

How much do you think teens worry about getting injured or getting a disease? Do they believe they are at risk of getting sick or hurt? Or do they tend to think "that won't happen to me"?

Allow students to respond to the question and discuss their ideas. (Note: Be sensitive to students who may be dealing with a chronic disease such as asthma or diabetes.)

People can't always control whether they get sick or get a disease. But often there are things you can do to help yourself stay healthy and reduce the chances of getting a disease. Today we're going to be talking about another possible consequence of sexual activity—diseases people can get from having sex.

Teaching Steps

■ Define STD

State

An STD, or sexually transmitted disease, is an infection that is passed from one person to another during sex.

Survey

What percent of STD infections do you think happen to teens?

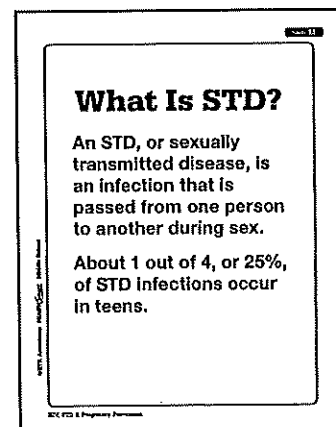
*Allow several students to guess the answer.
Ask other students to raise their hands if they agree with the guess.*

Prepare

Show the **What Is STD?** slide.

State

About 1 out of 4, or 25%, of STD infections occur in teens.



Slide 12

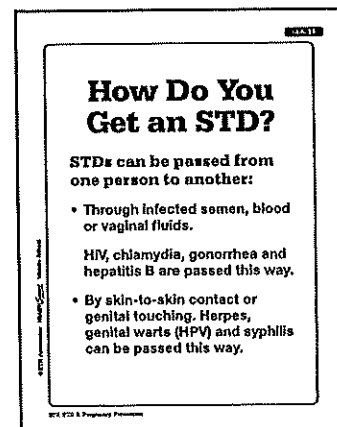
■ Teach about STD transmission

Prepare

Show the **How Do You Get an STD?** slide.

State

STDs can be passed from one person to another:



Slide 13

- Through infected semen, blood or vaginal fluids. HIV, chlamydia, gonorrhea and hepatitis B are passed this way.
- By skin-to-skin contact or genital touching. Herpes, genital warts (HPV) and syphilis can be passed this way.

Explain

Further explain and clarify transmission methods if students have questions or are confused.

■ Small groups test their knowledge about STD

Prepare

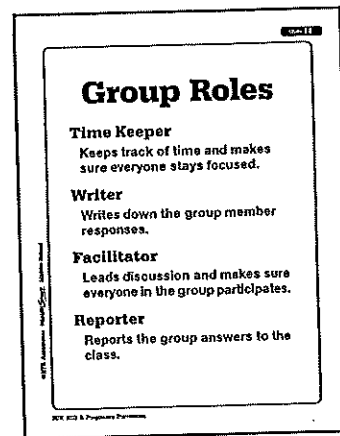
Show the Group Roles slide.

Review

Let's see how much you already know about STDs.

Use the following steps to complete the activity:

1. Put students into 6 small groups and assign each group to one of the chart paper stations.
2. Assign students in each group the following jobs:
 - **Time Keeper:** Keeps track of time and makes sure everyone stays focused.
 - **Writer:** Writes the group member responses on the chart paper.
 - **Facilitator:** Leads discussion and makes sure everyone in the group participates.
 - **Reporter:** Reports the group answers to the class.
3. Direct groups to brainstorm answers to the question on the chart paper. The writers should record their ideas on the chart paper.
4. When groups have listed at least 1 answer to the question (allow about 1 minute), direct them to rotate to the next piece of chart paper. Tell them to read the question and the answer(s) from the previous group, and add any additional answers they can think of for that question.



Slide 14

Instruct groups not to rotate until you direct them to. You may want to use a signal such as a hand clap or ringing a bell to let the groups know when it's time to switch. It's important to keep the groups moving every 1–2 minutes.

5. Have groups continue to rotate until they have written on all 6 pieces of chart paper and are back at their original stations. Then have students go back to their seats.

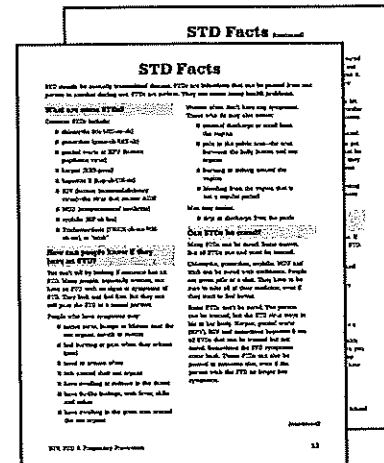
Read

Now let's read some facts about STD.

Direct students to turn to **STD Facts** on page 13 of the Student Workbook.

Call on volunteers to read the information aloud while all students follow along. Stop after each section to summarize key points.

Small groups review facts about STD



Workbook pages 13–14

Review & Share

When students have finished reading, ask them to return to their small groups and go back to their original chart paper station.

Now you're going to use what you've learned to review and make sure the class responses to the question on the chart paper are correct.

Direct students to go through the responses written on the chart paper. Have them:

- Circle correct responses.
- Cross out or correct any inaccurate responses.
- Add any missing information.

When groups have finished reviewing, have the reporter from each group summarize the information on their chart paper for the class. Clarify key points and correct any misinformation, as needed.

Summarize

- Common STDs include chlamydia, gonorrhea, syphilis, genital warts (HPV), herpes, hepatitis B, HIV, NGU and trichomoniasis.

- Common symptoms include burning or pain when urinating (peeing), itching, swelling, flu-like feelings, and sores, bumps or blisters on or near the sex organs. It's also possible for a person to have an STD without any symptoms and to pass that STD to a partner. Many women show no signs or symptoms when they have an STD.
- Untreated STD can lead to other illnesses, make people unable to have children, damage other parts of the body, and be very uncomfortable.
- Other consequences include having to tell partner(s), losing trust in a relationship, worry and regrets.
- Some STDs can't be cured. They stay in the person's body even after treatment.
- The best way to avoid STD is to be abstinent and not have sex.

Assessment & Closure

■ Students demonstrate learning

Complete & Share

Direct students to turn to **What I Learned About STD** on page 15 of the Student Workbook and have them complete the activity sheet individually.

■ End the lesson

Close

Pretend you have a friend who says: "STDs aren't a big deal. If you have symptoms, you just go see a doctor and get some medicine."

What would you say to convince your friend that STDs are serious?

Allow as many students as possible to respond to the question. Try to elicit the main points learned in the lesson:

- People with an STD don't always have symptoms, especially women.
- Some STDs can't be cured.

What I Learned About STD

Directions: Use what you learned today to answer the questions.

- Describe 3 symptoms of STD.
- Can you tell by looking whether a person has an STD? Why or why not?
- How does a person get an STD?
- Describe 3 short-term and 3 long-term consequences of STD.

Short-term:	Long-term:
- List at least 3 STDs that can be treated and cured.
List at least 3 STDs that can be treated but not cured.
- What is the safest, best way to avoid STD and why?

Self-Check

1. I understand the importance of STD.
2. I know how to protect myself from STD.
3. I know the difference between STDs that can be treated and cured and those that cannot.
4. I know the importance of testing for STD.
5. I know the importance of telling my partner(s) about STD.

15

Workbook page 15

- A person with an STD can give it to his or her partner.
- STDs can have serious physical, social and emotional consequences.

Assess

Collect students' **What I Learned About STD** activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students described symptoms of common STDs by:

- ☐ Completing the **What I Learned About STD** activity sheet.

Objective 2

Students explained that some STDs are asymptomatic by:

- ☐ Completing the **What I Learned About STD** activity sheet.

Objective 3

Students explained how common STDs are transmitted by:

- ☐ Completing the **What I Learned About STD** activity sheet.

Objective 4

Students explained the short- and long-term consequences of common STDs by:

- ☐ Completing the **What I Learned About STD** activity sheet.

Objective 5

Students summarized which STDs can be cured and which can be treated by:

- ☐ Completing the **What I Learned About STD** activity sheet.

Objective 6

Students described why sexual abstinence is the safest, most effective way to avoid STD by:

- ☐ Completing the **What I Learned About STD** activity sheet.

(Scoring Rubric, page 181)

Teacher Page

What I Learned About STD Key

Directions: Use what you learned today to answer the questions.

- ① **Describe 3 symptoms of STD.**
itching, burning or pain during urination, swelling, flu-like symptoms, sores, bumps or blisters on or near sex organs

- ② **Can you tell by looking whether a person has an STD? Why or why not?**
no, because sometimes people with an STD have no symptoms

- ③ **How does a person get an STD?**
through infected semen, blood, vaginal fluids; skin-to-skin contact or genital touching

- ④ **Describe 3 short-term and 3 long-term consequences of STD.**

Short term uncomfortable or painful symptoms, embarrassment at having to tell partners, worry, regrets, losing trust in the relationship, partner(s) must also be treated	Long term damage to other parts of the body (liver, reproductive organs), loss of ability to have children, cancer, skin diseases, blindness, brain damage, heart disease, death; for STDs that can't be cured, have to tell other partners about it for the rest of their lives
--	--
- ⑤ **List at least 2 STDs that can be treated and cured:**
chlamydia, gonorrhea, syphilis, NGU, trichomoniasis

List at least 2 STDs that can be treated but not cured:
herpes, HPV, HIV, hepatitis B

- ⑥ **What is the safest, best way to avoid STD and why?**
abstinence, because if a person does not have sex, he/she won't come into contact with body fluids that transmit STD

Self-Check

- ☐ I described 3 signs or symptoms of STD.
- ☐ I explained why you can or cannot tell by looking whether a person has an STD.
- ☐ I explained how a person gets an STD.
- ☐ I described 3 short-term and 3 long-term consequences of STD.
- ☐ I listed at least 2 STDs that can be treated and cured.
- ☐ I listed at least 2 STDs that can be treated but not cured.
- ☐ I explained the safest, best way to avoid STD and why.

What Is STD?

An STD, or sexually transmitted disease, is an infection that is passed from one person to another during sex.

About 1 out of 4, or 25%, of STD infections occur in teens.

How Do You Get an STD?

STDs can be passed from one person to another:

- Through infected semen, blood or vaginal fluids.

HIV, chlamydia, gonorrhea and hepatitis B are passed this way.

- By skin-to-skin contact or genital touching. Herpes, genital warts (HPV) and syphilis can be passed this way.

STD Facts

STD stands for sexually transmitted disease. STDs are infections that can be passed from one person to another during sex. STDs are serious. They can cause many health problems.

What are some STDs?

Common STDs include:

- chlamydia (kla-MID-ee-uh)
- gonorrhea (gone-uh-REE-ah)
- genital warts or HPV (human papilloma virus)
- herpes (HER-pees)
- hepatitis B (hep-uh-TIE-tis)
- HIV (human immunodeficiency virus)—the virus that causes AIDS
- NGU (nongonococcal urethritis)
- syphilis (SIF-uh-liss)
- Trichomoniasis (TRICK-uh-mo-NIE-uh-sis), or "trich"

How can people know if they have an STD?

You can't tell by looking if someone has an STD. Many people, especially women, can have an STD with no signs or symptoms of STD. They look and feel fine. But they can still pass the STD to a sexual partner.

People who have symptoms may:

- notice sores, bumps or blisters near the sex organs, mouth or rectum
- feel burning or pain when they urinate (pee)
- need to urinate often
- itch around their sex organs
- have swelling or redness in the throat
- have flu-like feelings, with fever, chills and aches
- have swelling in the groin area around the sex organs

Women often don't have any symptoms. Those who do may also notice:

- unusual discharge or smell from the vagina
- pain in the pelvic area—the area between the belly button and sex organs
- burning or itching around the vagina
- bleeding from the vagina that is not a regular period

Men may notice:

- drip or discharge from the penis

Can STDs be cured?

Many STDs can be cured. Some cannot. But all STDs can and must be treated.

Chlamydia, gonorrhea, syphilis, NGU and trich can be cured with antibiotics. People are given pills or a shot. They have to be sure to take all of their medicine, even if they start to feel better.

Some STDs can't be cured. The person can be treated, but the STD virus stays in his or her body. Herpes, genital warts (HPV), HIV and sometimes hepatitis B are all STDs that can be treated but not cured. Sometimes the STD symptoms come back. These STDs can also be passed to someone else, even if the person with the STD no longer has symptoms.

(continued)

STD Facts *(continued)*

What are the health consequences of STD?

If STDs aren't treated, they can lead to many health problems:

- **More serious infections.** If STDs such as chlamydia and gonorrhea aren't treated and cured, they can cause damage to a person's reproductive organs. This can make it hard or even impossible for the person to have children.
- **Damage to other parts of the body.** For example, untreated hepatitis B can lead to lasting liver damage, including cancer. HIV can damage the body's immune system and make the person unable to fight off other diseases or infections. Gonorrhea can cause heart trouble, skin diseases and blindness. Syphilis can cause heart disease, brain damage, blindness and death. Some types of HPV can lead to cancer.
- **Uncomfortable symptoms.** Itching and burning are painful and hard to deal with. Sores and blisters can be messy and hurt.

Having an STD can make a person more likely to get another one. For example, a person who has gonorrhea is more at risk for HIV.

What are other consequences of STD?

STDs can cause social and emotional consequences too:

- If a person has an STD, he or she must tell any sexual partners. This can be difficult or embarrassing.
- The person's partner(s) must be checked and treated for the STD too.

- People who have an STD such as herpes, HPV or HIV that can't be cured will have to tell anyone they have sex with, for the rest of their lives, about it. Their partners have a right to know about the risk.
- Worrying about STD can take up a lot of time and energy. People may wonder if they have an STD with no symptoms. They may worry about the lasting consequences if they don't get treated.
- STDs affect relationships. If people get an STD from a partner they may not be able to trust that partner again. If they give an STD to someone, that person may stop trusting them.
- People may have regrets about getting an STD and wish they had been more careful.

How can people protect themselves from STD?

The best way to avoid STD is abstinence. If people don't have sex, they can't get an STD.

People who are sexually active need to:

- Talk to their partners about STD and get tested before having sex.
- Use latex condoms every time they have sex.
- Know the signs of STD.
- Get regular STD checkups.

If you think you might have an STD, see a doctor right away. Don't wait or let embarrassment stop you. Most local health departments have free STD clinics where you can be tested and treated. They will keep your information private and teach you how to avoid STD in the future.

What I Learned About STD

Directions: Use what you learned today to answer the questions.

① Describe 3 symptoms of STD.

② Can you tell by looking whether a person has an STD? Why or why not?

③ How does a person get an STD?

④ Describe 3 short-term and 3 long-term consequences of STD.

Short term

Long term

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

⑤ List at least 2 STDs that can be treated and cured:

List at least 2 STDs that can be treated but not cured:

⑥ What is the safest, best way to avoid STD and why?

Self-Check

- ☐ I described 3 signs or symptoms of STD.
- ☐ I explained why you can or cannot tell by looking whether a person has an STD.
- ☐ I explained how a person gets an STD.
- ☐ I described 3 short-term and 3 long-term consequences of STD.
- ☐ I listed at least 2 STDs that can be treated and cured.
- ☐ I listed at least 2 STDs that can be treated but not cured.
- ☐ I explained the safest, best way to avoid STD and why.

Lesson 6: STD Facts

- chlamydia
- condom
- discharge
- genital warts
- gonorrhea
- groin
- hepatitis
- herpes
- NGU
(nongonococcal
urethritis)
- rectum
- semen
- symptom
- syphilis
- trichomoniasis
- vaginal fluid

List as many different diseases as you can think of.

[illegible]

STDs can be passed:

Through infected semen, blood or vaginal fluids:

By skin-to-skin contact or genital touching:

HIV, STD & Pregnancy Prevention

Lesson 6: STD Facts *(continued)*

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

Lesson 7

HIV Facts

Overview

In this lesson, students learn facts about HIV. After learning the definition of HIV, they take part in an activity designed to illustrate the risks of HIV transmission. They discuss how HIV is transmitted and then discuss the activity results to understand ways to help prevent it. The teacher clarifies that HIV can't be transmitted by everyday activities or day-to-day contact, and then explains the symptoms and long-term health consequences of HIV.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Explain how HIV is transmitted.
2. Describe symptoms of HIV.
3. Explain the consequences of HIV.
4. Describe why sexual abstinence is the safest, most effective way to avoid HIV.
5. Explain why it is safe to be a friend of someone who has HIV.

National Health Education Standards

Standard 1:
Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Performance Indicator

1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Materials & Preparation

Prepare

- Have **What Is HIV?** (Slide 15), **Ways HIV Is Transmitted** (Slide 16) and **Ways HIV Is Not Transmitted** (Slide 17), or make transparencies, if needed.
- Have 2 latex gloves. Make a small hole in the fingertip of 1 of the gloves. (Note: Be sure that none of your students are allergic to latex.)

Copy

- Make **HIV Handshake Cards** (Masters 3A–B). Copy Card 1 for all but 4 students, and have 2 each of Cards 2, 3 and 4.

Review

- **What I Learned About HIV** (*Student Workbook* page 16), **What I Learned About HIV Key**, page 82, and Scoring Rubric, page 182.

Health Terms

Review the teaching steps, slides, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- AIDS (acquired immune deficiency syndrome)
- condom
- diagnosis
- HIV (human immunodeficiency virus)
- immune system
- injection drugs
- lymph nodes
- monogamy
- serial monogamy
- virus

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension. Review key terms from previous lessons that apply to this lesson.
- Further define and explain HIV and AIDS and give examples, as your school district policy and state education code or regulations dictate.
- Prepare a set of lead-in prompts to help students identify key information from discussion (e.g., People don't get HIV from...).

To ensure student success with writing:

- Pair students with stronger writing skills or peer tutors with students who may need help with completing the **What I Learned About HIV** activity sheet. Allow students to draw or record their responses.
- Allow students to create posters to document the answers to **What I Learned About HIV** activity sheet.

Introduction

■ Get students ready for learning

Transition

On a piece of paper, write at least 3 things you learned about STD. Be sure one of these things includes the best way to prevent STD.

Allow time for students to focus and work quietly for a minute or two. Then allow them to share what they wrote. Be sure to reinforce being sexually abstinent as the best way to prevent STD.

Motivate

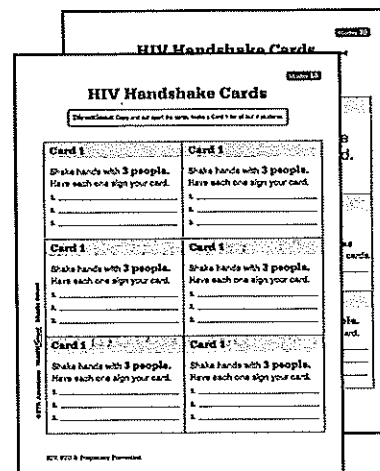
Today you're going to learn more about a particular STD. But let's begin today's class with a handshake activity.

Distribute the HIV Handshake Cards as follows:

- Give 2 students Card 2 (representing abstinence). Be sure they understand the instructions on the card.
- Give 2 students Card 3 (representing monogamy). Be sure they understand the instructions on the card.
- Keep 1 copy of Card 4 (representing HIV infection) for yourself. If you have more than 15 students, give an additional copy of Card 4 to a mature student who is a leader in the class.
- Give the rest of the students Card 1 (representing participation in a risky behavior). Be sure they understand the instructions on the card.
- Give 2 of the students who receive Card 1 a latex glove and ask them to wear the glove on their right hand during the activity. (Note: One glove will have a small hole in it.)

We've all been given cards with some directions. We will have 3 minutes to complete the activity. Be sure to follow the directions on your card.

Begin and model the activity by shaking 3 students' hands and having them sign the card. Allow time for students to circulate to shake hands and sign cards to complete the activity. Explain that you will talk about the results of the activity in just a little while.



Masters 3A-B

Teaching Steps

■ Define HIV & AIDS

Explain

In the last class you learned more about STDs. Today we're going to be talking about a particular STD called HIV.

Prepare

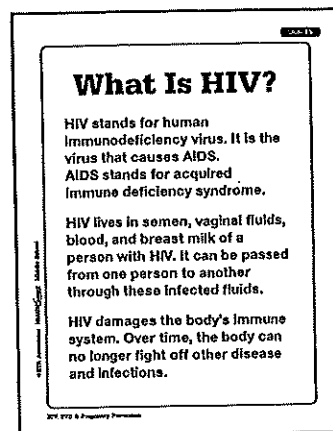
Show the **What Is HIV?** slide.

State

HIV stands for human immunodeficiency virus. It is the *virus* that causes AIDS. AIDS stands for acquired immune deficiency syndrome.

HIV lives in semen, vaginal fluids, blood, and breast milk of a person with HIV. It can be passed from one person to another through these infected fluids.

HIV damages the body's *immune system*. Over time, the body can no longer fight off other disease and infections.



Explain

The immune system helps protect the body from illness and disease. When a person gets sick, the immune system helps fight off the infection, so the body can get well again. Over time, HIV weakens and destroys a person's immune system. A person with HIV is diagnosed with AIDS when the immune system has become so weak that it can no longer fight off certain common illnesses. These are illnesses that usually don't infect healthy people, but they take advantage of the person with HIV's weakened immune system to cause serious and life-threatening harm. People may live with HIV for a very long time before they are diagnosed with AIDS.

■ Teach about how HIV is transmitted

Explain

Because HIV lives in semen, vaginal fluids, blood, and breast milk, it can be passed if any of these fluids from a person with HIV gets into another person's body. This can happen in several ways.

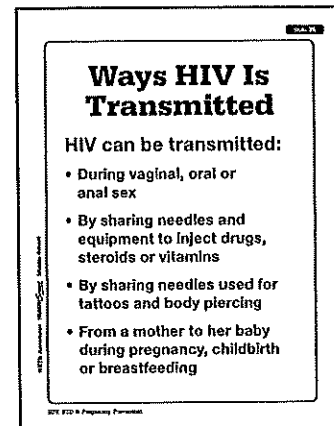
Prepare

Show the *Ways HIV Is Transmitted* slide.

State

HIV can be transmitted:

- During vaginal, oral or anal sex
- By sharing needles and equipment to inject drugs, steroids or vitamins
- By sharing needles used for tattoos and body piercing
- From a mother to her baby during pregnancy, childbirth or breastfeeding



Slide 16

(Note: clarify types of injection drugs for students if needed.)

Explain

Pregnant women with HIV can take medicines to help lower the chances of passing HIV to the fetus in the womb or to the baby during and after birth. The other forms of HIV transmission have to do with people's behavior choices around sex and sharing needles. You just participated in an activity designed to help you understand these kinds of HIV transmission.

Survey

What do you think the "handshake" in this activity represented?

Allow time for several students to share their answers.

Summarize

The handshake represented any behavior, such as having sex or sharing needles, that would put you at risk for HIV.

Demonstrate

Let's investigate who was at risk during the HIV handshake activity.

- I had Card 4. Card 4 represents someone who has HIV. *(Note: If you also gave a student Card 4, instruct that person to stand as well.)*
- If your card has my name (or the name of the person who is standing), please stand. This means that you have been exposed to and may have been infected with HIV.
- If your card has the name of any of the people who are now standing, please stand. Again, this means that you have been exposed to and may have been infected with HIV.

Continue asking students to stand if their card has the name of someone who is standing, until no more students stand. The students with Cards 2 (abstinence) and 3 (monogamy) will still be seated.

Ask students to look around the room and note how many people are standing.

Ask & Discuss

What would have happened in this activity if the person or people with Card 4 shook only 1 other person's hand?

What would have happened in this activity if the person or people with Card 4 shook the hand of 5 other people instead of just 3?

Allow students to respond to the questions and discuss their ideas.

Summarize

If a person with Card 4 had shaken only 1 other person's hand, there would have been fewer people exposed to HIV. If a person with Card 4 had shaken 5 people's hands, there would have been even more people exposed to HIV.

The more sexual partners a person has, the greater the chance that person will be exposed to HIV. In the same way, the more people a person shares needles with, the greater the chance the person will be exposed to HIV. The risk of exposure to HIV can be reduced by having fewer sexual partners and never sharing needles.

■ Teach about ways to help prevent HIV

Demonstrate

Note: Have the standing students remain standing as you explain the meaning of Card 2.

Some people aren't standing. Let's find out why. Raise your hand if you have Card 2.

Call on a student with Card 2 to read the card instructions aloud.

Not shaking anyone's hand represents not having sex or never sharing needles. Remaining sexually abstinent and never sharing needles for any reason is the only 100% sure way to avoid HIV.

Survey

Ask the Card 2 holders:

- Did anyone try to shake your hand?
- What strategies did you use to resist shaking hands?

(Note: Sometimes a student with Card 2 may have given in to pressure and shaken someone's hand. If this happened, use the opportunity to discuss the challenge of staying abstinent under pressure.)

Demonstrate

Note: Have the standing students continue to remain standing as you explain the meaning of Card 3.

Raise your hand if you have Card 3. These two people are also not standing. Let's find out what that card means.

Call on a student with Card 3 to read the card instructions aloud.

Shaking only the hand of the other Card 3 holder represents *monogamy*. Monogamy means being in a life-long or very long-term relationship in which you have sex only with that one person, who has sex only with you. In a monogamous relationship, both people agree not to have any other sexual partners. As long as neither person has HIV and they remain faithful to each other, monogamy keeps people safe from sexual transmission of HIV. To be completely safe, both partners must never have shared needles with anyone for any reason. Being monogamous is a commitment that can help people avoid HIV and other STD.

Survey

Ask the Card 3 holders:

- Did anyone besides the other Card 3 holder try to shake your hand?
- What strategies did you use to resist shaking hands?

(Note: Sometimes students with Card 3 will not have followed directions and will have shaken the hand of someone besides the other Card 3 holder. If this happened, use the opportunity to discuss the risk of "cheating" in a monogamous relationship).

Explain

Sometimes people are monogamous within their relationships, but have a series of short-term relationships one after the other. This is called *serial monogamy*. Even though they have sex only with each other while they are going out, the fact that the relationship lasts only a few weeks or months means they are still at risk for HIV and other STDs. Monogamy protects people only if they are in a very long-term, even life-long committed and exclusive relationship.

Demonstrate

Raise your hand if you're standing but have a glove on. What do you think the glove represents?

Allow time for students to guess. Then explain what the glove symbolizes.

The glove represents a latex condom. A condom is a latex or plastic cover that fits over a man's penis during sex, so that no semen can enter his partner's body. Condoms can help reduce the risk of HIV transmission. But condoms may not work 100% of the time.

Ask & Discuss

What are some reasons a condom might not work or be effective at preventing transmission of HIV?

Allow time for students to respond to the question and discuss their ideas.

Summarize

When condoms are used incorrectly they can break or slide off. Condoms can also break down when they are old or exposed to heat and this can cause them to leak or break. Sometimes people forget or fail to use a condom every time they have sex.

Demonstrate

If you are wearing a latex glove, look closely at the fingertips. If there is a hole in one of them, it means the condom wasn't effective in reducing your risk of HIV, so you have to remain standing. If your glove doesn't have a hole in it, you can sit down. You avoided HIV by using a condom correctly and consistently.

Allow the student with the intact glove to sit down.

Summarize

All of the people who are still standing put themselves at risk and may have been infected with HIV. Being sexually abstinent and never sharing needles for any reason is the only 100% protection from HIV. Monogamy can also protect people, as long as neither of them has HIV or another STD, and they remain in an exclusive relationship. If people are sexually active, they can help protect themselves by using latex condoms correctly every time they have sex.

Direct all students to sit down.

■ Clarify how HIV is *not* transmitted**Explain**

The handshake activity helped illustrate how HIV can be spread and how it can be prevented. But it's important to remember that this was just a demonstration. People do *not* get HIV from shaking hands with someone who has it. You can't get HIV from touching someone or from everyday activities.

Survey

Have you heard of any ways HIV is transmitted other than the ones you learned about earlier? Are these facts or myths?

Allow students to respond to the question.

Prepare

Show the Ways HIV Is Not Transmitted slide.

Explain

Compare the students' responses with the answers on the slide. If students state any myths not listed on the slide, discuss these as well.

HIV is *not* transmitted by:

- Donating blood
- Hugging, kissing or sharing food
- Telephones, toilet seats, towels or eating utensils
- Tears, saliva, sweat or urine
- Mosquitoes or other insects

(Note: If students share other transmission myths, such as who can and can't get HIV, be sure to clarify that it is people's behaviors that put them at risk, not their gender, ethnicity or sexual orientation. Stress that anyone who practices risky behaviors is at risk for HIV.)

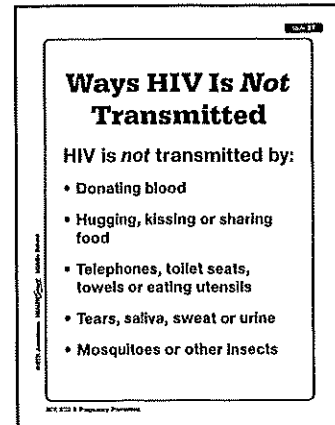
Ask & Discuss

Is it safe to be friends with someone who has HIV? Why or why not?

Allow students to respond to the question and discuss their ideas.

Summarize

HIV is *not* transmitted by casual everyday contact. So it is very safe to be friends with someone who has HIV.



Slide 17

■ Teach about symptoms and consequences of HIV

Explain

You can't tell if someone has HIV. People with HIV may look and feel well for a long time. They may not even know they have HIV. The only way to know for sure is to get tested.

People with HIV may have flu-like symptoms when they are first infected. These may last from a few days to a few weeks. Then they may not notice symptoms for years. Many people in the early stages of HIV have no symptoms, and there is no way to tell by looking that a person has HIV at this stage. But even without symptoms, a person with HIV can pass it to others through unsafe sex or sharing needles.

The sooner people with HIV see a doctor, the healthier they will stay. Treatment with medicines can help stop the virus from growing and damaging the immune system, so the person stays stronger and healthier longer. The stage of HIV without symptoms can last 10 years or longer without treatment, or several decades with early and ongoing treatment.

Without treatment, as HIV slowly damages more of the immune system, people may have fever, chills, a rash, sweating at night, achy muscles, a sore throat, swollen lymph nodes and sores in the mouth. As HIV progresses, the person may get sick more often. A person with HIV is diagnosed with AIDS when his or her immune system can no longer fight off certain kinds of diseases. These diseases eventually make the person very ill. There is no cure for HIV, which is why it is so important for people to know how to prevent and protect themselves from it.

In addition to the health consequences, people with HIV also face emotional and social consequences. They have to learn to live with a chronic disease. They may have to take medicines many times a day. They have to tell any potential sexual partners that they have HIV, and be sure to always use latex or plastic condoms if they have sex. And sometimes people with HIV still face discrimination and misunderstanding.

Ask questions and review the main points to ensure student understanding.

Assessment & Closure

■ Students demonstrate learning

Complete

Direct students to turn to **What I Learned About HIV** on page 16 of the Student Workbook and have them complete the activity sheet individually.

What I Learned About HIV

Remember: Use what you learned today to answer the questions.

- What are the 3 ways a person can get HIV?
- What are at least 2 symptoms of HIV?
- What are the consequences of HIV? Be sure to describe what happened to the body over time when a person has HIV.
- What is the safest, best way to avoid HIV and why?
- Why is it safe to be friends with someone who has HIV?

Exit Check:

- How can I protect myself?
- What are the symptoms of HIV?
- What are the consequences of HIV?
- What is the safest way to avoid HIV?
- Why is it safe to be friends with someone who has HIV?

16

Workbook page 16

■ End the lesson

Close

Today you learned about another serious consequence of sexual activity—being exposed to HIV. What is something new you learned about HIV?

Allow as many students as possible to respond to the question. Try to elicit the main points learned in the lesson:

- HIV is passed in semen, vaginal fluids, blood and breastmilk.
- HIV can be passed during sex or by sharing needles for any reason. It is not passed by everyday contact or activities.
- The more sexual partners a person has, the greater the chance that person will be exposed to HIV.
- Sexual abstinence and never sharing needles for any reason are the best ways to avoid HIV. Life-long monogamy with a partner who never shares needles can also protect people.
- Latex condoms can help sexually active people protect themselves from HIV. Condoms must be used correctly every time a person has sex.
- HIV damages the body's immune system. Medicines can help people with HIV stay healthy longer. But, over time, the body can no longer fight off other disease and infections.

Assess

Collect students' **What I Learned About HIV** activity sheets and evaluate their work for this lesson.

Assessment Evidence**Objective 1**

Students explained how HIV is transmitted by:

- ☐ Completing the **What I Learned About HIV** activity sheet.

Objective 2

Students described symptoms of HIV by:

- ☐ Completing the **What I Learned About HIV** activity sheet.

Objective 3

Students explained the consequences of HIV by:

- ☐ Completing the **What I Learned About HIV** activity sheet.

Objective 4

Students explained why sexual abstinence is the best way to avoid HIV by:

- ☐ Completing the **What I Learned About HIV** activity sheet.

Objective 5

Students explained why it is safe to be a friend of someone who has HIV by:

- ☐ Completing the **What I Learned About HIV** activity sheet.

(Scoring Rubric, page 182)

HIV Handshake Cards

Directions: Copy and cut apart the cards. Make a Card 1 for all but 4 students.

Card 1

Shake hands with **3 people**.
Have each one sign your card.

1. _____
2. _____
3. _____

Card 1

Shake hands with **3 people**.
Have each one sign your card.

1. _____
2. _____
3. _____

Card 1

Shake hands with **3 people**.
Have each one sign your card.

1. _____
2. _____
3. _____

Card 1

Shake hands with **3 people**.
Have each one sign your card.

1. _____
2. _____
3. _____

Card 1

Shake hands with **3 people**.
Have each one sign your card.

1. _____
2. _____
3. _____

Card 1

Shake hands with **3 people**.
Have each one sign your card.

1. _____
2. _____
3. _____

HIV Handshake Cards (continued)

Directions: Copy and cut apart the cards..

Card 2

Do **not** shake
anyone's hand.

Card 2

Do **not** shake
anyone's hand.

Card 3

Shake hands with **only**
1 other person who has
Card 3. Sign each other's cards.

1. _____

Card 3

Shake hands with **only**
1 other person who has
Card 3. Sign each other's cards.

1. _____

Card 4

Shake hands with **3 people.**
Have each one sign your card.

1. _____

2. _____

3. _____

Card 4

Shake hands with **3 people.**
Have each one sign your card.

1. _____

2. _____

3. _____

What Is HIV?

HIV stands for human immunodeficiency virus. It is the virus that causes AIDS.

AIDS stands for acquired immune deficiency syndrome.

HIV lives in semen, vaginal fluids, blood, and breast milk of a person with HIV. It can be passed from one person to another through these infected fluids.

HIV damages the body's immune system. Over time, the body can no longer fight off other disease and infections.

Ways HIV Is Transmitted

HIV can be transmitted:

- **During vaginal, oral or anal sex**
- **By sharing needles and equipment to inject drugs, steroids or vitamins**
- **By sharing needles used for tattoos and body piercing**
- **From a mother to her baby during pregnancy, childbirth or breastfeeding**

Ways HIV Is *Not* Transmitted

HIV is *not* transmitted by:

- Donating blood
- Hugging, kissing or sharing food
- Telephones, toilet seats, towels or eating utensils
- Tears, saliva, sweat or urine
- Mosquitoes or other insects

What I Learned About HIV

Directions: Use what you learned today to answer the questions.

① What are the 3 ways a person can get HIV?

② What are at least 3 symptoms of HIV?

③ What are the consequences of HIV? Be sure to describe what happens to the body over time when a person has HIV.

④ What is the safest, best way to avoid HIV and why?

⑤ Why is it safe to be friends with someone who has HIV?

Self-Check

- ☐ I listed 3 ways a person can get HIV.
- ☐ I listed at least 3 symptoms of HIV.
- ☐ I described consequences of HIV, including what happens to the body over time.
- ☐ I explained the best way to avoid HIV and why.
- ☐ I explained why it is safe to be around someone with HIV.

Student Journal

Lesson 7: HIV Facts

New words

AIDS (acquired
immune
deficiency
syndrome)

condom

diagnosis

HIV (human
immuno-
deficiency virus)

immune system

injection drugs

lymph nodes

monogamy

serial monogamy

virus

Journal entry

Write at least 3 things you learned about STD. Be sure one of these things includes the best way to prevent STD.

Ways HIV Is *Not* Transmitted

- Donating blood
- Hugging, kissing or sharing food
- Telephones, toilet seats, towels or eating utensils
- Tears, saliva, sweat or urine
- Mosquitoes or other insects

Class discussion notes

New words

antibiotics

treatment

Student Journal

Lesson 8: STD & Responsible Actions

Journal entry

List some things you think would happen if a person had an STD and didn't do anything about it.

If You Had an STD

You would need to:

Get treated.

Tell your partner(s).

Make sure your partner got treated.

(continued)

Lesson 6

Making Safe Decisions

Overview

This lesson focuses on decision-making skills. Students briefly review the seriousness of unintentional injury and identify ways young people can be injured. Then they learn decision-making steps and work in pairs to apply the decision-making process to a variety of risky situations.

Time: 45–60 minutes

Lesson Objective

Students will be able to:

1. Demonstrate decision-making skills that can be used to avoid or reduce the risk of unintentional injuries.

Materials & Preparation

Prepare

- Have **Decision-Making Steps** (Slide 6), or make a transparency, if needed.

Copy

- **Making Safe Decisions Scenarios** (Master 4), enough for the students in each pair to have the same scenario.

Review

- **Making Safe Decisions** (*Student Workbook* pages 11–12), and *Scoring Rubric*, page 178.

National Health Education Standards

Standard 5: Decision Making

Performance Indicator

5.8.1: Identify circumstances that can help or hinder healthy decision making.

Performance Indicator

5.8.2: Determine when health-related situations require the application of a thoughtful decision-making process.

Performance Indicator

5.8.3: Distinguish when individual or collaborative decision making is appropriate.

Performance Indicator

5.8.4: Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

Performance Indicator

5.8.5: Predict the potential short-term impact of each alternative on self and others.

Performance Indicator

5.8.6: Choose healthy alternatives over unhealthy alternatives when making a decision.

Performance Indicator

5.8.7: Analyze the outcomes of a health-related decision.

Health Terms

Review the teaching steps, slide, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- consequence
- evaluate
- decision making
- outcome

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Make copies of the **Decision-Making Steps** slide and distribute to students. Review the steps as they apply to the concept of injury prevention (e.g., risk taking, dares, following safety rules).
- Allow students to refer to their notes from previous lessons on ways young people can be injured.
- Create flash cards that have one of the decision-making steps on each card, and have students place them in the correct order. Use the cards to help guide students through the decision-making process for a sample situation, having them explain an appropriate response for each step.

To ensure student success with writing:

- Pair students with stronger writing skills with students who may need help completing the **Making Safe Decisions** activity sheet. Or allow students to record or draw their responses.

Introduction

■ Get students ready for learning

Transition

Pretend you have to make a decision or choice about something that's important to you. On a piece of paper, write the different things you would do, or steps you would take, to make that decision.

Allow students to focus and work quietly for a minute or two.

We will come back to and use what you wrote later in the lesson.

Debrief

How did the talk with your parent or another family member about taking risks go? Does anyone want to share something you learned from the talk with your family member?

Take a few minutes to follow up on students' experiences with taking the Time to Talk: Dares & Risks family sheet home and the talks they had with their parents or other family members.

Motivate

You make decisions or choices every day. Some decisions are simple, such as what to wear, while some are more complex. Even decisions that seem simple at first can have important consequences. For example, choosing what to eat for one meal can be a simple decision. But, over time, the choices you make about what food to eat can have a big effect on your health.

Would anyone like to share a decision you made recently?

Call on a few students to briefly share their experiences. If the decision named lends itself to further discussion, follow up by asking how the student made the decision—What kinds of things did he or she think about? Did someone help?—and what the outcome was—Would he or she make the same decision again?

Today you're going to learn about making decisions that can help keep you safe.

Teaching Steps

■ Review ways injury can happen

Review & Discuss

What are some situations or ways people your age get injured?

Allow students to respond to the question and discuss their ideas.

Summarize

Young people can be injured in many situations. Areas to think about include:

- Motor vehicles
- Water
- Fire
- Recreation
- Firearms
- Being a pedestrian
- Falls
- Severe weather

Explain

Sometimes when people have been injured in these situations, they feel like it “just happened.” But, if you look closely, they made choices that led to taking a risk. Today, you’re going to learn steps that will help you make safe decisions and avoid or prevent injuries in these situations.

■ Teach about decision making

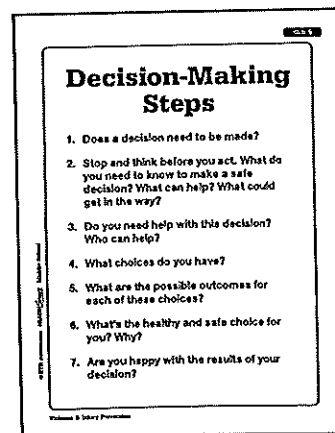
Prepare

Show the Decision-Making Steps slide.

Explain

These steps can help you make the best decision in any situation.

- The first step is to recognize that a decision needs to be made.
- Then you need to stop and think. What do you need to know to make a safe decision? Do you have the information you need? If not, how can you find it? What can help you make a safe and healthy decision? What could get in the way?



- Sometimes you can make a decision on your own. Sometimes you many need help from someone else. So the next step is to decide if you need help, and who can help if you need it.
- Once you have the information you need and know who can help, it's time to look at your choices, or options. What are all the possible choices you have in this situation?
- Then, you need to think about what the possible outcomes, or consequences, of each choice could be. Think about what positive things could come from this choice. Then think about what negative or dangerous things could happen.
- After you've thought about all the possible choices and their outcomes, it's time to make your decision. Use the work you've done so far to make the best, healthiest or safest choice for you.
- Later you can *evaluate* your decision. Are you happy with the results? Would you make the same choice again? What would you change the next time?

Every situation and decision is different for each person. The key is to stop and think it through before you act so you can avoid unsafe risks. These steps can help.

Model

Let's go through the decision-making steps for a sample situation.

Read the following scenario to students:

You and your good friend Sam both like to swim. Sam discovered a lake that is not far from your house, so the two of you hike over to check it out one sunny Saturday afternoon. When you get to the lake, the water looks cool and inviting. There's a rope tied to a branch of a tree that hangs over the lake. Sam says, "It would be fun to swing out on that rope and drop into the water. Come on. You go first." What will you decide to do?

*Then show the **Decision-Making Steps** slide again and go through the steps, using the sample scenario to show students how to apply them.*

1. Does a decision need to be made?

Yes, you need to decide if you're going to try the rope swing.

2. Stop and think before you act. What do you need to know to make a safe decision?

- How deep the water is

- Whether there are any rocks or other hazards in the water under the swing
- If the branch holding the rope swing is strong enough to hold your weight
- If there is anyone else around
- How well you can swim—would you be able to swim back to shore?

3. Do you need help with this decision? Who can help?

- You can make the decision yourself.
- You might want to have Sam think about the decision with you, so you can both make the safe choice.

4. What choices do you have?

- You can swing on the rope.
- You can refuse to swing on the rope.
- You can let Sam go first to see what happens.

5. What are the possible outcomes for each of these choices?

If you swing on the rope:

- Possible positive outcomes—It could be fun. Sam would be happy.
- Possible negative outcomes—The rope could break. The tree branch could break. The water could be shallow or have hazards in it. You could be injured. You could drown.

If you refuse to swing on the rope:

- Possible positive outcomes—You'd avoid the risk and stay safe. Sam would respect you for being safe.
- Possible negative outcomes—Sam might make fun of you or get mad.

If you let Sam go first:

- Possible positive outcomes—You'd know if it was safe. It could be fun.
- Possible negative outcomes—Sam could be injured or drown if the rope or branch breaks, or if the water is too shallow.

6. What's the healthy and safe choice for you? Why?

The safest decision is to not swing on the rope. But you might choose to go on the rope swing if you check out the situation thoroughly and find out that the water is deep enough, the rope is in good condition, the tree branch is sturdy and both you and Sam are good swimmers.

7. Are you happy with the results of your decision? Why or why not?

You would be happy with the decision if both you and Sam stayed safe and didn't get hurt.

Explain

People have different skills and experiences. For example, in the rope swing situation, if you didn't know how to swim, it wouldn't be safe to go into the water at all. But if you were a good swimmer, there were other good swimmers around, and you checked out the situation carefully and found that the risks were low, it might be OK for you to use the rope swing to jump into the water. This is why it's so important to stop and think, and to gather all the information you need, before making a decision.

■ Students practice decision-making skills**Practice**

Now let's go through the steps again, for another sample situation. This time, I want you to answer the decision-making questions.

Read the following scenario to students:

Daryl is your best friend. You both play on the soccer team. One day Daryl says, "My brother's home from college and is going to pick me up after practice tomorrow. He can give you a ride home too." You know your mom is going to be busy tomorrow afternoon, so you agree.

After practice the next day, Daryl's brother is waiting in the parking lot. When you open the car door, you smell alcohol and there's an open beer can in the cup holder. Daryl climbs into the back seat. Daryl's brother laughs when you hesitate and tells you to get in the car.

*Show the **Decision-Making Steps** slide. Then go through the process, asking students to brainstorm answers to each of the questions. Use the guide below to reinforce appropriate answers.*

1. Does a decision need to be made?

Yes, you need to decide if you're going to accept the ride from Daryl's brother.

2. Stop and think before you act. What do you need to know to make a safe decision?

The safety rule is NEVER to ride with a driver who has been drinking or using other drugs.

3. Do you need help with this decision? Who can help?

You can make the decision yourself.

You may want to ask your coach or another adult for help, especially if Daryl's brother puts pressure on you to get in the car.

4. What choices do you have?

You can get in the car and let Daryl's brother drive you home.

You can refuse to get in the car.

5. What are the possible outcomes for each of these choices?

If you get in the car:

- Possible positive outcomes—Daryl and his brother won't get mad. You might get home without a problem.
- Possible negative outcomes—Daryl's brother could lose control of the car and get in a crash. You and Daryl could be badly injured or even killed. Daryl's brother might be pulled over by the police and arrested for driving under the influence.

If you refuse to get in the car:

- Possible positive outcomes—You'd avoid the risk and stay safe. Daryl might get out of the car and stay safe too. You'd feel good about following a very important safety rule.
- Possible negative outcomes—Daryl's brother might get mad. You will have to find another ride home.

6. What's the healthy and safe choice for you? Why?

The only safe decision is to refuse the ride. Riding in a car with a driver who's been drinking is very dangerous.

7. Are you happy with the results of your decision? Why or why not?

You would be happy with the decision if both you and Daryl stayed safe. In the future you might choose not to accept a ride home with someone you haven't met before. You might want to ask your mom about it first, and that you can call her to come get you if the ride didn't work out. You may also want to ask your parents for advice on what to do if you are ever in a situation like this again.

Assessment & Closure

■ Students demonstrate learning

Complete

Direct students to turn to **Making Safe Decisions** on page 11 of the Student Workbook.

Now you'll have a chance to use the decision-making steps we just learned to help you make a safe decision. You and a partner will be given a scenario. After you read the scenario, you both need to complete the steps on the **Making Safe Decisions** activity sheet.

Pair students and distribute copies of one of the **Making Safe Decisions Scenarios** to each pair. Depending on class size, some scenarios will be completed by more than one pair.

Allow time for students to complete the activity sheet. Circulate as pairs work to provide guidance and feedback.

The image shows two pages from a workbook. The top page is titled 'Making Safe Decisions' and contains a series of numbered steps for making a safe decision. The bottom page is titled 'Making Safe Decisions Scenarios' and contains several scenarios for students to read and discuss.

Workbook pages 11-12

■ End the lesson

Close

Read each of the **Making Safe Decisions Scenarios** aloud and ask the pair who responded to that situation to share the decision they made in Step 6 and explain why this is a healthy and safe decision. If more than one pair completed a scenario, ask them if they came up with the same decision.

As each pair shares, ask the class to give a thumbs-up if the decision named was a safe decision, or a thumbs-down if it was an unsafe decision. If any students give a thumbs down, ask them to share why they think the decision is unsafe and to suggest a safer one.

The image shows a master copy of the 'Making Safe Decisions Scenarios' page. It contains several scenarios for students to read and discuss. The scenarios are numbered 1 through 6.

Master 4

Not all injuries can be prevented. But most can be avoided if you think about how to avoid or reduce the risks. Stopping to ask questions and think through the possible outcomes of different choices can help prevent many injuries.

Assess

*Collect students' **Making Safe Decisions** activity sheets and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students demonstrated decision-making skills that can be used to avoid or reduce the risk of unintentional injuries by:

- ☐ Completing the **Making Safe Decisions** activity sheet.

(Scoring Rubric, page 178)

Decision-Making Steps

- ① Does a decision need to be made?**
- ② Stop, think before you act. What information do you need to help you make a healthy and safe decision?**
- ③ Do you need help with this decision? Who can help?**
- ④ What choices do you have?**
- ⑤ What are the possible outcomes for each of these choices?**
- ⑥ What's the healthy and safe choice for you? Why?**
- ⑦ Are you happy with the results of your decision?**

Making Safe Decisions Scenarios

Directions: Make copies of the scenarios below. Cut them into strips and give 1 to each pair. Depending on class size, you may have to give each scenario to more than one group. Distribute the scenarios based on the interest of your students.

Scenario 1

You and your friend are at your house alone after school. You are both hungry and you remember that there are some uncooked hamburgers in the refrigerator. Your friend asks you to light the grill to cook the hamburgers. What should you do?

Scenario 2

You go down into your basement looking for a hammer to finish a school project. While you are searching, you open a drawer and discover a handgun. What should you do?

Scenario 3

You are walking to a friend's house. It's getting dark and there are no sidewalks along the road you are taking. What should you do?

Scenario 4

You and your friend are playing catch with a baseball. You try to throw the ball over the house but it gets stuck on the roof. You notice a tree right next to the house that you could climb to get on top of the roof. What should you do?

Scenario 5

You're at home by yourself. You notice that it is getting windy and dark outside. You hear a tornado warning on the radio but it's just about time for your favorite TV show. What should you do?

Scenario 6

You and a friend ride bikes over to the high school football stadium. Your friend dares you to take your bike to the top of the stadium and ride it down the stairs without putting on your brakes. What should you do?

Types of Violence

Assault

Battery

Bullying

Child Abuse

Dating Violence

**Domestic or Family
Violence**

(continued)

Types of Violence *(continued)*

Emotional Abuse

Hate Crimes

Rape

Sexual Harassment

Terrorism

Verbal Abuse

Making Safe Decisions

Directions: Read the scenario with your partner. Then work through the decision-making steps by answering the questions. Make sure you come up with at least 2 choices in Step 4.

① Does a decision need to be made? If yes, what do you need to decide?

② Stop, think before you act. What information do you need to make a safe decision?

③ Do you need help with this decision? Who can help?

④ What choices do you have?

⑤ What are the possible outcomes for each of these choices?

Choice 1

Possible Positive Outcomes

Possible Negative Outcomes

Choice 2

Possible Positive Outcomes

Possible Negative Outcomes

(continued)

Making Safe Decisions

(continued)

Choice 3 _____

Possible Positive Outcomes

Possible Negative Outcomes

⑥ What's the healthy and safe choice for you? Why?

⑦ How will you know if you're happy with the result of your decision?

Self-Check

- ☐ I stated a decision that needed to be made.
- ☐ I identified information I would need to make a safe decision.
- ☐ I decided if I needed help making the decision.
- ☐ I identified at least 2 choices and identified 1 positive and 1 negative outcome for each.
- ☐ I identified the healthy and safe choice and explained why it is healthy and safe.
- ☐ I explained how I will know I'm happy with my choice.

My Decision

Directions: Think about an issue related to sexuality that you will have to make a decision about one day. Then complete the decision-making steps. You will not have to share your answers.

► Situation

① Does a decision need to be made?

② Stop and think before you act. What information do you need to help you make a healthy and safe decision?

③ Do you need help with this decision? Who can help?

④ What choices do you have? Identify at least 2.

Choice #1 _____

Choice #2 _____

Choice #3 _____

⑤ What are the possible outcomes for each of these choices?

Choice #1 _____

Possible Positive Outcomes

Possible Negative Outcomes

(continued)

My Decision

(continued)

Choice #2 _____

Possible Positive Outcomes

Possible Negative Outcomes

Choice #3 _____

Possible Positive Outcomes

Possible Negative Outcomes

6 What's the healthy and safe choice for you? Why?

7 What would help you be happy with the results of your decision?

Self-Check

- ☐ I stated a decision that needed to be made.
- ☐ I identified information I would need to make a safe decision.
- ☐ I decided if I needed help making the decision.
- ☐ I identified at least 2 choices and identified at least 1 positive and 1 negative outcome for each.
- ☐ I identified the healthy and safe choice and explained why it is healthy and safe.
- ☐ I explained how I would know if I was happy with my choice.

Healthy & Unhealthy Relationships



HE.7.B.5.5-Predict the short and long-term consequences of engaging in health-risk behaviors.

HE.7.C.1.1-Compare and contrast the effects of healthy and unhealthy behaviors on behaviors on personal health, including reproductive health .

HE.7.C.1.8-Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

HE.7.P.7.1-Examine the importance of assuming responsibility for personal-health behaviors.



00:00

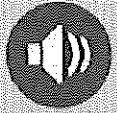
Purpose

- Increase awareness of unhealthy relationship behaviors.
- Educate about teen dating violence, including providing definitions and facts about physical, sexual, and emotional violence, as well as stalking.
- Discuss when unhealthy behaviors (“yellow light behaviors”) cross the line and become unsafe (“red light behaviors”).
- Emphasize that unsafe (“red light”) behaviors include behaviors that fall within the category of teen dating violence and they should seek help from a trusted adult.



00:00

Open Ended Question



Who do you most respect? Why?

Relationships

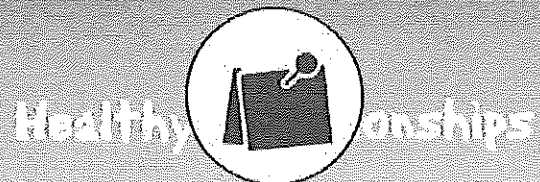
- Family
- Friends
- Peers
- Dating



00:00



What Makes A Relationship Healthy?



List characteristics of healthy relationships.

Collaborate Board

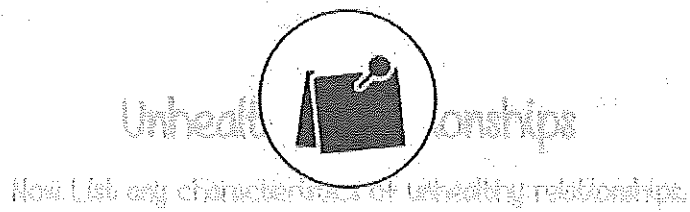
Healthy Relationships

Healthy Relationships

- Honesty and Trust
- Mutual Respect
- Care
- Attraction
- Closeness
- Commitment
- Individuality
- Balance
- Open Communication
- Support
- Love
- Physical Intimacy
- Safety



00:00



Collaborate Board

Unhealthy Relationships

Unhealthy Relationships

- Angry Outbursts
- Constantly fighting
- Making fun of or threatening
- Being Possessive
- Extreme jealousy
- Keeping from friends or family
- Bossing or ordering around
- Raising a hand as if to hit
- Slapping, choking, kicking or physically assaulting
- Forcing or coercing into sexual intercourse



00:00

HEALTHY RELATIONSHIPS

Compliment 

Forgive 

Appreciate partner 

Respect

Compromise

Encourage 

Trust 

Support 

Communicate 

Validate 

UNHEALTHY RELATIONSHIPS

Criticize 

Hold grudges 

Resent partner 

Disrespect

Demand

Insult 

Distrust 

Compete 

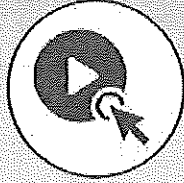
Hold secrets 

Blame 

tadlusk.com



00:00



Video

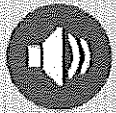
final_5faac2dc503f0a00a027f086_528547.mp4

Open Ended Question



What relationship characteristics did you notice from the video? Was this a healthy relationship or an unhealthy relationship? How do you know?

Open Ended Question



Could the friend of the girl in the video handled the situation better? If you were the friend of the girl from the video, what would you do or say in this situation?

It's okay to end it

- Do it in person
- Be honest about your feelings
- Be clear and certain about your reasons
- Take responsibility
- Give yourself time to grieve the relationship.



00:00

Healthy & Unhealthy Relationships

Assignment:

Read the examples below. Think about what qualities the relationship in the example shows and decide if it is healthy, unhealthy or some of both. Write down your thoughts for each relationship example on a word document or piece of paper in complete sentences. Include the following in your responses:

- Identify if it is a healthy or unhealthy relationship (maybe both) and explain why you think so using **2 specific details from the paragraph**
- Identify or list specific qualities described
- Describe how the relationship could be healthier in any way **providing at least one example, explained in complete sentences.**

1. When Audra got a part-time job after school, her partner Sam wasn't happy about it because he thought Audra would flirt with the guys she met at work. Sam also can't understand why Audra is tired on the weekends and keeps pressuring her to go out and do things when she wants to stay home and rest. He told her he was angry because she was giving all her attention to some guy at work instead of him.
2. Pedro and his girlfriend Allison usually do something together on Saturdays. This fall, Pedro joined a soccer team that has practice two nights a week and games on Saturdays. So, they switched their schedule to spend time together on Sundays, but Allison still comes to most of the games to cheer him on. She also joined a dance class that meets on the nights Pedro has soccer practice so she would have something else to do.
3. A girl notices her boyfriend is getting a lot of attention from two different people at school. She goes up to each of them separately and warns them to stay away from him, "or else."

Healthy & Unhealthy Relationships

4. A couple has an agreement that they won't put passwords on their phones and can check each other's' texts and social media accounts whenever they feel like it.
5. A guy walks his girlfriend to school every morning, meets her for lunch every day, and picks her up to walk her home at the end of each afternoon.
6. A guy notices his girlfriend is getting a lot more texts than usual. When he mentions it, the girl says he's imagining things. When his girlfriend goes to use the bathroom, he checks her phone and reads her texts.
7. A couple text all the time. But when they get together, whether alone or with friends, they feel uncomfortable talking to each other.
8. One partner usually decides when, where, and what they do together. The other partner says they don't like making decisions and is fine with this.

Lesson 4

Qualities of Healthy Relationships

Overview

In this lesson, students learn about the qualities and benefits of healthy relationships. After identifying qualities of healthy and unhealthy relationships, they read scenarios and identify the healthy and unhealthy qualities in each relationship. They discuss the benefits of healthy relationships, then analyze one of their own healthy relationships to describe its qualities and benefits.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Compare and contrast healthy and unhealthy relationships.
2. Describe characteristics of healthy relationships.
3. Describe benefits of healthy relationships.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator

1.8.1: Analyze the relationship between healthy behaviors and personal health.

Standard 2: Analyzing Influences

Performance Indicator

2.8.1: Examine how the family influences the health of adolescents.

Performance Indicator

2.8.3: Describe how peers influence healthy and unhealthy behaviors.

Materials & Preparation

Prepare

- Have **Relationship Case Study** (Slide 4) and **Benefits of Healthy Relationships** (Slide 5), or make transparencies, if needed.

Review

- **Relationship Case Studies** (*Student Workbook* page 6).
- **My Healthy Relationships** (*Student Workbook* pages 7–8), and Scoring Rubric, page 155.

Health Terms

Review the teaching steps, slides and activity sheets for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- acquaintance
- case study
- companionship
- confidence
- empathy
- manipulation
- relationship
- sibling

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension. Clarify terms that may have multiple definitions (e.g., acquaintance, confidence).
- Distribute copies of the **Benefits of Healthy Relationships** slide and review with students, providing examples as needed.
- Be prepared to define the qualities of unhealthy relationships as discussed in the lesson, particularly the types of abuse. Discuss how Case Study 2 can be interpreted/perceived as a form of bullying or intimidation.
- Consider that some students may have never experienced healthy relationships as described in the lesson. Help them to think of or identify healthy relationships they may have seen or read about in books, movies or television shows, and use these examples when responding to the **My Healthy Relationships** activity sheet.

To ensure student success with reading:

- Pair students with stronger reading skills or peer tutors with students who may need help reading the stories on the **Relationship Case Studies** activity sheet.

To ensure student success with writing:

- Prepare a checklist of healthy and unhealthy qualities that students might refer to when completing the **Relationship Case Studies** activity sheet.
- Pair students with stronger writing skills or peer tutors with students who may need help responding to the questions on the **My Healthy Relationships** activity sheet. Or allow students to respond to the questions on the activity sheet by drawing pictures, acting out responses or singing/rapping.

Introduction

■ Get students ready for learning

Transition

In the last class, you described some action steps you could take to improve your emotional health. On a piece of paper, write a sentence or two about what happened when you tried these steps. How did it work? Is there something else you want to try? If you haven't tried the steps yet, write about when and where you will try them and what you expect to happen.

Allow students to focus and work quietly for a minute or two.

Motivate

How would you define the word *relationship*?

Call on students to share their definitions, and make a list of key points on the board.

Think of a relationship you have that you consider a good relationship. You don't have to share the person's name. What do you like about this relationship? How does it make you feel?

Allow time for students to share what they like and how they feel about their relationships.

Teaching Steps

■ Discuss qualities of healthy relationships

Explain

The relationships you have with other people have a big effect on your emotional and social health.

People begin to form relationships with parents and siblings as soon as they are born. As you get older, school and neighborhood friends become important. You also begin to have relationships with adults outside the home, such as teachers and coaches.

Some people have many different relationships with a wide circle of friends and *acquaintances* (people they know but not as well as friends).

Others prefer to have only a few close friends. Some relationships are with people you talk to or see every day. You may also have relationships with people you talk to or see only once in a while.

You shared a little about a good relationship in your life. Think about the qualities or things about that relationship that make it a good or healthy relationship for you.

Ask & Discuss

What are some qualities of healthy relationships?

Allow students to respond to the question and discuss their ideas. Make a list of qualities on the board.

Make sure the following qualities are included.

- *Kindness*
- *Trust*
- *Clear communication*
- *Keeping confidences*
- *Listening*
- *Being honest*
- *Respect for each other*
- *Seeing the other person's point of view (empathy)*
- *Working out differences*
- *People can be themselves*
- *Having fun together*

■ Discuss qualities of unhealthy relationships

Explain

Relationships aren't always healthy. Sometimes connections with others can be unhealthy or hurtful. It's important to be able to recognize both healthy and unhealthy qualities of relationships so you can choose healthy connections with others or work to improve the unhealthy things about a relationship.

Ask & Discuss

What are some qualities of unhealthy relationships?

Allow students to respond to the question and discuss their ideas. Make a list of qualities on the board.

Make sure the following qualities are included:

- Lack of trust
- Jealousy
- Unfair fights
- The other person tries to change you
- Lying
- Manipulation (tricking the other person into doing things for you)
- Lack of understanding
- Lack of respect
- Poor communication
- Abuse (physical, emotional, sexual)

■ Students analyze example relationships

Explain

Relationships aren't just one thing. Sometimes they have both healthy and unhealthy qualities. Few relationships are perfect. People in healthy relationships may have times when they disagree or have problems with each other, and unhealthy qualities can exist even in a mostly healthy relationship. It's important to be able to identify unhealthy qualities in your relationships so that you can work on improving them. You're going to have a chance to read about some relationships and identify the healthy and unhealthy qualities in each one.

Prepare

Show the Relationship Case Study slide. Read or have students read the case study aloud.

Slide 4

Relationship Case Study

Derik and Mason

Derik and Mason have been good friends since third grade. Now, in middle school, they aren't in any of the same classes. Derik has made some new friends, but Mason hasn't. Derik told Mason and enjoys hanging out with him, but he also likes his new friends. Mason sent Derik a text inviting him to come over after school to play video games. Derik texted back that he had to finish some homework. But Derik was really having his new friends over. Derik felt bad about lying to Mason. He understands that Mason has a harder time making new friends. So the next day he asked Mason to join him and his new friends after school to play basketball.

Healthy Qualities	Unhealthy Qualities

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Slide 4

Model

Now let's look at the healthy and unhealthy qualities in this relationship.

Help students analyze the case study to identify both healthy and unhealthy qualities in the relationship. Make sure the following qualities are named:

- **Healthy qualities**—Derik and Mason enjoy hanging out together. Derik has empathy for Mason. Derik compromises and invites Mason over to meet his new friends.
- **Unhealthy qualities**—Derik lies to Mason. Mason may be depending on Derik to be his only friend.

Complete & Share

*Pair students or put them in groups of 3 and direct them to turn to **Relationship Case Studies** on page 6 of the Student Workbook.*

Read these 2 case studies and list the healthy and unhealthy qualities you see in each relationship. You can use the lists of qualities on the board to help you complete the activity sheet.

Allow time for students to complete the activity sheet. Then discuss each of the case studies.

What are the qualities of Shelly and Maria's relationship?

Allow students to respond to the question. Make sure the following qualities are named:

- **Healthy qualities**—Maria stands up for herself and refuses to do Shelly's homework for her. Shelly apologizes to Maria and respects her decision.
- **Unhealthy qualities**—Shelly tries to manipulate Maria into doing her homework. Maria thinks Shelly won't be her friend if she doesn't do Shelly's homework.

What are the qualities of Jess and TJ's relationship?

Allow students to respond to the question. Make sure the following qualities are named:

Workbook page 6

- *Healthy qualities—Jess and TJ both like something about the other person.*
- *Unhealthy qualities—TJ teases and doesn't show respect for Jess. Jess feels scared to stop being friends with TJ.*

Review

Which of the 3 case study relationships—Derik and Mason, Shelly and Maria, Jess and TJ—are more healthy than unhealthy?

Is any of the case study relationships unhealthy enough that one of the people should end the connection?

Allow students to respond to the questions and discuss their ideas. Be sure to note that the relationships in the example case study from the slide and Case Study 1 on the activity sheet are worth working on because both people want the relationship and are willing to compromise and reach out to each other. Explain that Case Study 2 is mainly unhealthy. Because TJ isn't willing to see Jess's point of view or change, Jess might be better off not being in this relationship.

■ Identify benefits of healthy relationships

Ask & Discuss

What are the benefits, or things you get, from a healthy relationship?

Allow students to respond to the question and discuss their ideas. Make a list of benefits on the board.

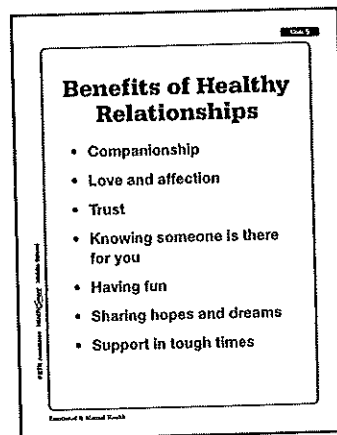
Prepare

Show the **Benefits of Healthy Relationships** slide.

Explain

Some of the benefits of healthy relationships include:

- Companionship
- Love and affection
- Trust
- Knowing someone is there for you



Slide 5

- Having fun
- Sharing hopes and dreams
- Support in tough times

Compare the benefits on the slide to those the students listed and add any that weren't already mentioned to the list on the board.

Ask & Discuss

How can your healthy relationships with family and friends have a positive effect on your emotional health?

Allow students to respond to the question and discuss their ideas.

Summarize

The healthy relationships you have with family and friends help give you a feeling of belonging. When you have a healthy relationship with someone, you support each other and help each other stay healthy. Healthy relationships with family and friends give you people to talk to when you need help with troublesome feelings, and people who will encourage you to make good choices about your health.

Assessment & Closure

■ Students demonstrate learning

Complete

Direct students to turn to My Healthy Relationships on page 7 of the Student Workbook.

Now you'll have a chance to use what you've learned today to think about some of your own healthy relationships.

Review the directions with students and allow time for them to complete the activity sheet.

The worksheet is titled "My Healthy Relationships" and is divided into three sections. Each section has a title, a question, and a space for writing.

- Section 1:** Title: "My Healthy Relationships", Question: "Describe how each of these things would be different in a healthy versus an unhealthy relationship.", Space: "Healthy Relationship: _____", "Unhealthy Relationship: _____".
- Section 2:** Title: "My Healthy Relationships", Question: "How do people not involved with you feel about you?", Space: "Healthy Relationship: _____", "Unhealthy Relationship: _____".
- Section 3:** Title: "My Healthy Relationships", Question: "How do people feel about you when you are not around?", Space: "Healthy Relationship: _____", "Unhealthy Relationship: _____".

At the bottom, it says "Assessment & Closure Sheet" and "Workbook pages 7-8".

Workbook pages 7-8

■ End the lesson

Close

Almost every relationship has healthy qualities, as well as things that need some attention or even some hard work. Paying attention to these qualities in all of your relationships can make you a better friend.

What do you think is the most important quality of a healthy relationship and why?

Allow students to share their ideas. Reinforce the healthy qualities they name and explain that different people may value certain healthy qualities more than others, but all of these qualities help make relationships healthy and worth working on.

Assess

Collect students' **My Healthy Relationships** activity sheets and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students compared and contrasted healthy and unhealthy relationships by:

- ☐ Completing the **My Healthy Relationships** activity sheet.

Objective 2

Students described characteristics of healthy relationships by:

- ☐ Completing the **My Healthy Relationships** activity sheet.

Objective 3

Students described benefits of healthy relationships by:

- ☐ Completing the **My Healthy Relationships** activity sheet.

(Scoring Rubric, page 155)

Relationship Case Studies

Directions: Read each case study. Then list the healthy and unhealthy qualities in each relationship.

► Case Study 1: Shelly and Maria

Shelly has always been very popular. Maria was glad when Shelly asked if she'd come over and help her with some homework. Since then, Shelly has asked Maria for help on a lot of homework assignments. Yesterday, Shelly asked Maria to do her homework for her. Maria really likes Shelly and is scared that if she doesn't do Shelly's homework, Shelly won't be friends with her anymore. But Maria also doesn't want to cheat. So Maria told Shelly she would be happy to help with homework, but she won't do it for her. Shelly got mad and asked Maria to leave. But the next day at school, Shelly told Maria that she was wrong. Shelly said she was sorry and still wanted to be friends.

Healthy Qualities

Unhealthy Qualities

► Case Study 2: Jess and TJ

Jess and TJ met on the track team. Jess admired how good TJ was at sports, and TJ enjoyed Jess's sense of humor, so they became friends. But lately Jess isn't having as much fun with TJ. TJ teases Jess all the time about not being as fast or strong as other members of the team. One day after track practice, TJ hid Jess's clothes in the locker room when Jess was in the shower. When Jess got upset, TJ just laughed and told Jess not to be such a baby. The next day, TJ acted like nothing had happened. Jess is scared to stop being friends with TJ, because Jess has seen TJ be really mean to other kids on the team who TJ doesn't like.

Healthy Qualities

Unhealthy Qualities

My Healthy Relationships

Directions: Think about what you've learned today about relationships. Then answer the questions.

- 1** Explain how each of these things would be different in a healthy versus an unhealthy relationship.

How do people communicate?

Healthy Relationship:

Unhealthy Relationship:

How do people act toward each other?

Healthy Relationship:

Unhealthy Relationship:

How do people feel about themselves?

Healthy Relationship:

Unhealthy Relationship:

(continued)

My Healthy Relationships

(continued)

- ② Think about a healthy relationship you have in your own life (or one you have seen or read about). Describe at least 3 qualities this relationship has, and describe at least 2 benefits you get from this relationship and other healthy relationships in your life. Be specific.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Self-Check

- ☐ I explained the qualities of healthy and unhealthy relationships.
- ☐ I described at least 3 qualities of a healthy relationship.
- ☐ I described at least 2 benefits of healthy relationships.

Lesson 1

Healthy Romantic Relationships

Overview

In this lesson, students learn about healthy romantic relationships. They list words that describe a good relationship in their lives, then learn about and discuss qualities of healthy and unhealthy relationships. After practice in identifying healthy and unhealthy qualities in some relationship scenarios, they discuss ways to build healthy romantic relationships. They complete an activity sheet to identify qualities of healthy relationships, explain why these qualities are important and think about how they can develop healthy relationships.

Time: 45–60 minutes

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator
1.8.1: Analyze the relationship between healthy behaviors and personal health.

Lesson Objectives

Students will be able to:

1. Explain the qualities of a healthy romantic relationship.
2. Differentiate healthy and unhealthy romantic relationships.
3. Describe strategies for building healthy romantic relationships.

Materials & Preparation

Prepare

- Review school district guidelines and policies on sexuality education prior to teaching this unit and make adaptations as needed.
- Be sure to send the **Family Letter** (Master 1) home with students prior to teaching this unit.
- Have **Qualities of Healthy Romantic Relationships** (Slide 1) and **Qualities of Unhealthy Romantic Relationships** (Slide 2), or make transparencies, if needed.

Review

- **Building Healthy Romantic Relationships** (*Student Workbook* pages 2–3), and Scoring Rubric, page 177.

Health Terms

Review the teaching steps, slides and activity sheet for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- abuse
- balance
- control
- flexibility
- jealousy
- overdependence
- partner
- romantic

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Assess students' knowledge and understanding of sexual health and relationships prior to instruction.
- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Review and clarify terms and idioms that may have the potential for multiple interpretations (e.g., romantic, balance, relationship, affection, abuse). Provide concrete examples, analogies, interpretations or experiences related to sexual health and relationships.
- Ask students to complete prompts to provide examples to facilitate the discussion of relationship qualities (e.g., a person shows a lack of respect when she..., a person shows trust in another person when he...).
- Create a "relationship pizza." Give each student a "wedge" or piece of pizza (cut from plain paper). Have them draw their favorite pizza toppings on it, and then draw or describe a positive or healthy quality they bring to their relationships. Have students put together healthy relationship pizzas from the various pieces. This can help the teacher learn which qualities the students value most.
- Create a handout with the relationship story example students practice analyzing in class. Allow students to read the story and answer the questions about relationship qualities in pairs. Pair stronger readers with students who may need help.

To ensure student success with group activities and communicating about sexual health issues:

- Be aware of family and cultural beliefs and values around what is appropriate and acceptable in relationships. For example, physical displays of affection in public may be considered inappropriate, or differences of control between partners may be customary or acceptable in some cultures. Respect these differences when asking students to discuss qualities of healthy and unhealthy relationships.
- Consider the cultural, personal and family beliefs that may underlie any discussion of sexuality-related topics and issues of a personal nature. Incorporate students' understandings and cultures into class discussions.
- Review the **Tips for Answering Questions About Sexuality** teacher page from Lesson 2 prior to instruction.
- Consider a private discussion with students who appear reticent or reluctant to discuss sexual health issues with peers in class or with an adult family member. Some students may have family rules that prohibit such discussions. Those students should be given the same respect by peers as other students who are willing to openly communicate about sexual health issues in class discussions.
- Modify large-group discussions by allowing students to start the activity in pairs. Then, when they feel more comfortable, move into larger groups of 4 students to continue sharing and discussing.

To ensure student success with reading:

- Distribute copies of the **Qualities of Healthy Romantic Relationships** and **Qualities of Unhealthy Romantic Relationships** slides.

To ensure student success with writing:

- Allow students to create icons or illustrate the qualities of healthy and unhealthy romantic relationships. Check for understanding and match of icons or drawings to concepts.
- Pair students with stronger writing skills or peer tutors with students who may need help responding to the **Building Healthy Relationships** activity sheet, or allow students to complete the activity sheet as homework.

Introduction

■ Get students ready for learning

Transition

Think about your best friend or someone close to you with whom you would say you have a healthy relationship. On a piece of paper, write some words that describe your relationship with that person.

Allow students to focus and work quietly for a minute or two. Then ask students to share the words they wrote. Help them frame these words as qualities of their friendships.

Motivate

These are all important qualities of friendships. They are qualities that make the relationship a healthy or good one that benefits both people. All relationships can have healthy or unhealthy aspects. Think of some friendships you've read about or seen on TV, in movies or between people you know.

If the relationship shown was a good one, what things did the characters or people say or do that made the relationship seem healthy?

Under the heading "Healthy Qualities," write the healthy qualities on the board as students name them. Point out any that were also named earlier.

If the relationship was a bad one, what did the characters or people say or do that made the relationship less healthy, hurtful or dangerous?

Under the heading "Unhealthy Qualities," write the unhealthy qualities on a separate list on the board. Keep the lists on the board for later review.

Today you're going to be learning more about the characteristics, or qualities, of healthy and unhealthy romantic relationships.

Teaching Steps

■ Define romantic relationships

Ask & Discuss

What do you think of when you hear the term *romantic relationship*?

Allow students to respond to the question and discuss their ideas.

Summarize

Having a romantic relationship implies that people are attracted to or like each other as more than friends. People in a romantic relationship want to be close to each other emotionally and physically. Romantic relationships often begin with attraction and develop emotional closeness as the two people share their thoughts and feelings with each other. It's also possible for romantic relationships to grow out of friendships, when two people who are already close begin to feel attracted to each other in a romantic way. The feeling of "falling in love" is often part of a romantic relationship.

Just like friendships and other relationships, romantic relationships can have healthy or unhealthy qualities.

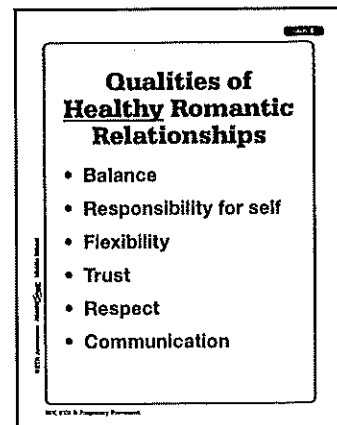
■ Examine qualities of healthy romantic relationships

Explain

There are many qualities that make a romantic relationship healthy. Many of these are similar to the ones you listed at the beginning of class to describe your relationship with your friend.

Prepare

Show the Qualities of Healthy Romantic Relationships slide.



Slide 1

Explain

Discuss the qualities one at a time, asking students how they would explain each one before you clarify:

Healthy romantic relationships have these qualities:

- **Balance.** Both partners give something to the relationship and both of them get something from it. The sharing feels fair and equal.
- **Responsibility for self.** Each partner takes responsibility for his or her actions and behavior in the relationship.
- **Flexibility.** Both partners are able to bend, or change, if needed. They allow their relationship to change, grow and develop over time.
- **Trust.** Partners are honest with each other. They know they can believe and count on the other person.
- **Respect.** Each partner thinks about the other's needs and feelings. They treat each other well. They don't pressure the other person to do things he or she doesn't want to do.
- **Communication.** The partners communicate openly and honestly. They talk about things and listen to each other. They are willing to work out disagreements.

Review

Now look at the things you listed that make a relationship good, and let's see how those things fit into these categories.

Review the list on the board under the heading "Healthy Qualities," and help students relate the list to the qualities of healthy romantic relationships. For example, ask, "which of these are an example of balance in a relationship?"

■ Examine qualities of unhealthy romantic relationships

Explain

An unhealthy romantic relationship has certain traits, too. When a relationship is unhealthy, one or both of the partners are likely to feel unhappy, stressed, scared or bad about himself or herself.

Prepare

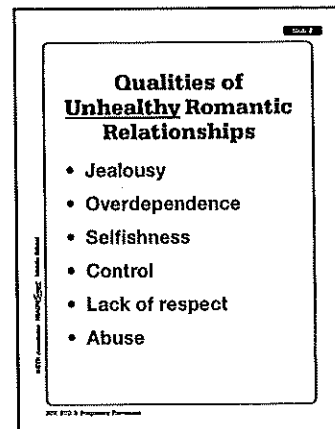
Show the **Qualities of Unhealthy Romantic Relationships** slide.

Explain

Discuss the qualities one at a time, asking students how they would explain each one before you clarify.

Unhealthy romantic relationships often have these qualities:

- **Jealousy.** One partner fears losing the affection of the other and becomes suspicious and controlling.
- **Overdependence.** One partner relies on the other to meet all of his or her emotional, physical or social needs.
- **Selfishness.** One partner has little or no concern for the needs of the other.
- **Control.** One partner tries to have power over the relationship and the other person's actions.
- **Lack of respect.** Partners don't think about the other's needs and feelings. They may treat each other badly, or one may pressure the other to do things he or she doesn't want to do.
- **Abuse.** One partner physically or emotionally mistreats the other. Abuse can be verbal—put-downs or criticism of a person's personality, abilities or behaviors. It can be physical—hurting or threatening to harm the other person's body.



Slide 2

Review

Now look at the things you listed that make a relationship unhealthy, hurtful or even dangerous, and let's see how these things fit into these categories.

Review the list on the board under the heading "Unhealthy Qualities," and help students relate the list to the qualities of unhealthy romantic relationships. For example, ask, "Which of these are an example of jealousy?"

■ Students practice differentiating healthy and unhealthy romantic relationships

Model

Here's something someone in a healthy romantic relationship might say. Listen, and then tell me what qualities are being described.

"I know my boyfriend will always be there for me if I have a problem and need to talk about it. He really listens to me." (trust, respect, communication)

Here's something someone in an unhealthy romantic relationship might say. Listen, and then tell me what qualities are being described.

"I want to try playing the drums. I told some friends I was going to sign up for a class, and my girlfriend said I shouldn't bother because I had a terrible sense of rhythm and would never be any good at it. (lack of respect, verbal abuse)

Practice

Now listen to two more examples. Think about what qualities the relationship in the example shows and decide if it is a healthy or an unhealthy relationship.

Allow students to respond to each example and discuss their ideas.

When Audra got a part-time job after school, her partner Sam wasn't happy about it because he thought Audra would flirt with the guys she met at work. Sam also can't understand why Audra is tired on the weekends and keeps pressuring her to go out and do things when she wants to stay home and rest. He told her he was angry because she was giving all her attention to some guy at work instead of him. (Unhealthy: Sam shows jealousy, selfishness, control, lack of respect.)

Pedro and his girlfriend Alison usually do something together on Saturdays. This fall, Pedro joined a soccer team that has practice two nights a week and games on Saturdays. So they switched their schedule to spend time together on Sundays, but Alison still comes to most of the games to cheer him on. She also joined a dance class that meets on one of the nights Pedro has soccer practice so she would have something else to do. (Healthy: Alison shows balance, responsibility for self, and flexibility.)

■ Teach about building healthy romantic relationships

Ask & Discuss

Partners share the responsibility for building a healthy romantic relationship. What are some things you could do to help build a healthy romantic relationship with someone?

Allow students to respond to the question and discuss their ideas. Write their suggestions on the board.

Summarize

Strategies to help build a healthy relationship can include:

- Showing self-respect and respect for a partner.
- Being willing to adapt and change.
- Supporting each other's goals and giving your partner time to do things without you.
- Being trustworthy.
- Sharing your thoughts and feelings and listening to your partner's.
- Taking steps to change unhealthy qualities when you notice them.

■ Examine reasons to end a relationship

Explain

No relationship is perfect, and even healthy relationships may have some difficult moments. Often, people are able to work together to create a healthier relationship. But people can't always change the qualities of a relationship. If a relationship keeps showing more unhealthy qualities than healthy ones, sometimes it's best for that relationship to end.

Ask & Discuss

What do you think would indicate that a relationship should end?

*Allow students to respond to the question and discuss their ideas. Show the **Qualities of Unhealthy Romantic Relationships** slide again to help facilitate the discussion.*

Summarize

If these unhealthy qualities are always present in the relationship, and especially if one person is abusing the other verbally, emotionally or physically, the healthiest thing is to end the relationship.

Assessment & Closure

■ Students demonstrate learning

Complete

Now you will have a chance to put what you know into practice. You'll describe 2 qualities you think are important in a healthy romantic relationship—as well as one that could be a problem—and strategies you could use to build a healthy romantic relationship.

*Direct students to turn to **Building Healthy Romantic Relationships** on page 2 of the Student Workbook.*

Have students work individually to complete the activity sheet.

The image shows a worksheet titled "Building Healthy Romantic Relationships". It includes a definition of a healthy relationship, a section for identifying qualities (both positive and negative), and a section for describing strategies to build a healthy relationship.

Workbook pages 2–3

■ End the lesson

Close

Look at the lists of qualities on the board one more time. Which one do you think is most important in a romantic relationship?

Go around the room and allow students to name a quality and explain why it's important. Ask for a show of hands from those who would also choose this quality and allow those students to give their reasons. Continue until all the students have had a chance to share which quality they consider most important.

Assess

*Collect students' **Building Healthy Romantic Relationships** activity sheets and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students explained the qualities of a healthy romantic relationship by:

- ☐ Completing the **Building Healthy Romantic Relationships** activity sheet.

Objective 2

Students differentiated healthy and unhealthy romantic relationships by:

- ☐ Completing the **Building Healthy Romantic Relationships** activity sheet.

Objective 3

Students described strategies for building healthy romantic relationships by:

- ☐ Completing the **Building Healthy Romantic Relationships** activity sheet.

(Scoring Rubric, page 177)

Building Healthy Romantic Relationships

Directions: Name 2 qualities of a healthy romantic relationship and explain why you think each one is important. Describe 3 ways you can build a healthy romantic relationship. Then name 1 quality of an unhealthy romantic relationship and explain why you think it would be a problem. Then answer the last question.

► Healthy Relationships

Quality 1: _____

Why is this quality important? _____

Quality 2: _____

Why is this quality important? _____

Describe 3 ways you can build a healthy romantic relationship:

1. _____

2. _____

3. _____

(continued)

Building Healthy Romantic Relationships

(continued)

► Unhealthy Relationships

Quality: _____

Why is this quality a problem? _____

What are at least 3 differences between a healthy and an unhealthy romantic relationship? Be specific and give at least 1 example.

Self-Check

- ☐ I named 2 qualities of healthy romantic relationships and explained why each is important.
- ☐ I described 3 ways I can build a healthy romantic relationship.
- ☐ I named 1 quality of unhealthy romantic relationships and explained why it is a problem.
- ☐ I described at least 3 differences between a healthy and an unhealthy romantic relationship and gave at least 1 example.

New words

abuse
balance
control
flexibility
jealousy
overdependence
partner
romantic

Student Journal

Lesson 1: Healthy Romantic Relationships

Journal entry

Think about your best friend or someone close to you with whom you would say you have a healthy relationship. Write some words that describe your relationship with that person.

Qualities of *Healthy* Romantic Relationships

Balance:

Responsibility for self:

Flexibility:

Trust:

Respect:

Communication:

(continued)

Student Journal

Lesson 1: Healthy Romantic Relationships

(continued)

Qualities of *Unhealthy* Romantic Relationships

Jealousy:

Overdependence:

Selfishness:

Control:

Lack of respect:

Abuse:

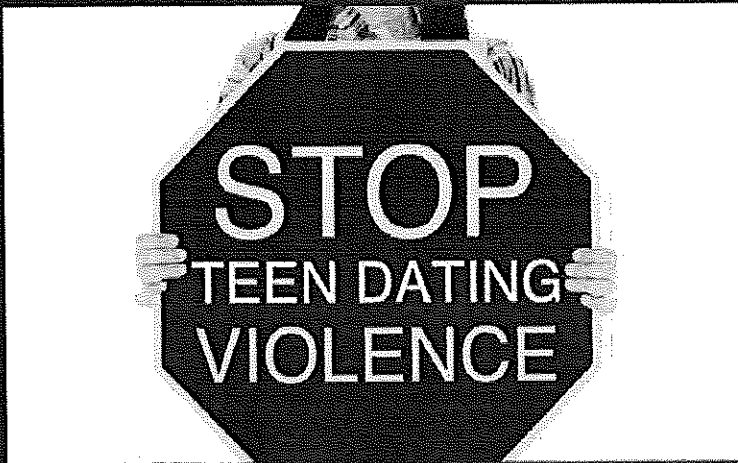
Class discussion notes

Teen Dating Violence

HE.7.B.5.5-Predict the short and long-term consequences of engaging in health-risk behaviors.

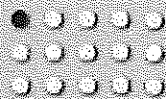
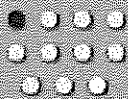
HE.7.C.1.1-Compare and contrast the effects of healthy and unhealthy behaviors on behaviors on personal health, including reproductive health.

HE.7.P.7.1-Examine the importance of assuming responsibility for personal-health behaviors.



00:00

Nearly
1 in 11 female teens
About
1 in 15 male teens

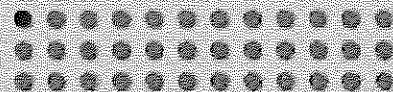


reported experiencing
physical dating violence
in the last year.

About
1 in 9 female



and **1 in 36** male



high school students
reported experiencing sexual
dating violence in the last year.

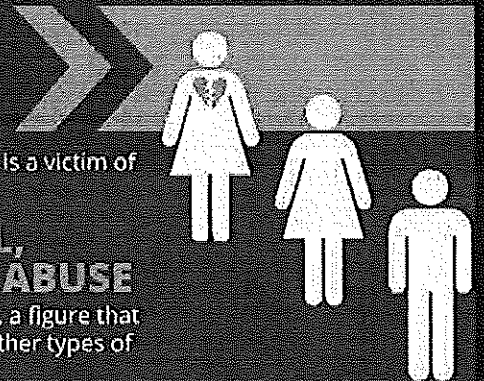
26% of women
and
15% of men

experienced intimate partner
violence for the first time
before age 18.



1 IN 3

adolescents in the US is a victim of
**PHYSICAL,
EMOTIONAL,
OR VERBAL ABUSE**
from a dating partner, a figure that
far exceeds rates of other types of
youth violence.



00:00

Open Ended Question



Reflecting back to the statistics you saw in the last slide, are you surprised by the data or is it what you would expect? Think about relationships you have witnessed or been around, have any of those relationships included violence or abuse? What do you think you can do to prevent this violence in your own life?

What Is Teen Dating Violence?

A few things to know about Teen Dating Violence...

- Dating violence is the use of physical, sexual, or emotional violence within a dating relationship, including stalking.
 - It can result in injury, death, or psychological harm.
- Dating violence can happen in person or electronically (such as through text message, e-mail, and social media).
- It happens in both casual and serious relationships and may occur between a current or past dating partner.
- It often starts with hurtful teasing and name calling. If it is part of an abusive pattern, these things can lead to physical and sexual violence.

TEEN DATING VIOLENCE
happens when unhealthy
relationship behaviors have
CROSSED THE LINE
and become **UNSAFE**.

You may have heard some of the words below used to describe teen dating violence.

**DATING
ABUSE**

**RELATIONSHIP
VIOLENCE**

**INTIMATE
PARTNER
VIOLENCE**

**RELATIONSHIP
ABUSE**

Using violence against a dating partner (no matter how casual or serious) is **not okay**. If you or someone you know is using dating violence or is the victim of dating violence.

STOP AND GET HELP!



00:00

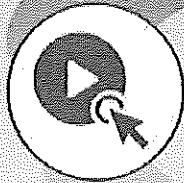
Violence Defined

- Physical Violence
- Sexual Violence
- *Sexual Harassment
- Verbal or Emotional Abuse
- Stalking Behaviors



00:00

INTIMATE PARTNER



Video

Intimate Partner Violence

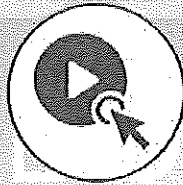
4 C's of Consent

1. Clear
2. Continuous
3. Free from Coercion
4. Conscious



00:00

PRESSURING



SOMEONE DOES NOT

MEAN YOU HAVE

Video

Understanding Consent

Without Consent

Sexual Assault:

Forcing someone to engage in ANY type of sexual activity against his or her will.

Rape:

Non consensual sexual intercourse

Date Rape: Most common form of rape, happens when the victim knows the perpetrator and the rape takes place within a dating relationship, potential one, or once it ends.



Red-Yellow-Green Light

Instructions: Read each behavior on the quiz next and decide if it is a red, yellow or green light behavior.

Red Light: STOP! – get help! This behavior has crossed the line and is unsafe.

Yellow Light: caution. This behavior is unhealthy and worrisome. You could try using healthy communication skills or talking to a trusted adult.

Green Light: go ahead and keep up with these healthy behaviors



Quiz

I have been going out with my boyfriend for a few weeks. We got into a disagreement about what we were going to do on Friday night, but we talked through it and were nice to each other even though we did not agree.

- ☐ Red Light
- ☐ Yellow Light
- ☐ Green Light

I got into my first argument with my boyfriend. It was about what movie to watch. I called him a jerk and then apologized.

- ☐ Red Light
- ☐ Yellow Light
- ☐ Green Light

I saw my girlfriend going through my text messages.

- ☐ Red Light
- ☐ Yellow Light
- ☐ Green Light

My boyfriend and I love hanging out together, but we do not like the same kind of music.

- ☐ Red Light
- ☐ Yellow Light
- ☐ Green Light

My boyfriend threatened to kill himself if we ever broke up.

- ☐ Red Light
- ☐ Yellow Light
- ☐ Green Light

Every time I wear shorts, my boyfriend yells at me, calls me fat and tells me to change into pants. I stopped wearing shorts because I am afraid of that my boyfriend will yell at me again

- ☐ Red Light
- ☐ Yellow Light
- ☐ Green Light

When I was with my girlfriend, I let her take a “sexy” picture of me. When we broke up, she sent it to her friends. That picture was supposed to just stay between us.

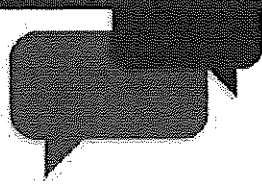
- ☐ Red Light
- ☐ Yellow Light
- ☐ Green Light

Red - Yellow - Green

1. Green Light
2. Yellow Light
3. Yellow or Red Light
4. Green Light
5. Red Light
6. Red Light
7. Red Light



Get Help



National Sexual Assault Hotline

800.656.HOPE
online.rainn.org

Free. Confidential. 24/7



00:00

Consent Checklist

Instructions: Read the following three scenarios and think about whether the 4 C's of Consent (Clear, Continuous, Free of Coercion, and Conscious) are met.

scenario

1

Andre and Jayla have been dating a few weeks. One day when they are out at the park, they are holding hands—something they both agreed to. Andre then grabs Jayla's butt and kisses her. He thinks that she is probably okay with these things since she did kiss him on the first date—so she's clearly into him. Plus, they were already holding hands.

Did Andre have the 4 C's of Consent? _____

What could Jayla do now? _____

scenario

2

Zach knows that Ella has had a crush on him for a long time, but he does not like her in that way. One night they were hanging out with a bunch of people at a friend's house (the friend's parents were out of town). Ella offered Zach some beer and he decided to drink it. For the rest of the night, Ella kept giving Zach more alcohol. She said it was to "loosen him up" and so that he would have a better time. That night, Ella grabbed Zach and started kissing him.

Did Ella have the 4 C's of Consent? _____

What could Ella do now? _____

scenario

3

Sofia and Alejandro have been going out for a few weeks. When they were out to see a movie, Alejandro leaned over to Sofia and said, "see, the girl in the movie shows that she likes the guy by kissing him and having sex—aren't you into me? You never do anything and I do not want to have to tell everyone that you are such a prude. But I will." Alejandro then put his hand on Sofia's thigh. She froze. She was too scared and nervous to say anything.

Did Alejandro have the 4 C's of Consent? _____

What could Alejandro do now? _____

Teen Dating Violence Quiz

This is a preview of the published version of the quiz

Started: Jan 12 at 10:23am

Quiz Instructions

Instructions: Read each statement below and mark whether or not you think the statement is True or False.

Flag this Question

Question 11 pts

Dating violence does not happen to teenagers very often. It is more of an adult problem.

Group of answer choices

☐

True

☐

False

Flag this Question

Question 21 pts

Teenage boys are rarely the victims of dating violence.

Group of answer choices

☐

True

☐

False

Flag this Question

Question 31 pts

Dating violence can happen in all kinds of relationships, not just long-term or serious ones.

Group of answer choices

☐

True

☐

False

Flag this Question

Question 41 pts

Being insulted over and over by someone you are dating is not that big of a deal, as long as there is no physical violence.

Group of answer choices

☐

True

☐

False

Flag this Question

Question 51 pts

Most victims of sexual violence do not know their abuser(s).

Group of answer choices

☐

True

☐

False

Flag this Question

Question 61 pts

Physical violence happens in same-sex relationships as often as it happens in opposite sex dating relationships.

Group of answer choices

☐

True

☐

False

Flag this Question

Question 71 pts

Teens who see violence in their home, such as between their parents, are more likely to be involved in dating violence, either as a victim or as the abuser.

Group of answer choices

☐

True

☐

False

Lesson 11

Resisting Sexual Pressure

Overview

This lesson introduces refusal skills. Students work in small groups to suggest lines they might hear if someone is pressuring them to have sex. After learning about effective words and actions for resisting sexual pressure, groups write responses to the pressure lines another group created. Students then work in pairs to practice resisting pressure to have sex using the refusals their groups created. They take home a family sheet to help them talk with their parents or another adult family member about responsible sexual behaviors.

Time: 45–60 minutes

Lesson Objectives

Students will be able to:

1. Describe techniques used to pressure someone to engage in sexual behaviors.
2. Identify effective words and actions to resist sexual pressure.

National Health Education Standards

Standard 4:
Communication

Performance Indicators
4.8.1: Apply effective verbal and nonverbal communication skills to enhance health.

Materials & Preparation

Prepare

- Have **Saying NO to Sexual Pressure** (Slide 22), or make transparency, if needed.
- Have the **Group Roles** slide or transparency (Slide 14).
- Hang enough pieces of chart paper around the classroom for each group of 4 students to have one. Draw a line down the middle of each piece of chart paper to create 2 columns. Label the columns: Pressure Lines and Resisting Lines.

Copy

- **Time to Talk: Responsible Sexual Behavior** (Master 5) for each student.

Health Terms

Review the teaching steps, slides, master and activity sheet for any terms or concepts your students may not know, and be prepared to explain them. Examples:

- alternative
- effective
- body language
- pressure line

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension.
- Create a list of pressure lines someone might use to push a person's limits or convince someone to have sex. Copy and distribute the list, then review with students. Respond to questions and clarify misconceptions or interpretations of terms and idioms.
- Ask students questions to prompt discussion of pressure lines: e.g., What are some situations in which you might have to communicate your choice to stay sexually abstinent? What are some things someone might say to push a person's limits or try to get him or her to have sex?

To ensure student success with reading:

- Distribute copies of the **Saying NO to Sexual Pressure** slide, read aloud and allow students to ask questions.
- Have students write or draw icons depicting the ways to resist sexual pressure, each on a different index card. Allow students to keep the cards for reference to help them recall ways to resist sexual pressure in future lessons and potential real-life situations.

To ensure student success with writing:

- Allow students to work with a partner within their groups, pairing students with stronger writing skills with those who may need help, to develop the list of pressure lines and responses.
- For the Exit Ticket, allow students to verbally explain or record 3 ways to resist pressure that would work. Have them practice with a friend to develop effective responses. Allow students to complete the assignment as homework, if needed.

To ensure student success with family activities:

- Review the **Time to Talk: Responsible Sexual Behavior** family sheet with students, so they will be familiar with the information being shared with family members. Consider sending the family sheet home prior to beginning the unit.

Introduction

■ Get students ready for learning

Transition

Have you ever been in a situation where you were being pressured to do something you didn't want to do? On a piece of paper, write a short description or draw a picture or cartoon that tells how that felt and what you did in response.

Allow students to focus and work quietly for a minute or two.

Motivate

Imagine your younger brother or sister keeps asking to borrow something of yours that is really important to you. There is no way you will let him or her borrow it. What do you say and do the first time? The second time? The third time?

Allow several students to share their responses. As students share, ask for a thumbs-up if the response is convincing and a thumbs-down if it is not.

Most of you can be firm and serious when you really want to say NO to someone. Today you're going to practice being just as firm when you want to say NO to sexual pressure.

Teaching Steps

■ Examine pressure lines

Explain

You've been learning how to make decisions that will protect your sexual health. It is always best to plan ahead to keep yourself healthy and safe. But sometimes you might find yourself in a situation where you'll need to think on your feet and resist pressure to be sexually active. If you've made the choice to protect your sexual health by being abstinent and not having sex, you'll need to know how to communicate your thoughts and feelings so you can stick to your choice.

Survey

What's an example of a *pressure line* someone might use to push a person's limits or try to get him or her to have sex?

Call on a few students to provide examples. If students are having trouble coming up with a pressure line, share this one with them: "If you loved me you would show me." Write the lines students suggest on the board.

Explain

There are many different techniques people might use to pressure another person to have sex. They might use their relationship with the person they're pressuring in some way. They might suggest that everyone has sex so it's not a big deal, or that the person who's refusing is missing out on something. They might talk about how sex will feel, or suggest that there's something wrong with the person who doesn't want to have sex. There are as many different ways to pressure someone as there are different people and relationships.

Complete

Let's look at these examples and identify what kind of pressure technique each one is using.

Review the example lines written on the board and help students identify the pressure techniques being used in each one. For example, "You would if you loved me" suggests that sex is the only way to show love, and implies that the person being pressured doesn't love the partner enough.

■ Small groups create pressure lines

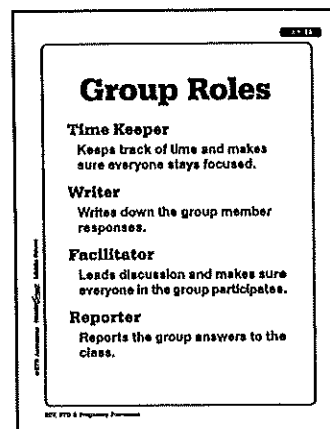
Create & Share

Now you're going to work in groups to think of pressure lines people might use to try to get someone to have sex with them. Think of as many different ways or techniques someone might use as you can.

Use the following steps to complete the activity.

- *Divide students into groups of 4 and assign each group to one of the chart paper stations.*

- Assign the following jobs to each student.
Show the **Group Roles** slide as you review the jobs.
- **Time Keeper:** Keeps track of time and makes sure everyone stays focused.
- **Writer:** Writes the group member responses on chart paper.
- **Facilitator:** Leads discussion and makes sure everyone in the group participates.
- **Reporter:** Reports the group answers to the class.



Slide 14

(Note: If there are fewer than 4 students in a group, assign group members more than one role.)

- Tell students to brainstorm pressure lines that people their age might use to try to get someone to have sex. Explain that they are to brainstorm only the pressure lines, not the responses. Suggest that they think about different ways, angles or techniques someone might incorporate into a pressure line. Give students 3 minutes to brainstorm.
- After all groups have listed at least 4 pressure lines, allow reporters to share the sample pressure lines their groups wrote.

Ask & Discuss

Which of these pressure lines do you think would be the hardest to resist? Why?

Allow students to respond to the question and discuss their ideas.

Summarize

Pressure from peers can be hard to resist, especially if the person is someone you like and are attracted to. The best way to protect your choice to be sexually abstinent is to learn ways to say NO that will be effective, or work well.

■ Teach effective ways to resist pressure

Ask & Discuss

Does a person have the right to choose not to have sex or refuse sexual activity?

Allow students to respond to the question and discuss their ideas. Probe student thinking if any students suggest that someone doesn't have the right to say NO to sex, and stress that it is wrong and illegal to force sexual contact on another person.

Summarize

Sexual activity should always be a matter of choice. Every person has the right to choose sexual abstinence and to say NO to sex. This is true both for people who have never had sex and for people who have had sex before. A person always has the right to choose abstinence. And nobody has the right to pressure or force someone else to have sex.

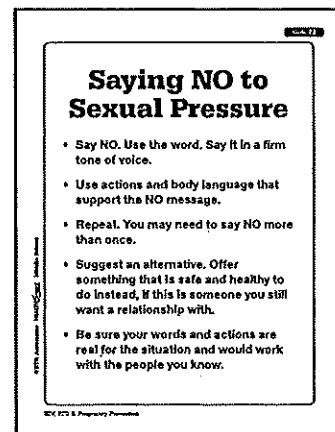
Prepare

Show the Saying NO to Sexual Pressure slide.

Explain

These steps will help you say NO in ways that work.

- The first step is to say NO. Use the word in your response, and say it in a firm tone of voice.
- You also want to use actions or body language that support and reinforce the NO message. These are ways to say NO without words.
- Repeat the NO message if the pressure continues. Often, you may have to say NO to the pressure more than once.
- If the person pressuring you is someone you still want to have a relationship with, you can suggest an *alternative*. This is something realistic and safe that won't put your sexual health at risk that you can do instead.
- Finally, the words and actions you use to say NO need to be real for the situation, believable and ones that would work with the people you know.



Slide 22

Model

Demonstrate examples of various ways to say NO.

- No, I don't want to.
- I could get pregnant. So, no, I'm not going to risk it.

- No, I'm not going to have sex with you.
- No, and if you don't stop pressuring me, I'm going to go home.
- I don't want to do that. Let's go see a movie instead.

Explain

You can also say NO without words. What you say with your body is called *body language*. Your face, body movements and actions all help someone who is pressuring you see that you mean what you say.

What body language can you use to say NO to pressure to have sex?

Model

Demonstrate examples of a few actions, such as crossing your arms and turning away, shaking your head, and standing up tall and making eye contact as you say NO firmly.

■ Small groups respond to pressure lines

Create & Share

Now you'll have a chance to come up with some responses to the sexual pressure lines you wrote earlier in your groups.

Use the following steps to complete the activity:

- *Direct students to return to their original groups. Assign each group to a different chart paper station from the one on which they wrote their pressure lines.*
- *Tell students to write a response for each of the pressure lines listed on the chart paper, using techniques they've learned about.*
- *After all groups have finished, allow reporters to share the group's lines that could be used to resist the pressure.*

Ask & Discuss

Which lines to resist pressure do you think would be the most effective? Why?

What body language could reinforce the NO message?

Allow students to respond to the questions and discuss their ideas.

■ Students practice resisting pressure

Practice

Now you'll have a chance to practice resisting sexual pressure. You'll work with a partner to practice some of the words and actions you can use to resist pressure to have sex. The first person should say one of the pressure lines from the first column on one of the group chart papers. The second person should use one of the responses to say NO and resist the pressure using that response and appropriate body language. Then switch roles, so you both get a chance to practice.

Pair students or allow them to select partners and allow time for practice. Emphasize that it doesn't matter if students have a partner of the same or opposite gender. They are simply practicing the skill of resisting pressure.

Reinforce

Circulate around the room to offer corrective feedback and reinforcement as students practice.

*After all students have had an opportunity to practice, ask for volunteers to demonstrate their pressure and resistance lines. After each pair has demonstrated their lines, use the **Saying NO Sexual Pressure** slide to review which techniques were used to resist the sexual pressure.*

Assessment & Closure

■ Students demonstrate learning

Exit Ticket

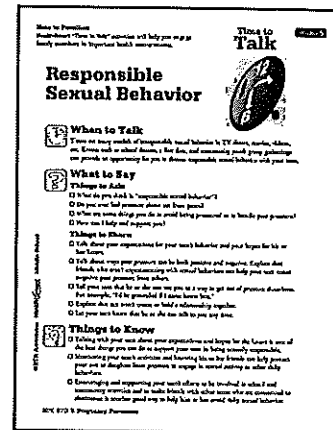
Write down 3 ways to resist sexual pressure that you think would work for you. Include both words and actions in each of your responses. Be sure to put your name on your paper and hand it in before you leave class.

Write the criteria for completing the Exit Ticket on the board and allow time for students to complete the assignment.

■ End the lesson

Send Home

Distribute a Time to Talk: Responsible Sexual Behavior family sheet to each student. Explain that they are to take this sheet home and talk to a parent or older family member about responsible sexual behavior.



Master 5

Close

Let's practice words and actions for saying NO one more time. When I say "Words," and point to you, say NO using some of the ways we've practiced. When I say "Actions," everyone can show an action or some body language you can use to reinforce your NO.

Do a few rounds, calling out, "Words," and pointing to several students, then calling out, "Actions," and allowing students to respond all at once by demonstrating refusals body language. Monitor responses and provide corrective feedback, as needed.

Assess

Collect students' group lists and Exit Tickets, and evaluate their work for this lesson.

Assessment Evidence

Objective 1

Students described techniques used to pressure someone to engage in sexual behaviors by:

- Working in small groups to create a list of pressure lines.

Objective 2

Students identified effective words and actions to resist sexual pressure by:

- ☐ Writing responses to pressure lines in their small groups.
- ☐ Completing the Exit Ticket.

(Scoring Rubrics, page 184)

LESSON 5

Communicating Our Boundaries

Student Learning Objectives:

- Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
- Demonstrate the ability to communicate one's behavioral limits or boundaries and to show respect for the limits or boundaries of others related to physical intimacy and sexual behavior.

National Health Education Standards:

- Self Management
- Interpersonal Communication

Lesson Synopsis

Connect this lesson on communicating plans for staying within safe behavioral boundaries with the previous lesson on setting goals for living free of HIV and other STIs and planning how to stay within the safe behavioral boundaries. Review and practice, in pairs, verbal and nonverbal communication skills for telling others personal boundaries for safe behavior. Summarize how and what to communicate when sharing boundaries with others. Assign homework of asking two trusted adults for communication ideas.



Activity	Time	Materials Needed
Introduction	2 minutes	<ul style="list-style-type: none"> None
Input	10 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> Slide Master: "What to Communicate" Slide Master: "How to Communicate" Appendix S: "School Personnel Guide for Reporting Suspected Child Abuse and Neglect: You Are a Mandated Reporter" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> Writing paper Pens or pencils Slides Projector
Application	30 minutes	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> Student Worksheet: "Communicating Boundaries" Teacher Key: "Communicating Boundaries" Slide Master: "Time to Communicate" Teacher Reference-Assessment: "Assessment Rubric: Communicating Boundaries" Student Self-Assessment Rubric: "Communicating Boundaries" Student Self-Assessment Checklist: "Communicating Boundaries" Peer Assessment Checklist: "Communicating Boundaries" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> Slide Projector Pens or pencils

Closure	3 minutes	Supplied by the Teacher <ul style="list-style-type: none"> Student folders from Lesson 1
TOTAL	45 minutes	

Preparation


- Prior to the Lesson**
- **Determine** which version of the lesson has been approved by your Board of Education to be taught in your class, abstinence-based or abstinence-only.
 - **Decide if you want to assess** student progress. A rubric is provided for your use at the end of this lesson, "Assessment Rubric: Communicating Boundaries."
 - **Decide if you want students to assess** their own progress. **Duplicate** the rubric, "Communicating Boundaries," for students if you plan to have them use it. There are also two checklists you can **duplicate** for students to use. One is a self-assessment checklist and the other is designed for peer assessment. They are both titled, "Communicating Boundaries."
 - Read appendix S, "School Personnel Guide for Reporting Suspected Child Abuse and Neglect: You Are a Mandated Reporter."
- For Input**
- **Decide** how to have the students form pairs to practice skills.
 - **Prepare slides** of the slide masters, "What to Communicate" and "How to Communicate."
- For Application**
- **Prepare a slide** of the slide master, "Time to Communicate."
 - **Duplicate** the student worksheet, "Communicating Boundaries," for each student.

LESSON PROCEDURE

Introduction: Connect this lesson on communicating plans for staying within safe behavioral boundaries with the previous lesson on setting goals for living free of HIV and other STIs and planning how to stay within the safe behavioral boundaries.


2 minutes




Instructional Steps	Script and Detailed Directions
Review the previous lesson on setting goals and making plans that avoid infection with HIV and other STIs.	<p><i>What steps might a person take in order to protect himself or herself from HIV and other STIs?</i></p> <p>Possible Answers:</p> <ul style="list-style-type: none"> • Go out with a group of kids rather than going alone with someone you like. • Talk to each other about boundaries and what you will and won't do prior to going out. • Go to a girlfriend/boyfriend's house only when an adult is home to supervise. • Hold hands, but do not kiss a boyfriend or girlfriend. • Abstain from sex.








	<p>Abstinence-Based Addition: Answers:</p> <ul style="list-style-type: none"> • Before having sex, talk to your partner about being in a long-term, committed relationship, for example marriage; make sure you and your partner get tested; and have intimate sexual contact with only one person who is not infected and is also committed to that relationship. • Use a latex or polyurethane condom consistently and correctly to reduce the risk of infection. <p><i>Having a plan helps you avoid behaviors that could place you at risk for getting HIV and other STIs. Once you have decided on your plan, you need to be prepared to communicate to others what you will do and what you will not do. Part of being prepared is practicing how to communicate your boundaries before you are in a risky situation.</i></p>  <p>This lesson provides you with the opportunity to discuss how these skills are also useful in other potentially risky situations, such as situations involving alcohol and other drugs.</p>
<p>Introduce this lesson.</p>	<p><i>Today, we will learn how to communicate our boundaries to others. We will also learn how to identify situations that might lead to trouble. These skills will help you avoid risky sexual situations, and can also be used to avoid situations that might involve drugs or violence.</i></p>

Input: Identify verbal and nonverbal communication skills for telling others about personal boundaries for safe behavior.

10 minutes


Instructional Steps	Script and Detailed Directions
<p>Form pairs and explain the importance of communicating personal boundaries to others.</p>	<p>Divide the class into pairs of students. Assign the group roles: recorder and spokesperson. Have each pair get out paper and a pen or pencil.</p> <p><i>We have learned that having a goal for our future and a plan for how we will behave can help protect us. However, we have to be able to communicate our plan to others so that they understand we will not change our minds. We want to let people know what we will and won't do in a firm and respectful way—and in a way that will let us continue the relationship if we want to.</i></p>
<p>Review verbal and nonverbal communication skills using the slide, "How to Communicate."</p> 	<p><i>I am going to ask a couple questions to review what we already know about communication skills. Working in your pairs, your recorder will have one minute to record your ideas. In a moment, I will call on spokespersons to share ideas.</i></p> <p><i>How should our voices sound to show that we mean what we say?</i></p> <p>Pause for one minute to allow recorders time to record ideas. Then, call on several spokespersons to share ideas. Record the students' ideas on the board.</p> <p><i>What kind of body language, or nonverbal communication, shows that we mean what we say?</i></p> <p>Pause for one minute to allow recorders time to record ideas. Then, call on several spokespersons to share ideas. Record the students' ideas on the board.</p>

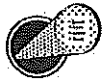
	<p>Display the slide, "How to Communicate," and supplement the students' lists as needed.</p>  <p>Be sensitive to cultural differences regarding nonverbal communication, such as eye contact. If you are working with students from a variety of cultural backgrounds, you may want to discuss the various ways nonverbal gestures are interpreted.</p>
<p>Describe what to say when communicating boundaries using the slide, "What to Communicate."</p> 	<p>Display the slide, "What to Communicate."</p> <p><i>To communicate your plan for your personal boundaries, you need to know what to communicate. The first thing to do is simply share information.</i></p> <ul style="list-style-type: none"> • Address the person by name. • State your plan clearly and simply: Say what you will do. Say what you won't do. Use one sentence each. <p><i>That may be enough. However, there may be times when your listener doesn't seem to be listening or hearing what you said. Then, you may need to use the three steps for making sure you are heard.</i></p> <ul style="list-style-type: none"> • Repeat your message. • Say something that shows you are serious. • If interrupted, continue from where you were interrupted.
<p>Discuss the importance of respecting other people's boundaries.</p>	<p><i>Of course you want people to listen to you when you communicate your boundaries and respect them.</i></p> <p><i>If another person didn't listen or tried to push you outside your boundaries, what kind of relationship might this be?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • This would be disrespectful. • The other person would be trying to abuse their power over you. • The person might try to exploit you for his or her own happiness. • This could result in sexual harassment or sexual assault. • This could mean the other person doesn't really care about you. <p><i>Just as you want others to listen and respect your boundaries, it is important that you do the same for them. If someone tells you "no" or communicates a boundary, listen and support their limit. If you don't hear someone say "yes," that means "no."</i></p>  <p>Refer to appendix S, "School Personnel Guide for Reporting Suspected Child Abuse and Neglect: You Are a Mandated Reporter," to review your responsibility to report abuse if students disclose situations that cause you to suspect abuse.</p>

Instructional Steps	Script and Detailed Directions
<p>Write scripts to practice communication skills using the student worksheet, "Communicating Boundaries."</p>  <p>Keep the slide, "What to Communicate," displayed.</p> 	<p>Distribute the student worksheet, "Communicating Boundaries," to each student.</p>  <p>You have several assessment tools available at the end of the lesson if you want to assess students' progress. You may choose from the teacher assessment rubric, student self-assessment rubric, student self-assessment checklist, and/or peer assessment checklist.</p>   <p><i>Now you will have a chance to use these skills in two hypothetical situations. Individually, record what you would say in each situation on the worksheet. Follow the steps on the slide. You will have five minutes. I will call on a few of you to hear your ideas.</i></p> <p>After five minutes, gather examples from two or three students.</p> <p><i>Take a minute to add to your worksheet if you got any new ideas. In a minute, you will practice your responses with your partner.</i></p> <p>Pause another minute to allow students to add new ideas.</p>
<p>Verbally practice communication skills using the student worksheet, "Communicating Boundaries," and the slide, "Time to Communicate."</p>  	<p><i>Next, each of you will have a chance to practice what you would say in one of the scenarios. This is not a role-play because no one will play the pressurer in the situation. However, you will each read one scenario and then practice what you would say as if you were in the situation.</i></p> <p><i>The person who isn't practicing should watch and listen to his or her partner so that he or she can explain what was said or done that was effective and what could be improved. Try to help each other communicate what you will and won't do in as clear and firm a manner as possible.</i></p> <p><i>When I give the signal, the second partner will read the second scenario and practice what he or she would say.</i></p> <p>Assign who will communicate first and review the directions by displaying the slide, "Time to Communicate."</p> <p>Signal the first person in each pair to go first.</p> <p>Provide time for the pairs to practice and talk about how the message was delivered and how it could be improved.</p> <p>Conduct two rounds, giving each student a chance to practice and get feedback.</p>
<p>Summarize reasons communicating boundaries might be difficult and the importance of practicing.</p>	<p><i>This seems pretty easy. What makes it hard to do this in real life?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • You care for the person. • You want to be liked and accepted. • You don't want to look stupid, etc. • You don't want your boyfriend or girlfriend to be mad at you. • You don't want the person to break up with you or not date you. • You don't want others to find out about your personal life. <p><i>We need to practice these skills, because it is harder in real life. However, communicating your plan for what you will and won't do is one way to protect yourself.</i></p>

Closure: Summarize how and what to communicate when sharing boundaries with others.
Assign homework of asking two trusted adults for communication ideas.

3 minutes

Instructional Steps	Script and Detailed Directions
<p>Summarize the lesson, emphasizing how to communicate and what to communicate.</p>	<p><i>How should you verbally and nonverbally communicate your personal boundaries to others?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • Face the person. • Maintain eye contact. • Stand or sit straight and tall. • Speak slowly. • Speak clearly. • Use a firm voice without yelling. <p><i>What should you say when you communicate your personal boundaries?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • Address the person by name. • State your plan clearly and simply. <ul style="list-style-type: none"> – Say what you will do. – Say what you won't do. – Use one sentence each. • Repeat your message. • Say something that shows you are serious. • If interrupted, continue from where you were interrupted. <p><i>What effective communication skills did you see during our practice situations?</i></p> <p>Call on a few students to describe effective strategies. Their answers will vary.</p>
<p>Assign homework using the student worksheet, "Communicating Boundaries."</p> 	<p><i>Parents and other trusted adults have years of experience with communicating boundaries.</i></p> <p><i>Take your student worksheet, "Communicating Boundaries," home with you. For your homework assignment, discuss the situations and possible responses with two trusted adults. One adult may be a parent or guardian, but the other should be someone who is not your parent or guardian. Ask each adult what they would say and record their ideas. When finished, have each adult sign the worksheet. Bring it to class and show it to me to earn credit. I will not keep the worksheet, but I do want to see that you completed the assignment. It is due by (insert due date).</i></p>
<p>Give credit for signed homework slips.</p>	<p>Ask students to turn in their homework assignments from Lesson 2, involving interviewing a parent or other adult, and Lesson 4, involving reviewing goals and tasks with a parent or other adult.</p> <p><i>Show me your signed worksheets to receive credit for your homework assignments. Then, place them in your folders.</i></p>
<p>Introduce the next lesson on identifying trouble.</p>	<p><i>During our next health lesson, we will practice identifying situations that may lead to trouble.</i></p>



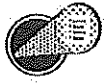
How to Communicate

Verbal Communication

- Speak clearly.
- Speak slowly.
- Use a firm voice without yelling.

Nonverbal Communication

- Stand or sit straight and tall.
- Look the person in the eye.
- Face the person.



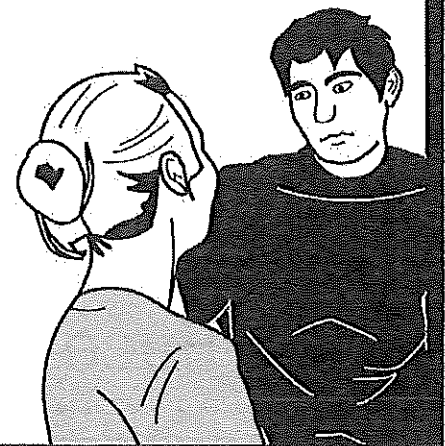
What to Communicate

Share information:

- Address the person by name.
- State your plan clearly and simply:
 - Say what you will do.
 - Say what you won't do.
 - Use one sentence each.

Be sure you are heard:

- Repeat your message.
- Say something that shows you are serious.
- If interrupted, continue from where you were interrupted.





Time to Communicate

Round 1

- Communicator will be the partner who is shorter.
 - Read Anthony's situation to your partner.
 - Communicate your boundaries as if you were Anthony.
- Listener will be the partner who is taller.
 - Listen and watch as your partner reads the situation and sets boundaries.
 - Tell your partner what was effective and one idea for improvement.

Round 2

Switch roles and use David's situation.



Communicating

Boundaries

Situation #1: Anthony

Anthony really likes Kim. They live in the same neighborhood, so they are able to spend a lot of time together after school and on weekends. Last week, Anthony and Kim started kissing at Anthony's when no one else was home. Tonight, Kim invited Anthony to come over, so they could be alone. Anthony has decided that it isn't a good idea for them to be alone. Anthony wants to spend time with Kim, but not if they are alone. If you were Anthony, how would you communicate what you will and won't do? What would you say?

Kim tries to convince Anthony to come over. Kim insists on Anthony being there at 7:00. What three things can Anthony say to be heard?

Situation #2: David

David and his teammates have been getting together to give each other piercings. One teammate has experience with piercing and has supplies, so they go to his house. David's friends say that it is his turn next time, and they have invited him to a piercing party tonight. He knows that it is not safe to get a piercing, because sometimes needles are shared or aren't clean. David wants to go to the party, but doesn't want to get a piercing. If you were David, how would you communicate what you will and won't do? What would you say?

David's friends interrupt and start to laugh at him. What three things can he say to make sure he is heard?

Homework Assignment:

- Discuss the situations and possible responses with two trusted adults. One adult may be a parent or guardian; the other should be someone other than a parent or guardian.
- Ask each adult what they would say and record their ideas.
- Have each adult sign the worksheet.
- Bring the signed worksheet to class to earn credit.

Note to Parents and Adults Being Interviewed: The goal of this interview is to help the young person conducting the interview communicate personal boundaries on behavior. Knowing what you think about these issues will provide him or her with valuable information and will help him or her communicate about boundaries which will keep him or her safe.

1. Parent or Other Trusted Adult Signature _____

2. Other Trusted Adult Signature _____



Communicating Boundaries

Situation #1: Anthony

Anthony really likes Kim. They live in the same neighborhood, so they are able to spend a lot of time together after school and on weekends. Last week, Anthony and Kim started kissing at Anthony's when no one else was home. Tonight, Kim invited Anthony to come over, so they could be alone. Anthony has decided that it isn't a good idea for them to be alone. Anthony wants to spend time with Kim, but not if they are alone. If you were Anthony, how would you communicate what you will and won't do? What would you say?

"Even though I like you, I don't want to come over unless your parents are there."

Kim tries to convince Anthony to come over. Kim insists on Anthony being there at 7:00. What three things can Anthony say to be heard?

"Kim, seriously, I want to be with you, and I'd love to come over, but only if somebody is there. I don't like the idea of us being by ourselves."

Situation #2: David

David and his teammates have been getting together to give each other piercings. One teammate has experience with piercing and has supplies, so they go to his house. David's friends say that it is his turn next time, and they have invited him to a piercing party tonight. He knows that it is not safe to get a piercing, because sometimes needles are shared or aren't clean. David wants to go to the party, but doesn't want to get a piercing. If you were David, how would you communicate what you will and won't do? What would you say?

"I will go to the party, but I'm not getting a piercing."

David's friends interrupt and start to laugh at him. What three things can he say to make sure he is heard?

"Look. We're teammates, and I still want to hang out. But, I'm not getting a piercing."

Homework Assignment:

- Discuss the situations and possible responses with two trusted adults. One adult may be a parent or guardian; the other should be someone other than a parent or guardian.
- Ask each adult what they would say and record their ideas.
- Have each adult sign the worksheet.
- Bring the signed worksheet to class to earn credit.

Note to Parents and Adults Being Interviewed: The goal of this interview is to help the young person conducting the interview communicate personal boundaries on behavior. Knowing what you think about these issues will provide him or her with valuable information and will help him or her communicate about boundaries which will keep him or her safe.

1. Parent or Other Trusted Adult Signature _____
2. Other Trusted Adult Signature _____

Assessment Rubric: Communicating Boundaries



Elements in the Lesson

Individually, record what you would say in each situation on the worksheet by answering the questions:

- If you were the person, how would you communicate what you will and won't do? What would you say?
- What three things can the person say to make sure he or she is heard?

- How to Communicate
 - ▶ Verbal Communication:
 - Speak clearly.
 - Speak slowly.
 - Use a firm voice.
 - ▶ Nonverbal Communication:
 - Stand or sit straight and tall.
 - Look the person in the eye.
 - Face the person.
- What to Communicate
 - ▶ Share information:
 - Address the person by name.
 - State your plan clearly and simply:
 - Say what you will do.
 - Say what you won't do.
 - Use one sentence each.
 - ▶ Be sure you are heard:
 - Repeat your message.
 - Say something that shows you are serious.
 - If interrupted, continue from where you were interrupted.

The following holistic rubric can be used for assessing student ability to communicate boundaries. The student has demonstrated the elements listed above through a written assignment.

To access an analytic rubric for this assignment or a generic, holistic rubric that can be used for any assignment, check the resources for Lesson 5 on the flash drive that came with your manual.



Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
How and What to Communicate	The response describes how the person would respond and what would be said. The response relates to the situation and clearly communicates what the person will and will not do.	The response describes how the person would respond and what would be said. The response relates to the situation and clearly communicates what the person will and will not do.	The response weakly describes how the person would respond and what would be said to communicate what the person will and will not do.	The response does not describe how the person would respond and what would be said to communicate what the person will and will not do. It is unclear or unrelated to the situation.	
How to Try to Be Heard	The response states three ways to try to be heard, showing strength and a depth of understanding.	The response clearly states three ways to try to be heard.	The response either weakly states or includes only two or three ways the person can try to be heard.	The response includes only one way the person can try to be heard, and it is unclear or unhelpful.	



Communicating Boundaries

This rubric can be used for assessing your ability to communicate boundaries.

Review the rubric and circle the number with the statements that best represents your work for this assignment. Record any comments you have about your assessment in the "Comments" column.

Elements	Exceeds Expectations 4	Meets Expectations 3	Progressing Toward Expectations 2	Does Not Meet Expectations 1	Comments
How and What to Communicate	My response describes how I would respond and what I would say. My response relates to the situation and clearly communicates what I will and will not do.	My response describes how I would respond and what I would say. My response relates to the situation and clearly communicates what I will and will not do.	My response weakly describes how I would respond and what I would say to communicate what I will and will not do.	My response does not describe how I would respond and what I would say to communicate what I will and will not do. It is unclear or unrelated to the situation.	
How to Try to Be Heard	My response states three ways to try to be heard, showing strength and a depth of understanding.	My response clearly states three ways to try to be heard.	My response either weakly states or includes only two or three ways to try to be heard.	My response includes only one way to try to be heard, and it is unclear or unhelpful.	

Communicating Boundaries

Directions:

- Use the following checklist to identify what communication strategies you used to communicate boundaries. Place an "x" next to each strategy used.
- Record in the "Comments" column what you did well or could do differently to communicate more effectively what you will or will not do.

Communicating Boundaries	I did this strategy.	Comments
How to Communicate Verbally		
I spoke clearly.		
I spoke slowly.		
I used a firm voice.		
How to Communicate Nonverbally		
I stood or sat straight and tall.		
I used eye contact.		
I stood face-to-face.		
What to Communicate		
I used a name.		
I stated a plan clearly and simply including what I will do.		
I stated a plan clearly and simply including what I won't do.		
I stated a plan clearly and simply using one sentence each.		
Be sure you are heard		
I repeated my message.		
I said something that showed I was serious.		
I continued from where I was interrupted.		



Student Self-Assessment Checklist

Name _____

Communicating Boundaries

Directions:

- Use this checklist to identify what communication strategies your partner used to communicate boundaries. Place an "x" next to each strategy used.
- Record in the "Comments" column what your partner did well or could do differently to communicate more effectively what he or she will or will not do.

Communicating Boundaries	I observed my activity partner doing this strategy.	Comments
How to Communicate Verbally		
My partner spoke clearly.		
My partner spoke slowly.		
My partner used a firm voice.		
How to Communicate Nonverbally		
My partner stood or sat straight and tall.		
My partner used eye contact.		
My partner stood face-to-face.		
What to Communicate		
My partner used a name.		
My partner stated his or her plan clearly and simply including what he or she will do.		
My partner stated his or her plan clearly and simply including what he or she won't do.		
My partner stated his or her plan clearly and simply using one sentence each.		
Be sure you are heard		
My partner repeated his or her message.		
My partner said something that showed he or she was serious.		
My partner continued from where he or she was interrupted.		



Peer Assessment Checklist

Name _____

Partner's Name _____