



# **CHECK THE FACTS**



## **High School Program**

**\*\*Please note that, the Revised California State Health Standards will be released Fall of 2019. The Check the Facts program will realign their curriculum once the frameworks have been release.**

## Lesson One

### Determining & Evaluating My Personal Values

#### **Objectives:**

1. Reinforce awareness that the decisions that students are making right now can have an impact on their future.
2. Empower students to take control of the decisions that are related to their sexual health.
3. Emphasize the importance of communicating with a trusted adult.
4. To give students a list of reproductive and sexual health services in our area. In addition national resources that coincide with topics covered in the Check- The Facts Program.

#### **Topics Addressed:**

1. Program Goals & Procedures
2. Values
3. Goals
4. The Importance of Communicating with a Trusted Adult
5. Locating Resources

**\*\*If time permits presenters will begin on the anatomy section of session 1.**

#### **California State Health Standards Addressed:**

- 1.9.G Explain laws related to sexual behavior and the involvement of minors.
- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.
- 3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.
- 3.4.G Evaluate laws related to sexual involvement with minors.
- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health
- 5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
- 5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.
- 7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).
- 8.1.G Encourage and support safe, respectful, and responsible relationships.

#### **National Health Standards**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5:** Students will demonstrate the ability to use decision making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid reduce health risks.

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

## Lesson Two

### Anatomy, Conception, & Fetal Development

#### **Objectives:**

1. Describe the process of human reproduction by identifying the correct order of steps involved in conception.
2. Describe the process of fetal development.
3. Emphasize the importance of prenatal care.
4. Identify all legal options for pregnancy and discuss possible consequences for each option.

#### **Topics Addressed:**

1. Fertilization
2. Conception
3. Fetal development
4. Prenatal care
5. Abortion
6. Parenting
7. Safe surrender
8. Adoption

#### **California State Health Standards Addressed:**

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult.
- 1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
- 1.5.G Summarize fertilization, fetal development, and childbirth.
- 1.6.G Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law.
- 1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society
- 6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.
- 7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood)

#### **National Health Standards Addressed:**

##### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 3.12.3 Determine the accessibility of products and services that enhance health
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

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

- 7.12.1 Analyze the role of individual responsibility for enhancing health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.12.2 Demonstrate how to influence and support others to make positive health choices.

## Lesson Three

### Identity & Exploring Stereotypes

#### **Objectives:**

1. Describe terms relating to gender identity.
2. Define the term LGBTQ+.
3. Emphasize the importance of being inclusive and respectful of all people.

#### **Topics Addressed:**

1. Gender identity
2. Gender roles/stereotypes
3. Gender expression
4. Sexual orientation
5. Allyship
6. Harassment

#### **California State Health Standards Addressed:**

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult
- 1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- 2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation
- 5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

#### **National Health Standards Addressed:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.

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

- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 1.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

## Lesson Four

### STI's- Sexually Transmitted Infections

#### **Objectives:**

1. Identify what a STI/STD is, modes of transmission, symptoms, as well as their long-term effects.

#### **Topics Addressed:**

1. STI's/STD's
2. Causes
3. Symptoms
4. Treatment
5. Long-term effects
6. Prevention

#### **California State Standards Addressed:**

- 1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
- 1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.
- 1.8.G Analyze STD rates among teens.
- 1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
- 1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity
- 3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.
- 3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.
- 3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy
- 5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.12
- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health
- 5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy
- 5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention
- 6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.18
- 6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention
- 7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).
- 8.1.G Encourage and support safe, respectful, and responsible relationships.
- 8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS.20
- 8.3.G Support others in making positive and healthful choices about sexual behavior

## **National Health Standards Addressed:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services enhance health.

- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5:** Students will demonstrate the ability to use decision making skills to enhance health.

- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

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

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

## Lesson Five

### Prevention, Protection, and Testing- Know the Facts!

#### **Objectives:**

1. Identify what a STI/STD is, modes of transmission, symptoms, as well as their long-term effects.
2. Identify ways to protect yourself from STI's/STD's, including HIV/AIDS
3. Locate places to receive testing and treatment
4. Discuss ways to support people who have and STI, including HIV/AIDS

#### **Topics Addressed:**

1. STI's/STD's
2. Causes
3. Symptoms
4. Treatment
5. Long-term effects
6. Prevention
7. Protection- condoms & all forms of birth control
8. Testing locations and what to expect

#### **California State Standards Addressed:**

- 1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
- 1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.
- 1.8.G Analyze STD rates among teens.
- 1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
- 1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity
- 3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.
- 3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.
- 3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy
- 5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.<sup>12</sup>
- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health
- 5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy
- 5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention
- 6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.
- 6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention

- 7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).
- 8.1.G Encourage and support safe, respectful, and responsible relationships.
- 8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS.20
- 8.3.G Support others in making positive and healthful choices about sexual behavior

**National Health Standards Addressed:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services enhance health.

- 3.12.1 Evaluate the validity of health information, products, and services.
- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5:** Students will demonstrate the ability to use decision making skills to enhance health.

- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

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

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

## Lesson Six

### What is Right for Me?

#### A Discussion about Abstinence, Sex, and Decision Making

##### Objectives:

1. Define and discuss the benefits of abstinence.
2. Define oral sex, anal sex, and vaginal sex.
3. Discuss the possible risks associated with each type of sexual activity
4. Explore the reasons why students feel pressured to have sex.
5. Discuss ways to deal with and avoid pressures to have sex.

##### Topics Covered:

1. Abstinence
2. All forms of sexual activity
3. Possible consequences or risk involved in sexual activity
4. Risk Avoidance
5. Dealing with Peer Pressure

##### California State Health Standards Covered:

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult.
- 1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
- 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
- 1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
- 1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents
- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
- 4.1.G Analyze how interpersonal communication affects relationships.
- 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
- 4.3.G Demonstrate effective communication skills within healthy dating relationship
- 5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
- 5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
- 5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.
- 5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

- 5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society
- 6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals
- 6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention
- 7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).
- 8.1.G Encourage and support safe, respectful, and responsible relationships.
- 8.3.G Support others in making positive and healthful choices about sexual behavior

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- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.5 Access valid and reliable health products and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.6 Defend the healthy choice when making decisions.

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

7.12.1 Analyze the role of individual responsibility for enhancing health.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

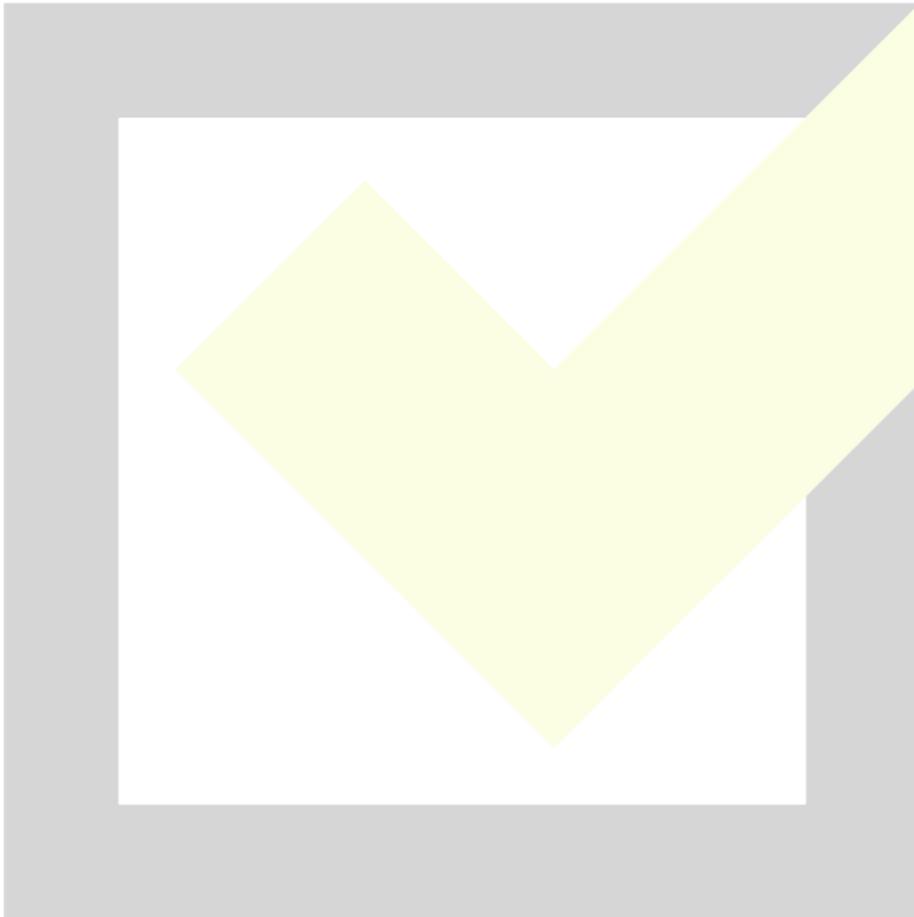
7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.

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

8.12.3 Work cooperatively as an advocate for improving personal, family, and community health



## Lesson Seven

### Navigating Through Social Media Safely

#### **Objectives:**

1. Identify positive and negative impacts of social media.
2. Identify activities on social media that can damage your public image.
3. Discuss the importance of maintaining an appropriate public image via social media.
4. Understanding the dangers and outcomes of taking personal photographs and sharing them online or through text messages.
5. Identify the prevalence, nature, and strategies to reduce the risk of human trafficking.
6. Develop skills to help prevent cyberbullying, and/or how to respond and help if someone they know that is being bullied.
7. Identify ways to stay safe online.

#### **Topics Addressed:**

1. The Pros and Cons of Social Media
2. Digital Footprint
  - a. Defining Risking Behavior
  - b. Inappropriate Content
  - c. Sharing too Much Information Online
3. Sexting
  - a. Sexual Harassment
4. Grooming
  - b. Human Trafficking
5. Cyberbullying
  - c. Suicide
6. Creating a safe online community.

#### **California Health Standards Addressed:**

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult.
- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- 2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation
- 4.1.G Analyze how interpersonal communication affects relationships
- 4.3.G Demonstrate effective communication skills within healthy dating relationships.
- 8.1.G Encourage and support safe, respectful, and responsible relationships.

#### **National Health Standards Addressed:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can impact personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.

- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services enhance health.

- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5:** Students will demonstrate the ability to use decision making skills to enhance health.

- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.6 Defend the healthy choice when making decisions.

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

- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

## Lesson Eight

### An Investigation of the Media and its Unrealistic Expectations

#### **Objectives:**

1. Identify ways that media sets unrealistic or confirming expectations about bodies, culture, gender, and sexuality.
2. Identify the difference between love, lust, and infatuation.

#### **Topics Addressed:**

1. Teen brain development
2. Media messages
  - a. Sex
  - b. Relationships
  - c. Body image
3. Recognizing love, lust, and infatuation

#### **California Health Standards Addressed:**

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult.
- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- 2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation
- 4.1.G Analyze how interpersonal communication affects relationships
- 4.3.G Demonstrate effective communication skills within healthy dating relationships.
- 8.1.G Encourage and support safe, respectful, and responsible relationships.

#### **National Health Standards Addressed:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can impact personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services enhance health.

- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.
- 3.12.5 Access valid and reliable health products and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.5 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5:** Students will demonstrate the ability to use decision making skills to enhance health.

- 5.12.5 Generate alternatives to health-related issues or problems.
- 5.12.6 Defend the healthy choice when making decisions.

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

- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

## Lesson Nine

### Setting Relationship Standards & Maintaining Healthy Relationships.

#### **Objectives:**

1. Discuss how and why to set standards for yourself.
2. Identify signs of a healthy relationship.
3. Identify signs of an unhealthy relationship.
4. Discuss ways to support peers in an abusive or violent relationship.
5. Recognize and apply healthy communication skills in a relationship.

#### **Topics Addressed:**

1. Standards
2. Types of relational abuse
3. Healthy communication

#### **California Health Standards Addressed:**

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult
- 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage
- 1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
- 4.1.G Analyze how interpersonal communication affects relationships.
- 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
- 4.3.G Demonstrate effective communication skills within healthy dating relationships.
- 5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.<sup>12</sup>
- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health
- 5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
- 8.1.G Encourage and support safe, respectful, and responsible relationships

#### **National Health Standards Addressed:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services enhance health.

- 3.12.2 Use resources from home, school, and community that provide valid health information.
- 3.12.3 Determine the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 1.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others

**Standard 5:** Students will demonstrate the ability to use decision making skills to enhance health.

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

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

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.

## Lesson Ten

### Creating My Personal Boundaries: Understanding Sexual Violence & Consent

#### **Objectives:**

1. Discuss boundaries and explain people's rights to their own bodies.
2. Build awareness of sexually violent crimes.
3. Develop "SAFE" plans to avoid STIs and unintended pregnancy.
4. Practice applying concepts learned to real-life scenarios.

#### **Topics:**

1. Consent.
2. Avoiding dangerous situations.
3. Applying "SAFE" plans to real-life scenarios.
4. Finding resources and seeking help from a trusted adult.

#### **California Health Standards Addressed:**

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult
- 1.9.G Explain laws related to sexual behavior and the involvement of minors
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- 2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
- 2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation
- 5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
- 8.1.G Encourage and support safe, respectful, and responsible relationships.
- 8.3.G Support others in making positive and healthful choices about sexual behavior.

#### **National Health Standards Addressed:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

**Standard 3:** Students will demonstrate the ability to access valid information, products, and services enhance health.

3.12.4 Determine when professional health services may be required.

3.12.5 Access valid and reliable health products and services.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

**Standard 5:** Students will demonstrate the ability to use decision making skills to enhance health.

5.12.1 Examine barriers that can hinder healthy decision making.

5.12.4 Generate alternatives to health-related issues or problems.

5.12.6 Defend the healthy choice when making decisions.

5.12.7

Evaluate the effectiveness of health-related decisions.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

6.12.1 Assess personal health practices and overall health status.

6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

6.12.3 Implement strategies and monitor progress in achieving a personal health goal.

6.12.4 Formulate an effective long-term personal health plan.

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

7.12.1 Analyze the role of individual responsibility for enhancing health.

7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

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