



CHECK THE FACTS

High School Curriculum



Lesson Plans For Community Overview Purposes Only



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Lesson 1

Determining & Evaluating My Personal Values

Teacher Outline

Lesson Overview:

In this lesson students will be introduced to the *Check the Facts* Program. The topics of this lesson will include: ground rules, communication, and reporting. Students will understand the concept of identity formation and how their values relate to this process. Students will have the opportunity to reflect on their own personal values and recognize that not everyone holds the same values.

Objectives:

1. Identify and follow class guidelines for appropriate behavior throughout the program.
2. Identify and articulate student's personal beliefs and values they hold of importance in regard to their sexual health.
3. Assess student's previous knowledge about their overall sexual health.
4. Empower students to take control of the decisions that are related to their sexual health.
5. Emphasize the importance of communicating with a Trusted Adult.
6. Gain skills for discussing topics of sexual health with their Trusted Adult.
7. 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.
8. Inform students of their sexual health rights.

Topics Addressed:

1. Program Goals & Procedures
2. Personal Beliefs and Values

3. The importance of communicating with a Trusted Adult
4. How to start conversations with a Trusted Adult
5. Locating Resources

Lesson Plan Outline:

- A. Introduction
- B. Setting Ground Rules
- C. Activity: Interactive Discussion Values
- D. The Importance of Trusted Adult
- E. Sexual Health Rights & Resources
- F. Homework
- G. Activity: Wrap Up

Lesson Content Resources:

1. About Us. (n.d.). Retrieved from <http://www.iwannaknow.org/teens/relationships/parents.html>
2. Guidelines for Discussing Difficult or Controversial Topics. (n.d.). Retrieved from <http://www.crlt.umich.edu/publinks/generalguidelines>
3. Personal values, belief and attitudes. (n.d.). Retrieved from https://sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/values/values.htm
4. Six in 10 American parents were raised thinking sex was "Taboo". OnePoll Research. (2022, June 15). Retrieved August 19, 2022, from <https://www.onepoll.us/six-in-10-american-parents-were-raised-thinking-sex-was-taboo/>
5. Resources. National Center for Missing & Exploited Children. (n.d.). Retrieved June 29, 2022, from <https://www.missingkids.org/netsmartz/resources>
6. Verplanken, B., & Holland, R. W. (2002). Motivated decision making: Effects of activation and self-centrality of values on choices and behavior. *Journal of Personality and Social Psychology*, 82(3), 434-447. doi:10.1037//0022-3514.82.3.434

Lesson 1.5

Reproductive Systems Review

Teacher Outline

Lesson Overview:

This lesson explains the reproductive systems of male and female bodies (biological sex). It is important for teens to understand how their body works as well as the medically accurate definitions for each body part. Upon completion of this lesson, students will be able to identify, describe, and summarize the sexual and reproductive parts, function, location, as well as the path of an egg during ovulation and the path of sperm during ejaculation.

Objectives:

1. Explain the difference between biological sex and gender.
2. Identify parts of the reproductive systems.
3. Describe the reproductive systems including body parts and their functions.
4. Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation.

Topics Addressed:

1. Biological sex vs. gender
2. Anatomy of the Reproductive System
3. Menstrual cycle

Lesson Plan Outline:

- A. Introduction
- B. Differences between Biological Sex & Gender
- C. Biological Male Bodies External and Internal Anatomy Terminology & Review
- D. Biological Female Bodies External and Internal Anatomy Terminology & Review
- E. Activity: Wrap Up

Lesson Content Resources:

1. Encyclopædia Britannica, inc. (n.d.). Human reproductive system. Encyclopædia Britannica. <https://www.britannica.com/science/human-reproductive-system>.
2. Hirsch, L. (Ed.). (2019, June). Female reproductive system (for parents) - nemours kidshealth. KidsHealth. Retrieved July 26, 2022, from <https://kidshealth.org/en/parents/female-reproductive-system.html?view=ptr&WT.ac=p-ptr>
3. Hirsch, L. (Ed.). (2019, July). Male reproductive system (for teens) - nemours kidshealth. KidsHealth. Retrieved July 26, 2022, from <https://kidshealth.org/en/teens/male-repro.html?view=ptr&WT.ac=t-pt>
4. L, S. (n.d.). How common is intersex? A response to Anne Fausto-Sterling. Journal of sex research. Retrieved January 31, 2022, from <https://pubmed.ncbi.nlm.nih.gov/12476264/>
5. Mayo Foundation for Medical Education and Research. (2021, April 23). Urinary tract infection (UTI). Mayo Clinic. Retrieved January 29, 2022, from <https://www.mayoclinic.org/diseases-conditions/urinary-tract-infection/symptoms-causes/syc-20353447>
6. Menstrual cycle: An overview. Johns Hopkins Medicine. (n.d.). Retrieved January 29, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/menstrual-cycle-an-overview#:~:text=If%20the%20egg%20does%20not,woman%20ovulates%20on%20day%2014.>
7. Normal menstruation (monthly period): Menstrual Cycle & Symptoms. Cleveland Clinic. (n.d.). Retrieved January 29, 2022, from <https://my.clevelandclinic.org/health/articles/10132-normal-menstruation>
8. U.S. National Library of Medicine. (n.d.). Home - books - NCBI. National Center for Biotechnology Information. Retrieved August 20, 2022, from <https://www.ncbi.nlm.nih.gov/books>

Lesson 2

Anatomy, Conception, & Fetal Development, and Birth

Teacher Outline

Lesson Overview:

This lesson describes the stages of pregnancy through a discussion on fetal development. This lesson covers conception through birth and delivery, as well as all the stages in between. This lesson also discusses the importance of prenatal care for both the biological mother and the developing fetus. Upon completing this lesson students will also be able to identify all legal options for pregnancy.

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

Lesson Plan Outline:

- A. Review – Biological Sex, Gender, and Anatomy
- B. Activity: True or False- Pregnancy Facts
- C. Reproductive Cells
- D. Fertilization/Conception

- E. Multiple Offspring
- F. Menstrual Cycle
- G. Implantation
- H. Early Signs of Pregnancy
- I. Miscarriage
- J. Fetal Development Timeline – First Trimester
- K. Prenatal Care
- L. Abortion
- M. Pregnancy Options
- N. Sexual Health Rights & The Importance of a Trusted Adult
- O. Fetal Development Timeline – Second Trimester
- P. Fetal Development Timeline – Third Trimester
- Q. Delivery and Aftercare
- R. Activity: Wrap Up

Lesson Content Resources:

1. Centers for Disease Control and Prevention. (2021, December 7). Abortion surveillance - united states, 2018. Centers for Disease Control and Prevention. Retrieved February 6, 2022, from <https://www.cdc.gov/mmwr/volumes/69/ss/ss6907a1.htm>
2. Centers for Disease Control and Prevention. (2016, April 1). Art and multiple births. Centers for Disease Control and Prevention. Retrieved August 26, 2022, from <https://www.cdc.gov/art/key-findings/multiple-births.html>
3. Centers for Disease Control and Prevention. (2022, February 2). Female reproductive system - reproductive health. Centers for Disease Control and Prevention. Retrieved February 5, 2022, from <https://www.cdc.gov/niosh/topics/repro/femalereproductivesystem.html>
4. Centers for Disease Control and Prevention. (2017, December 20). Heavy menstrual bleeding. Centers for Disease Control and Prevention. Retrieved February 5, 2022, from <https://www.cdc.gov/ncbddd/blooddisorders/women/menorrhagia.html>
5. Department of Children, Youth & Families. DCYF. (n.d.). <https://www.dcyf.wa.gov/safety/safety-newborn-law>
6. Delivery. Johns Hopkins Medicine. (n.d.). Retrieved February 6, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/delivery>
7. Early pregnancy loss. USC Fertility. (n.d.). Retrieved February 5, 2022, from <https://uscfertility.org/usc-center-pregnancy-loss/early-pregnancy-loss-2/>

8. Editor. (2022, July 1). Early signs of pregnancy. American Pregnancy Association. Retrieved August 20, 2022, from <https://americanpregnancy.org/pregnancy-symptoms/early-signs-of-pregnancy/>
9. Ectopic pregnancy. ACOG. (n.d.). Retrieved August 20, 2022, from <https://www.acog.org/womens-health/faqs/ectopic-pregnancy>
10. Gabriela Weigel, L. S. F. @laurie_sobel on T., & 2019, D. (2019, December 4). Understanding pregnancy loss in the context of abortion restrictions and fetal harm laws. KFF. Retrieved February 5, 2022, from <https://www.kff.org/womens-health-policy/issue-brief/understanding-pregnancy-loss-in-the-context-of-abortion-restrictions-and-fetal-harm-laws/>
11. Harvard Health Publishing. (n.d.). Abortion (Termination of Pregnancy). Retrieved from <https://www.health.harvard.edu/medical-tests-and-procedures/abortion-termination-of-pregnancy-a-to-z>
12. L., S. (n.d.). How common is intersex? A response to Anne Fausto-Sterling. Journal of sex research. Retrieved January 31, 2022, from <https://pubmed.ncbi.nlm.nih.gov/12476264/>
13. Mayo Foundation for Medical Education and Research. (2021, April 23). Urinary tract infection (UTI). Mayo Clinic. Retrieved January 29, 2022, from <https://www.mayoclinic.org/diseases-conditions/urinary-tract-infection/symptoms-causes/syc-20353447>
14. MediLexicon International. (n.d.). When does a fetus have a Heartbeat? timing and more. Medical News Today. Retrieved July 5, 2022, from <https://www.medicalnewstoday.com/articles/when-does-a-fetus-have-a-heartbeat#detection-tools>
15. Ovulation - Understanding Ovulation Cycles. (2018, May 28). Retrieved from <http://americanpregnancy.org/getting-pregnant/understanding-ovulation/>
16. Periviable Birth. ACOG. (n.d.). Retrieved August 12, 2022, from <https://www.acog.org/clinical/clinical-guidance/obstetric-care-consensus/articles/2017/10/periviable-birth>
17. Placenta previa. Home. (n.d.). Retrieved February 5, 2022, from <https://www.marchofdimes.org/complications/placenta-previa.aspx>
18. Prenatal care. Prenatal Care | Kaiser Permanente. (n.d.). Retrieved August 12, 2022, from <https://healthy.kaiserpermanente.org/health-wellness/maternity/healthy/prenatal>
19. Prenatal form and function – the making of an earth suit. The First Week | Prenatal Overview. (n.d.). Retrieved February 7, 2022, from https://www.ehd.org/dev_article_unit1.php
20. The American College of Obstetricians and Gynecologist. Frequently Asked Questions. Pregnancy Options: Raising the baby, adoption, and abortion. <https://www.acog.org/~media/For%20Patients/faq168.pdf>
21. The first trimester. Johns Hopkins Medicine. (n.d.). Retrieved February 6, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-first-trimester>

22. The second trimester. Johns Hopkins Medicine. (n.d.). Retrieved February 6, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-second-trimester>
23. The Third trimester. Johns Hopkins Medicine. (n.d.). Retrieved February 6, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-third-trimester>
24. Ultrasound. YouTube. (2022, August 25). Retrieved August 29, 2022, from <https://youtu.be/tl1ddcBicaQ>
25. U.S. Department of Health and Human Services. (n.d.). What is prenatal care and why is it important? Eunice Kennedy Shriver National Institute of Child Health and Human Development. Retrieved August 12, 2022, from <https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/prenatal-care>
26. U.S. National Library of Medicine. (n.d.). Apgar score: Medlineplus medical encyclopedia. MedlinePlus. Retrieved February 6, 2022, from <https://medlineplus.gov/ency/article/003402.htm>

Lesson 3

Identity & Exploring Stereotypes

Teacher Outline

Lesson Overview:

This lesson we will be describing terms that are related to gender identity. We will define LGBTQ+ as well as sexual orientation. This lesson points out the harmful effects of stereotypes and emphasizing the importance of being inclusive and respectful of all people.

Objectives:

1. Describe terms relating to gender identity.
2. Define key terms related to LGBTQ+ as well as sexual orientations.
3. Emphasize the importance of being inclusive and respectful of all people.

Topics Addressed:

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

Lesson Plan Outline:

- A. Introduction
- B. Activity: Workbook Word Match – LGBTQ+ Core Vocabulary
- C. Discrimination, Gender Roles and Stereotypes
- D. Activity: Class Brainstorm and Discussion – Stereotypes
- E. Verbal Harassment and Allyship
- F. How to be an Ally & Stand Up Against Verbal Harassment
- G. Activity: Allyship Reflection
- H. Resources
- I. Activity: Wrap Up

Lesson Content Resources:

1. 10 ways to be an ally & A friend. GLAAD. (2015, July 16). Retrieved August 1, 2022, from <https://www.glaad.org/resources/ally/2>
2. Adolescent Identity Development. (n.d.). Retrieved from <http://actforyouth.net/adolescence/identity.cfm>
3. Gavin, M. L. (Ed.). (2019, February). Dealing with bullying (for teens) - nemours kidshealth. KidsHealth. Retrieved August 1, 2022, from <http://kidshealth.org/en/teens/bullies.html>
4. Gender Role. (n.d.). In Oxford English Dictionary.
5. Glossary of terms. Human Rights Campaign. (n.d.). Retrieved August 23, 2022, from <https://www.hrc.org/resources/glossary-of-terms>
6. L;, S. (n.d.). How common is intersex? A response to Anne Fausto-Sterling. Journal of sex research. Retrieved August 22, 2022, from <https://pubmed.ncbi.nlm.nih.gov/12476264/>
7. Santrock, J. W. (2016). Adolescence. New York, NY: McGraw-Hill Education.
8. The 2019 National School Climate Survey. GLSEN. (n.d.). <https://www.glsen.org/research/2019-national-school-climate-survey>.

Lesson 4

STIs – Sexually Transmitted Infections

Teacher Outline

Lesson Overview:

Every year in the United States there are 26 million new STI cases and half of them or 13 MILLION are amongst our youth 15-24. This informative lesson defines what an STI/STD is, as well as educates students on their modes of transmission, symptoms, treatment, as well as the possible long-term consequences. This lesson educates and empowers students on how to prevent an STI exposure.

Objectives:

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

Topics Addressed:

1. STIs/STDs
2. Causes
3. Symptoms
4. Treatment
5. Long-term effects
6. Prevention

Lesson Plan Outline:

- A. Why Study STIs/STDs
- B. STIs vs. STDs
- C. Teens & STIs
- D. How do People Contract STIs
- E. Activity – STI Transmission
- F. Most Common Types of STIs
 - a. Parasitic
 - b. Bacterial
 - c. Viral
- G. HIV – Testing, Treatment, Prevention & Living with HIV
- H. STIs and Pregnancy

- I. Activity: Jeopardy
- J. STI Protection and Risk Reduction
- K. A Trip to the Clinic: What You Can Expect.
- L. Activity: Wrap Up

Lesson Content Resources:

1. About HIV/AIDS | HIV Basics | HIV/AIDS | CDC. (n.d.). Retrieved from <https://www.cdc.gov/hiv/basics/whatishiv.html>
2. Centers for Disease Control and Prevention. (2021, January 25). CDC estimates 1 in 5 people in the U.S. have a sexually transmitted infection. Centers for Disease Control and Prevention. Retrieved February 7, 2022, from <https://www.cdc.gov/media/releases/2021/p0125-sexually-transmitted-infection.html>
3. Centers for Disease Control and Prevention. (2021, April 21). HIV and Injection Drug Use. Centers for Disease Control and Prevention. <https://www.cdc.gov/hiv/basics/hiv-transmission/injection-drug-use.html>.
4. Centers for Disease Control and Prevention. (2022, April 12). Std Facts - stds & pregnancy. Centers for Disease Control and Prevention. Retrieved August 28, 2022, from <https://www.cdc.gov/std/pregnancy/STDFact-Pregnancy.htm>
5. Centers for Disease Control and Prevention. (2022, June 22). Testing. Centers for Disease Control and Prevention. Retrieved August 28, 2022, from <https://www.cdc.gov/hiv/basics/testing.html>
6. CDC Fact Sheet: Information for Teens and Young Adults: Staying Healthy and Preventing STDs. (Retrieved from <https://www.cdc.gov/std/life-stages-populations/STDFact-Teens.htm>
7. Condom Fact Sheet In Brief | CDC. Retrieved from <https://www.cdc.gov/condomeffectiveness/brief.html>
8. Fact Sheet: 10 Ways STDs Impact Women Differently from Men. (n.d.). Retrieved from <https://www.cdc.gov/std/health-disparities/stds-women-042011.pdf>
9. How to prevent sexually transmitted infections (stis). ACOG. (n.d.). Retrieved August 2, 2022, from <https://www.acog.org/womens-health/faqs/how-to-prevent-stis>
10. Jenelle Marie Pierce, C. S. E. (2021, July 29). STD list - different types of bacterial stds. The STI Project. Retrieved August 2, 2022, from <https://thestipproject.com/different-types-bacterial-stds/>
11. Jenelle Marie Pierce, C. S. E. (2021, July 29). STD List - different types of viral stds. The STI Project. Retrieved August 2, 2022, from <https://thestipproject.com/different-types-viral-stds/>
12. Parenthood, P. (n.d.). STD testing procedure: FACTS ABOUT STD Screening & Tests. Planned Parenthood. Retrieved August 28, 2022, from <https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/get-tested>
13. STD Facts - STDs & Pregnancy. Retrieved from <https://www.cdc.gov/std/pregnancy/STDFact-Pregnancy.htm>

Lesson 5

Prevention & Protection: Know the Facts!

Teacher Outline

Lesson Overview:

This lesson will identify ways to protect against STIs/STDs, including HIV/AIDS, as well as explain the use and the effectiveness of all FDA approved forms of contraceptives. This lesson educates students about their options and explains the possible risks and/or side effects of each of the different methods. Students are reminded that they have sexual health rights as well as Trusted Adults in their lives that can help them with their overall optimal health.

Objectives:

1. Identify ways to protect yourself from STIs/STDs, including HIV/AIDS.
2. Explain the use and the effectiveness of all forms of contraception.

Topics Addressed:

- | | |
|------------------------------|---------------------------------|
| 1. Contraception definitions | 4. Contraceptive effectiveness |
| 2. Types of contraception | 5. Contraceptive possible risks |
| 3. Contraceptive use | |

Lesson Plan Outline:

- A. Review of Resources
- B. Contraception/Birth Control
- C. Fertilization Review
- D. Activity: Learning About Contraceptive Methods
- E. Contraceptive Method Review
- F. Conclusion
- G. Activity: Wrap Up

Lesson Content Resources:

1. Admin, A. P. A. (2022, July 5). Cervical cap. American Pregnancy Association. Retrieved August 5, 2022, from <https://americanpregnancy.org/unplanned-pregnancy/birth-control-pills-patches-and-devices/cervical-cap/>
2. Birth control failure rate percentages. American Pregnancy Association. (2021, December 9). Retrieved February 7, 2022, from <https://americanpregnancy.org/unplanned-pregnancy/birth-control-pills-patches-and-devices/birth-control-failure/>
3. Birth control pill: Contraception, the Pill, effectiveness, types. Cleveland Clinic. (n.d.). Retrieved February 7, 2022, from <https://my.clevelandclinic.org/health/drugs/3977-birth-control-the-pill>
4. Centers for Disease Control and Prevention. (2022, January 13). Contraception. Centers for Disease Control and Prevention. Retrieved February 7, 2022, from <https://www.cdc.gov/reproductivehealth/contraception/>
5. Center for Drug Evaluation and Research. (n.d.). Learning about Side Effects. Retrieved from <https://www.fda.gov/drugs/drug-information-consumers/finding-and-learning-about-side-effects-adverse-reactions>.
6. Endometriosis. UCLA. (n.d.). Retrieved August 15, 2022, from <https://www.uclahealth.org/obgyn/endometriosis>
7. Free Publications - Birth Control: Medicines To Help You. (n.d.). Retrieved from <https://www.fda.gov/ForConsumers/ByAudience/ForWomen/FreePublications/ucm313215.htm>
8. Long-acting reversible contraception (Larc): Intrauterine device (IUD) and Implant. ACOG. (n.d.). Retrieved February 7, 2022, from <https://www.acog.org/womens-health/faqs/long-acting-reversible-contraception-iud-and-implant>
9. Mayo Foundation for Medical Education and Research. (2020, January 14). Depo-Provera (contraceptive injection). Mayo Clinic. Retrieved February 7, 2022, from <https://www.mayoclinic.org/tests-procedures/depo-provera/about/pac-20392204>
10. Mayo Foundation for Medical Education and Research. (2020, February 26). Hormonal IUD (mirena). Mayo Clinic. Retrieved February 7, 2022, from <https://www.mayoclinic.org/tests-procedures/mirena/about/pac-20391354>
11. Mayo Foundation for Medical Education and Research. (2020, April 8). Withdrawal method (coitus interruptus). Mayo Clinic. Retrieved February 7, 2022, from <https://www.mayoclinic.org/tests-procedures/withdrawal-method/about/pac-20395283>
12. Your birth control choices. (n.d.). Retrieved from <https://www.reproductiveaccess.org/resource/bc-fact-sheet/>
13. What birth control method is right for you? (2019, February 14). Retrieved from <https://www.womenshealth.gov/a-z-topics/birth-control-methods>.
14. Women's Health Care Physicians. (n.d.). Retrieved from <https://www.acog.org/Patients/FAQs/Fertility-Awareness-Based-Methods-of-Family-Planning?>

Lesson 6
What is Right for Me?
A Discussion About Abstinence, Sex, and Decision Making
Teacher Outline

Lesson Overview:

In this lesson students will learn about decision making as it relates to their overall optimal health. It is important that students are informed and equipped to make these decisions in order to protect themselves from possible consequences. Being informed with this information will empower them to make an educated decision on what is best for them, as well as help to protect them from risk.

Objectives:

1. Define and discuss the benefits of abstinence.
2. Medically 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 | 4. Risk Avoidance |
| 2. All forms of sexual activity | 5. Dealing with Peer Pressure |
| 3. Possible consequences or risk involved in sexual activity | 6. Decision Making |

Lesson Plan Outline:

- A. Decision Making
- B. Types of Sexual Activity
- C. "Sex Now" vs. Not Now/Waiting
- D. Decision Making Continued

E. Activity: What Would You Say or Do

F. Personal Choice

G. Activity: Thinking About Your Future

H. Activity: Wrap Up

Lesson Content Resources:

1. Anzilotti, A. W. (Ed.). (2020, November). What are the chances of having an STD? (for teens) - nemours kidshealth. KidsHealth. Retrieved July 27, 2022, from <https://kidshealth.org/en/teens/std-odds.html>
2. Brady, S. S., & Halpern-Felsher, B. L. (2008, January). Social and emotional consequences of refraining from sexual activity among sexually experienced and inexperienced youths in California. American journal of public health. Retrieved August 8, 2022, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2156074/>
3. Centers for Disease Control and Prevention. (n.d.). Can I get or transmit HIV from...? Centers for Disease Control and Prevention. Retrieved January 30, 2022, from <https://hivrisk.cdc.gov/can-i-get-or-transmit-hiv-from/>
4. Centers for Disease Control and Prevention. (n.d.). Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/hiv/risk/analsex.html>
5. Guo, K. L. (2008). DECIDE: A decision-making model for more effective decision making by health care managers. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/18475113>
6. STD Risk and Oral Sex | STD | CDC. (n.d.). Retrieved from <https://www.cdc.gov/std/healthcomm/stdfact-stdriskandoralsex.htm>
7. Napper LE, Montes KS, Kenney SR, LaBrie JW. Assessing the Personal Negative Impacts of Hooking Up Experienced by College Students: Gender Differences and Mental Health. J Sex Res. 2016;53(7):766-775. doi:10.1080/00224499.2015.1065951
8. Parenthood, P. (n.d.). What is the Definition of Abstinence & Outercourse? Retrieved from <https://www.plannedparenthood.org/learn/birth-control/abstinence-and-outercourse>
9. Peer Pressure. (n.d.). Retrieved from <http://www.iwannaknow.org/teens/relationships/peerpressure.html>
10. United States, High School Youth Risk Behavior Survey, 2019

Session 7

Navigating Through Social Media Safely

Teacher Outline

Lesson Overview:

This lesson addresses social media safety. Topics include pros and cons of social media, your digital footprint, sexting, creating a safe online community, and cyberbullying. In this lesson, the *Check the Facts Program* will also be discussing prevention and awareness of suicide. Often times, the media has a tendency to pair cyberbullying with suicide – meaning that cyberbullying would be the cause as to why someone may choose to die by suicide. However, it is important for students to understand that suicide is multi-faceted and there is no one reason why a person would choose suicide. The lesson explains to students that cyberbullying may add to what a person is already experiencing and that it is important for people to always be kind in general (as well as on all social media platforms), because everyone is fighting a battle that others know nothing about.

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. Develop skills to help prevent cyberbullying, and/or how to respond and help if someone they know that is being bullied.
6. Review challenges teens may face today in mental health as well as where to find support.

Topics Addressed:

1. The pros and cons of social media
2. Defining risky behavior & inappropriate content
3. Digital footprints
4. Sexting
5. Cyberbullying
6. Suicide prevention and awareness
7. Teen Depression

Lesson Plan Outline:

- A. Introduction
- B. Risks & Benefits of the Internet/Technology
- C. Risk and the Internet
- D. Activity: In the News
- E. Digital Footprints
- F. Sexting
- G. Conversation About Sexting
- H. Activity: Sexting Discussion –What Would You Do?
- I. Cyberbullying
- J. How to Respond to Cyberbullying
- K. Suicide Prevention and Awareness
- L. Teen Depression
- M. What Can You do to Help?
- N. What if You Are the bully?
- O. THINK
- P. Activity: What Would You Say?
- Q. Activity: Wrap Up

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Lesson 8

An Investigation of Media & its Unrealistic Expectations

Teacher Outline

Lesson Overview:

This lesson looks at how the media can impact the developing teen brain. Students learn that their brain (pre-frontal cortex) is still developing and not fully developed until their mid to late 20s. This lesson will also look at the messages that they are receiving from the media and how those messages can affect the development of their brain and possibly change the way they see things.

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, Infatuation

Lesson Plan Outline:

- A. Brain Development
- B. Activity: Messages in the Media
- C. Sex Sells – Advertisements
- D. Activity: Music Lyrics
- E. Activity: Television

F. Media and Body Image

G. Activity: Body Image

H. Pornography

I. Love, Lust, Infatuation

J. Activity: Love, Lust, or Infatuation

K. Love Is?

L. Activity: Wrap Up

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Lesson 9

Setting Relationship Standards & Maintaining Healthy Relationships

Teacher Outline

Lesson Overview:

Statistics state that 1 in 3 teens are in some form of dating abuse situation. The goal of this lesson is to make sure students can recognize the difference between a healthy relationship and an unhealthy or abusive relationship. The lesson also offers a tip sheet to help students determine if they or someone they know are in a healthy or an unhealthy relationship, as well as information and resources for all involved.

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. Respect
3. Relationship Spectrum
4. Power & Control Wheel
 - a. Cycle of Violence
5. Types of Relational Abuse
6. Healthy Communication

Lesson Plan Outline:

- A. Standards
- B. Respect in Relationships

- C. Relationships Exist on a Spectrum
- D. Forms of Dating Abuse
- E. Activity: Recognizing A Healthy Relationship
- F. Steps to Maintaining a Healthy Relationship
- G. Healthy Communication
- H. Tips for Communicating Effectively
- I. Activity: Sample Scenario – Practicing Healthy Communication
- J. How to Communicate When You are Angry
- K. Conclusion
- L. Activity: Wrap Up

Lesson Content Resources:

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Lesson 10

Creating My Personal Boundaries:

Understanding Sexual Violence & Consent

Teacher Outline

Lesson Overview:

In this lesson students will be building their awareness of sexually violent crimes, as well as understand the importance of affirmative consent. Consent is defined as permission for something to happen or an agreement to do something. Students learn that consent is words and actions that show that someone really truly wants to do what they are about to do. Students will also recognize that people have the right to their own bodies through a conversation about setting boundaries. This lesson teaches students ways to prevent and protect themselves from this risk. Upon completion of this lesson students will develop a SMART plan to continue to communicate and maintain their personal boundaries and values.

Objectives:

1. Discuss boundaries and explain people's rights to their own bodies.
2. Define what consent is and identify ways that affirmative consent can be communicated and accepted.
3. Build awareness of sexually violent crimes.
4. Identify the prevalence, nature, and strategies to reduce the risk of human trafficking.
5. Develop a SMART plan to communicate and maintain personal boundaries and values.
6. Practice applying concepts learned to real-life scenarios.

Topics:

1. Boundaries
2. Sexually violent crimes
3. Consent

4. Applying the think SMART plan to real-life scenarios
5. Finding resources and seeking help from a Trusted Adult

Lesson Plan Outline:

- A. What are Boundaries
- B. Setting Your Boundary Lines
- C. Sexual Assault
- D. Human Trafficking
- E. What Can You Do? Way You can Help to Prevent Trafficking
- F. Consent
- G. Responsibility and Consent
- H. Activity: Cumulative Review Jeopardy

Lesson Content Resources:

1. Blue Campaign Campus Law Enforcement Guide - Dhs.gov. (n.d.). Retrieved July 26, 2022, from https://www.dhs.gov/sites/default/files/publications/17_1113_OPE_Blue-Campaign_student-adv-toolkit.pdf
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