



Junior High Curriculum



Lesson Outlines For Community Overview Purposes Only



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Lesson 1

Introduction: My Goals. My Future.

Teacher Outline

Lesson Overview:

In this lesson students will review the ground rules for the *Check the Facts* program. The lesson brings awareness to the fact that, the decisions students are making right now can have an impact on their future. Student will be empowered to take control of their personal health and wellbeing with a discussion and reflection time about wise decision making and SMART goal setting. It is important for students to recognize that they are not alone. The lesson also covers the importance of having trusted adults in their lives and builds awareness about the resources that are available to them.

Objectives:

1. Review the ground rules for the *Check the Facts* program to ensure a safe environment for learning.
2. Reinforce awareness that the decisions students are making right now can have an impact on their future.
3. Empower students to take control of decisions related to their sexual health.
4. Emphasize the importance of communicating with a trusted adult.
5. Give students a list of reproductive and sexual health services in our area. In addition, provide national resources that coincide with topics covered in the *Check the Facts* program.

Topics Addressed:

1. Program goals and procedures
2. Introduction of adolescence
3. Short-term & long-term SMART goals
4. The importance of trusted adults
5. Locating resources

Lesson Plan Outline:

- A. Introduction: Review of Ground Rules
- B. Ages and Stages
- C. Activity: Interactive Discussion Decision Making
- D. Goal Setting: Short-Term vs. Long-Term
- E. The Importance of Trusted Adults
- F. Your Sexual Health Rights & Resources Available to You
- G. Assigning Homework
- H. Activity: Wrap Up- Exit Ticket

Lesson Content Resources:

1. Growth mindset: How to develop Growth Mindset. Understood. (n.d.). Retrieved June 29, 2022, from <https://www.understood.org/en/articles/growth-mindset>
2. MediLexicon International. (n.d.). Puberty guide: Signs and stages for boys and girls. Medical News Today. <https://www.medicalnewstoday.com/articles/156451>.
3. Resources. National Center for Missing & Exploited Children. (n.d.). Retrieved June 29, 2022, from <https://www.missingkids.org/netsmartz/resources>
4. Setting smart goals. YouTube. (2020, October 14). Retrieved August 29, 2022, from https://youtu.be/lyl_v-O_Cds
5. Stages of Adolescence. HealthyChildren.org. (n.d.). <https://www.healthychildren.org/English/ages-stages/teen/Pages/Stages-of-Adolescence.aspx>.
6. Yost, M. (2021, March 2). 19 definitions of Success You should never ignore. Lifhack. Retrieved June 23, 2022, from <https://www.lifhack.org/articles/communication/the-new-definitions-success.html>

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. Male Bodies Terminology & Review
- D. Female Bodies Terminology & Review
- E. Activity: Wrap Up- Exit Ticket

Lesson Content Resources:

1. 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>
2. How a pregnancy is started. YouTube. (2021, August 8). Retrieved August 29, 2022, from <https://youtu.be/JlQ5QVg2FXw>
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. Encyclopædia Britannica, inc. (n.d.). Human reproductive system. Encyclopædia Britannica. <https://www.britannica.com/science/human-reproductive-system>.
5. 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/>
6. 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>
7. Mayo Foundation for Medical Education and Research. (2021, September 21). Circumcision (male). Mayo Clinic. Retrieved January 30, 2022, from <https://www.mayoclinic.org/tests-procedures/circumcision/about/pac-20393550>
8. 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>
9. 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>
10. Seladi-Schulman, J. (2018, June 1). Female urethra: Anatomy, function, diagram, conditions, health tips. Healthline. Retrieved January 29, 2022, from <https://www.healthline.com/human-body-maps/female-urethra>

Lesson 2

Anatomy, Conception & Fetal Development

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. Introduction/Review- Biological Sex and Gender
- B. Anatomy Review
- C. Reproductive Cells
- D. Fertilization/Conception

- E. Twins
- F. Menstrual Cycle
- G. Implantation
- H. Fetal Development Timeline: First Trimester
- I. Prenatal Care
- J. Abortion
- K. Pregnancy Options
- L. Activity: Pregnancy Options Discussion
- M. Sexual Health Rights & The Importance of a Trusted Adult
- N. Fetal Development Timeline: Second Trimester
- O. Activity: Fingerprints
- P. Fetal Development Timeline: Third Trimester
- Q. Delivery of the Baby
- R. Aftercare
- S. Activity: Fetal Development Review
- T. Activity Wrap Up- Exit Ticket

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. (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>
3. 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>
4. Department of Children, Youth & Families. DCYF. (n.d.). <https://www.dcyf.wa.gov/safety/safety-newborn-law>
5. Delivery. Johns Hopkins Medicine. (n.d.). Retrieved February 6, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/delivery>

6. Early pregnancy loss. USC Fertility. (n.d.). Retrieved February 5, 2022, from <https://uscfertility.org/usc-center-pregnancy-loss/early-pregnancy-loss-2/>
7. 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/>
8. 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>
9. 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/>
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12. Ovulation - Understanding Ovulation Cycles. (2018, May 28). Retrieved from <http://americanpregnancy.org/getting-pregnant/understanding-ovulation/>
13. Perivable Birth. ACOG. (n.d.). Retrieved August 12, 2022, from <https://www.acog.org/clinical/clinical-guidance/obstetric-care-consensus/articles/2017/10/perivable-birth>
14. Placenta previa. Home. (n.d.). Retrieved February 5, 2022, from <https://www.marchofdimes.org/complications/placenta-previa.aspx>
15. Prenatal care. Prenatal Care | Kaiser Permanente. (n.d.). Retrieved August 12, 2022, from <https://healthy.kaiserpermanente.org/health-wellness/maternity/healthy/prenatal>
16. 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
17. 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>
18. The first trimester. Johns Hopkins Medicine. (n.d.). Retrieved February 6, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-first-trimester>
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20. The Third trimester. Johns Hopkins Medicine. (n.d.). Retrieved February 6, 2022, from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-third-trimester>
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Lesson 3

Identity & Exploring Stereotypes

Teacher Outline

Lesson Overview:

In this lesson students will be learning about gender identity, different sexual orientations, as well as the harmful effects of stereotypes. This lesson explains that everyone has a gender identity and that people often hold different values on this subject. Upon completing this lesson students will be able to recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. The lesson also emphasizes the importance of being inclusive and respectful of all people as well as an ally in their community.

Objectives:

1. Understand the range of gender roles, identity, and expression across cultures.
2. Distinguish between biological sex, gender identity, gender expression, and sexual orientation.
3. Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation.
4. 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

Lesson Plan Outline:

- A. Introduction: Review of the Difference between Biological Sex and Gender
- B. Gender Roles and Stereotypes

- C. Activity: Class Brainstorm and Discussion on Stereotypes
- D. LGBTQ and Sexual Orientation
- E. Verbal Harassment & Allyship
- F. How to be an Ally & Stand Up Against Verbal Harassment
- G. Activity: Action Plan
- H. Resources
- I. Activity: Wrap Up- Exit Ticket

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. Retrieved from https://en.oxforddictionaries.com/definition/gender_role
5. 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/>
6. Santrock, John (2016). Adolescence. New York, NY: McGraw-Hill
7. Terminology. (2019, December 18). Retrieved from <https://www.cdc.gov/healthyyouth/terminology/sexual-and-gender-identity-terms.htm>.
8. The 2019 National School Climate Survey. GLSEN. (n.d.). <https://www.glsen.org/research/2019-national-school-climate-survey>.
9. Try it Out: Anti-bullying Role-Play. (n.d.). Retrieved from <https://www.niot.org/nios/lesson/try-it-out-anti-bullying-role-play>

Lesson 4

The Facts: STIs – Sexually Transmitted Infections

Teacher Outline

Lesson Overview:

In this lesson students will be learning about STIs/STDs also known as sexually transmitted infections/diseases. This lesson discusses the prevalence, signs, symptoms, transmission, impact, as well as treatment of STIs/HIV. Students will learn protective factors to help them avoid or reduce their risk of infection and transmission.

Objectives:

1. Identify what an STI/STD is, their modes of transmission, symptoms, treatment, prevention, as well as their long-term effects.
2. Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV.
3. Describe personal role/responsibility as well as factors that would contribute to or protect against engaging in risk behaviors.
4. Identify medically accurate information and resources about/for contraceptive methods, STDs/HIV, and pregnancy.

Topics Addressed:

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

Lesson Plan Outline:

- A. Activity: True or False- Facts About STI's
- B. Why Study STI/STDs
- C. STIs vs STDs
- D. Teens & STIs/STDs

- E. How People Contract STIs/STDs
- F. Activity –STI/STD Transmission
- G. Most common types of STIs/STDs
 - a. Parasitic STIs
 - b. Bacterial STIs
 - c. Viral STIs
- H. How to Protect Yourself from STIs
- I. Finding Resources
- J. Homework
- K. Activity: Wrap Up- Exit Ticket

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. 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>
5. Centers for Disease Control and Prevention. (2022, April 12). Std Facts - Chlamydia. Centers for Disease Control and Prevention. Retrieved August 2, 2022, from <https://www.cdc.gov/std/chlamydia/stdfact-chlamydia.htm>
6. CDC - STDs - HPV. (n.d.). Retrieved from <https://www.cdc.gov/std/hpv/default.htm>
7. Condom Fact Sheet In Brief | CDC. Retrieved from <https://www.cdc.gov/condomeffectiveness/brief.html>
8. Division of HIV/AIDS Prevention, National Center for HIV/AIDS, Viral Hepatitis, Sexual Transmitted Diseases and Tuberculosis Prevention, Centers for Disease Control and Prevention and AIDSinfo. <https://www.hiv.gov/hiv-basics/staying-in-hiv-care/hiv-treatment/hiv-treatment-overview>
9. 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>

10. Gonorrhea - STD information from CDC. (n.d.). Retrieved from <https://www.cdc.gov/std/gonorrhea/default.htm>
11. 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>
12. 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/>
13. 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/>
14. STD Facts - Genital Herpes. Retrieved from <https://www.cdc.gov/std/herpes/stdfact-herpes.htm>
15. Stillbirth. (n.d.). Retrieved from <https://www.marchofdimers.org/complications/stillbirth.aspx>
16. Syphilis - STD information from CDC. (n.d.). Retrieved from <https://www.cdc.gov/std/syphilis/default.htm>
17. World Health Organization. (n.d.). Sexually transmitted infections (stis). World Health Organization. Retrieved February 1, 2022, from [https://www.who.int/news-room/fact-sheets/detail/sexually-transmitted-infections-\(stis\)](https://www.who.int/news-room/fact-sheets/detail/sexually-transmitted-infections-(stis))

Lesson 5

Contraception

Teacher Outline

Lesson Overview:

In this lesson students will have an opportunity to review their goals as a guide to help them with decision making. This lesson will cover all of the FDA approved methods of preventing a pregnancy. Students are encouraged to take responsibility of their sexual and reproductive health by understanding the facts about contraception to protect both themselves and their partner. This lesson also explains the importance of talking with a trusted adult when deciding what is best for them.

Objectives:

1. Describe factors that contribute to or protect against engaging in risk behaviors.
2. Describe personal role in protecting one's own sexual and reproductive health.
3. Identify commonly used methods of birth control, including abstinence.
4. Summarize ways to prevent pregnancy and STDs.

Topics Addressed:

1. Short Term & Long-Term Goals
2. Teen Pregnancy
3. Contraception definitions
4. Types of contraception
5. Contraceptive use
6. Contraceptive effectiveness
7. Contraceptive possible risks

Lesson Plan Outline:

- A. Short Term & Long-Term Goals -Timeline Activity
- B. What is contraception?
- C. Fertilization Review
- D. Birth Control Methods

- E. Abstinence
- F. Permanent
- G. Long-Acting Reversible Contraceptives (LARC)
- H. What are Side Effects
- I. Hormonal Methods
- J. Barrier Methods
- K. Natural Methods
- L. Informed Decision
- M. Community Resources & Your Sexual Health Rights
- N. Activity: Wrap Up- Exit Ticket

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. Centers for Disease Control and Prevention. (2018, January 25). Educating and engaging young men in Reproductive Health. Centers for Disease Control and Prevention. Retrieved February 7, 2022, from <https://www.cdc.gov/teenpregnancy/about/educating-engaging-young-men-reproductive-health.htm>
6. 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>.
7. Endometriosis. UCLA. (n.d.). Retrieved August 15, 2022, from <https://www.uclahealth.org/obgyn/endometriosis>

8. Free Publications - Birth Control: Medicines To Help You. (n.d.). Retrieved from <https://www.fda.gov/ForConsumers/ByAudience/ForWomen/FreePublications/ucm313215.htm>
9. Lino, P. by M., Luikenaar, R., Sherman, M. A., Desmond, T., Augustine, J., Marie, Elise, Lambert, P., Erekson, M., Djenkins, Haley, D, Kate, Rita, Phillips, D., Jill, Anonymous, M., Harrison, Bert, ... Tallman, K. (2020, February 18). The cost of raising a child. USDA.
10. Lerman, Robert and Ooms, Theodora. Young Unwed Fathers: Changing Roles and Emerging Profiles. Philadelphia: Temple University Press. 1993. Print
11. 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>
12. 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>
13. 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>
14. 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>
15. Your birth control choices. (n.d.). Retrieved from <https://www.reproductiveaccess.org/resource/bc-fact-sheet/>
16. What birth control method is right for you? (2019, February 14). Retrieved from <https://www.womenshealth.gov/a-z-topics/birth-control-methods>.
17. Women's Health Care Physicians. (n.d.). Retrieved from <https://www.acog.org/Patients/FAQs/Fertility-Awareness-Based-Methods-of-Family-Planning?>

Lesson 6

Making Wise Decisions & Choosing to Avoid Risk

Teacher Outline

Lesson Overview:

In this lesson students will learn decision making skills that they can apply toward any decisions they may face, now or in the future, related to their overall optimal health. It is important that students are informed and equipped to make these types of decisions to protect themselves from possible consequences. Being informed with this information will allow students to make an educated decision on what is best for them. In addition, students are reminded that they have trusted adults in their lives that can help them and that they are not alone.

Objectives:

1. Identify a decision-making model that can be used to make a health-related decision.
2. Define and discuss the benefits of abstinence.
3. Medically define oral sex, anal sex, outer sex, and vaginal sex.
4. Compare and contrast potential outcomes of risk behaviors and protective factors.
5. Describe factors that contribute to or protect against engaging in risk behaviors.
6. Identify physical, emotional, and social effects of sexual activity.
7. Use a decision-making model to make a health-related decision.
8. Understand importance of personal responsibility for sexual decisions.

Topics Addressed:

1. All forms of sexual activity
2. Abstinence
3. Possible consequences or risk involved in sexual activity

4. Risk avoidance
5. Dealing with peer pressure

Lesson Plan Outline:

- A. Decision Making
- B. Types of Sexual Activity
- C. Sex "Now" vs "Not Now/Wait"
- D. Peer Pressure
- E. Possible Consequences of Sexual Contact
- F. Personal Choice
- G. Activity: Self Reflection
- H. Activity: Wrap Up- Exit Ticket

Lesson Content Resources:

1. A., Aakanksha Yelishala is a student at Manthan School in Hyderabad, →, V. A., Parupudisays:, S., T.Preethamsays: Balasays:, V., Ysays:, S., & (required), N. (2022, January 12). The impact of social media on peer pressure in adolescents. Youth Medical Journal. Retrieved August 11, 2022, from <https://youthmedicaljournal.org/2022/01/12/the-impact-of-social-media-on-peer-pressure-in-adolescents/>
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10. Peer Pressure. (n.d.). Retrieved from <http://www.iwannaknow.org/teens/relationships/peerpressure.html>
11. STD Risk and Oral Sex | STD | CDC. (n.d.). Retrieved from <https://www.cdc.gov/std/healthcomm/stdfact-stdriskandoralsex.htm>
12. United States, High School Youth Risk Behavior Survey, 2019

Lesson 7

Social Media Awareness

Teacher Outline

Lesson Overview:

*****Sensitive Content Warning!*****

This lesson explores the possible risks of the online world. Topics include pros and cons of internet, pornography, posting or sending inappropriate messages, a person's digital footprint, sexting, the laws related to minors sending or posting sexually explicit images, and cyberbullying. This lesson also shines a light on suicide as well as depression. Students learn how the media tends to pair cyberbullying with suicide – (meaning that cyberbullying would be the cause), but students will learn that suicide is multi-faceted and there is no one single reason why someone would choose to die by suicide. Students are encouraged to be kind always because everyone is fighting a battle, they know nothing about!

Objectives:

1. Identify positive and negative impacts of social media.
2. Identify activities on social media that can damage a person's public image.
3. Discuss the importance of maintaining an appropriate public image via social media.
4. Understand the dangers and outcomes of taking personal photographs and sharing them online or through text messages or other social media platforms.
5. Develop skills to help prevent cyberbullying, and/or how to respond and help if someone they know 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 & cons of social media
2. Defining risky behavior
3. Inappropriate content
4. Digital footprints
5. Sexting
6. Cyberbullying
7. Suicide prevention
8. Teen depression

Lesson Plan Outline:

- A. Introduction
- B. Risk and the Internet
- C. Sharing Inappropriate Messages
- D. Activity: In the News
- E. Digital Footprints
- F. Activity: Digital Footprints Video
- G. Activity: Telephone
- H. Sexting
- I. Cyberbullying
- J. Suicides Prevention and Awareness
- K. Teen Depression
- L. Activity: What Can I Do if I or Someone I Know is Being Bullied?

Lesson Content Resources:

1. All the latest cyber bullying statistics and what they mean in 2022. BroadbandSearch.net. (n.d.). Retrieved July 14, 2022, from <https://www.broadbandsearch.net/blog/cyber-bullying-statistics#post-navigation-1>
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Lesson 8

Social Media Safety

Teacher Outline

Lesson Overview:

In this lesson students will discover what inappropriate requests are both online and off, define grooming, as well the prevalence and nature, of human trafficking. This lesson also teaches students strategies to reduce the risk of human trafficking. Upon completing this lesson students will have a better understanding of how to stay safe online.

Objectives:

1. Identify harmful and violent social media content they witness, experience, and post.
2. Describe what grooming means and how it might be used.
3. Identify the prevalence, nature, and strategies to reduce the risk of human trafficking.
4. Develop ways to stay safe online.

Topics Addressed:

1. Inappropriate Request
2. Grooming
3. Human Trafficking
4. Personal Information
5. Creating a safe online community

Lesson Plan Outline:

- A. Inappropriate Requests
- B. Grooming
- C. Human Trafficking
- D. Strategies to Protect Yourself
- E. Activity: Meeting Someone Offline

F. Protecting Personal Information

G. Activity: Online Etiquette

H. Activity: Wrap Up- Exit Ticket

Lesson Content Resources:

1. 10-year-old arrested over "fake" Mass shooting threat. YouTube. (2022, June 1). Retrieved August 29, 2022, from <https://youtu.be/BXO2TdmZc5c>
2. 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
3. Human Rights Commission. What is Human Trafficking? | Human Rights Commission. (n.d.). Retrieved July 25, 2022, from <https://sf-hrc.org/what-human-trafficking>
4. Human trafficking. Polaris. (2021, November 16). Retrieved July 25, 2022, from <https://polarisproject.org/human-trafficking/>
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Lesson 9

Healthy Relationships: Part I

Teacher Outline

Lesson Overview:

In this lesson students will be learning about healthy relationships. Students are encouraged to set standards for themselves in current or future relationships. Students will discover the difference between what a healthy relationship is and what an unhealthy or abusive relationship is. Statistics state that 1 in 3 U.S. teens will experience physical, sexual, or emotional abuse by someone they are in a relationship with before they become adults, so understanding the characteristics of each type of relationship is important. This lesson also looks at the importance of healthy communication, providing tips as well as an activity to practice how to communicate effectively.

Objectives:

1. Discuss how to set standards for yourself and why you should have them.
2. Describe characteristics of healthy and unhealthy relationships.
3. Discuss ways to support peers in an abusive or violent relationship.
4. Explain how to build and maintain healthy family, peer, and dating relationships.
5. Identify ways to communicate effectively in a variety of relationships.
6. Demonstrate communication skills that foster healthy relationships.

Topics Addressed:

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

Lesson Plan Outline:

- A. Setting Standards
- B. The Importance of Respect in all Relationship
 - Different Forms of Relationship Abuse
- C. Genuine Vs. Imitation Love
- D. Activity: Healthy Relationship Red Light/Green Light
- E. Healthy Communication
- F. Tips for Communicating Effectively
- G. Activity: Sample Scenarios. Practicing Healthy Communication
- H. How to Communicate When You are Angry
- I. Activity: Wrap Up- Exit Ticket

Lesson Content Resources:

1. Health Education. (n.d.). Retrieved from <https://www.cde.ca.gov/ci/he/>
2. Healthy Relationship Middle School Educators Toolkit - LOVE IS RESPECT. (n.d.). Retrieved July 27, 2022, from <https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>
3. Genuine or imitation love. YouTube. (2022, August 18). Retrieved September 25, 2022, from <https://youtu.be/BhNZkiRAiwl>
4. Johnson, A. J. (2022, May 13). What percent of high school relationships last? HugATeen.com. Retrieved July 27, 2022, from <https://hugateen.com/articles/faq/what-percent-of-high-school-relationships-last/>
5. Sutter Health. (n.d.). Retrieved July 27, 2022, from <https://www.sutterhealth.org/pamf/health/teens/relationships-social-skills/respect>
6. The what, why & how of TDVAM. love is respect. (2020, September 25). Retrieved July 27, 2022, from <https://www.loveisrespect.org/resources/the-what-why-and-how-of-tdvam/>
7. Types of abuse. love is respect. (2022, March 21). Retrieved July 27, 2022, from <https://www.loveisrespect.org/resources/types-of-abuse/>

Lesson 10

Healthy Relationships: Part II

Teacher Outline

Lesson Overview:

In this lesson students will be building their awareness on 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 Addressed:

- | | |
|----------------------------|--|
| 1. Boundaries | 4. Applying the think SMART plan to real-life scenarios |
| 2. Sexually violent crimes | |
| 3. Consent | 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. Consent
- E. Responsibility and Consent
- F. Activity: Consent
- G. Think SMART
- H. ACTIVITY: Practicing Think Smart
- I. Activity: Wrap Up- Exit Ticket

Lesson Content Resources:

1. California code, penal code - pen § 261.5. Findlaw. (n.d.). Retrieved July 21, 2022, from <https://codes.findlaw.com/ca/penal-/pen-sect-261-5.html>
2. Campbell, L. (2021, June 8). Personal boundaries: Types and how to set them. Psych Central. Retrieved July 21, 2022, from <https://psychcentral.com/lib/what-are-personal-boundaries-how-do-i-get-some#takeaway>
3. Children and Teens: Statistics. (n.d.). Retrieved from <https://www.rainn.org/statistics/children-and-teens>
4. The importance of boundaries in romantic relationships. Mental Help the Importance of Boundaries in Romantic Relationships Comments. (n.d.). Retrieved July 21, 2022, from <https://www.mentalhelp.net/blogs/the-importance-of-boundaries-in-romantic-relationships/>
5. Sexual harassment. RAINN. (n.d.). Retrieved July 21, 2022, from <https://www.rainn.org/articles/sexual-harassment>.
6. What consent looks like. RAINN. (n.d.). Retrieved July 21, 2022, from <https://rainn.org/articles/what-is-consent>