



CHECK THE FACTS

High School Curriculum



Teacher Outline v4.1

Lessons 1-10



Overview of Curriculum & Guidelines for Instruction

Check the Facts consist of ten lesson plans designed to present a balanced curriculum that complies with the California Healthy Youth Act (AB329) and National and State Health Standards without layers of oversexualized content and imagery that are common among other programs. The mission of *Check the Facts* is to educate, equip, and empower students to make life affirming choices for their overall optimal health and well-being by providing instruction that is evidence informed, science based, medically accurate, unbiased and age-appropriate.

Check the Facts curriculum includes information and skills regarding decision making, goal setting, values, how to access information, the importance of trusted adults, communication skills, fetal development, teen pregnancy, STD, HIV, abstinence, contraception, negotiation and refusal skills, consent, and facts about healthy and unhealthy relationships. *Check the Facts* curriculum uses hands-on learning activities such as games, role plays and discussions to build knowledge, skills, and awareness that help students reduce risks of unplanned pregnancies, HIV and other sexually transmitted diseases.

The intended audience for *Check the Facts* includes junior high and high school students. Instruction and materials are for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English language learners.

Unauthorized Use of Check the Facts

All content must be presented as written to remain compliant with the law. Any exclusion or modification would be considered unauthorized use of the *Check the Facts* curriculum.

To meet the requirements of the California Healthy Youth Act (AB329), ten days or a minimum of 450 minutes of instruction time is required. *Check the Facts* curriculum is aligned to, and meets all the requirements of the California Healthy Youth Act (AB329) and National and State Health Standards.

If teachers/ administrators wish to cover a topic in addition to what is required by the California Healthy Youth Act (AB329), *Check the Facts* Program leaves that to the discretion of each administrator to decide what is appropriate for their district.

Duplication, distribution and/or instructing of the *Check the Facts* curriculum is prohibited without prior written consent, contract or an up-to-date license agreement authorized by *Check the Facts* Program.

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 & 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. The Importance of Trusted Adult
- D. Sexual Health Rights & Resources
- E. Homework
- F. 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. Six in 10 American parents were raised thinking sex was "Taboo". OnePoll Research. (2022, June 15). Retrieved from <https://www.onepoll.us/six-in-10-american-parents-were-raised-thinking-sex-was-taboo/>
4. Sussex Publishers. (n.d.). How many decisions do we make each day?. Psychology Today. <https://www.psychologytoday.com/us/blog/stretching-theory/201809/how-many-decisions-do-we-make-each-day>
5. 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

6. Who is a “Trusted Adult”? – national center for missing & exploited ...
(n.d.-b).

<https://www.missingkids.org/content/dam/netSMARTZ/downloadable/tipsheets/who-is-a-trusted-adult.pdf>

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 and 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:

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|---|--|
| A. Introduction | C. Reproductive Systems |
| B. Biological Sex, Intersex & Gender Identity | D. Biological Male Reproductive System Terminology |

E. Biological Male Anatomy
Review

G. Biological Female Anatomy
Review

F. Biological Female
Reproductive System
Terminology

H. Activity: Wrap Up & Exit Tickets

Lesson Content Resources:

1. Anatomy, abdomen and pelvis: Female external genitalia. (n.d.). <https://www.ncbi.nlm.nih.gov/books/NBK547703/>
2. Encyclopædia Britannica, inc. (n.d.). Human reproductive system. Encyclopædia Britannica. <https://www.britannica.com/science/human-reproductive-system>.
3. Hirsch, L. (Ed.). (2019, June). Female reproductive system (for parents) - nemours kidshealth. KidsHealth. Retrieved from <https://kidshealth.org/en/parents/female-reproductive-system.html?view=ptr&WT.ac=p-ptr>
4. 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>
5. L., S. (n.d.). *How common is intersex? A response to Anne Fausto-Sterling*. Journal of sex research. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/12476264/>
6. Mayo Foundation for Medical Education and Research. (2022, September 14). Urinary tract infection (UTI). Mayo Clinic. Retrieved from <https://www.mayoclinic.org/diseases-conditions/urinary-tract-infection/symptoms-causes/syc-20353447>
7. 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>

8. Normal menstruation (monthly period): Menstrual Cycle & Symptoms. Cleveland Clinic. (n.d.). Retrieved from <https://my.clevelandclinic.org/health/articles/10132-normal-menstruation>
9. Team, T. H. E. (2023, April 5). *Female reproductive organs diagram, Picture & Functions | Body Maps*. Healthline. <https://www.healthline.com/human-body-maps/female-reproductive-organs#2>
10. 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

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

Lesson Plan Outline:

- A. Review
- B. Chromosomes
- C. Anatomy Review
- D. Reproductive Process

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|--|---|
| E. Reproductive Cells | Q. Sexual Health Rights & The Importance of a Trusted Adult |
| F. Menstrual Cycle | |
| G. Fertilization/Conception | |
| H. Twins | R. Fetal Development Timeline: Second Trimester |
| I. Fertility Treatment | |
| J. Implantation | S. Fetal Development Timeline: Third Trimester |
| K. Miscarriage | |
| L. Early Signs of Pregnancy | T. Delivery of the Baby |
| M. Fetal Development Timeline: First Trimester | U. Aftercare |
| N. Prenatal Care | V. Activity: Wrap-up & Exit Tickets |
| O. Abortion | |
| P. Pregnancy Options | |

Lesson Content Resources:

- Centers for Disease Control and Prevention. (2021, December 7). Abortion surveillance - united states, 2018. Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/mmwr/volumes/69/ss/ss6907a1.htm>
- Centers for Disease Control and Prevention. (2016, April 1). Art and multiple births. Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/art/key-findings/multiple-births.html>
- Centers for Disease Control and Prevention. (2023, June 23). Heavy menstrual bleeding. Centers for Disease Control and Prevention. Retrieved 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 from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/delivery>
6. Early pregnancy loss. USC Fertility. (n.d.). Retrieved from <https://uscfertility.org/usc-center-pregnancy-loss/early-pregnancy-loss-2/>
7. 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/>
8. Editor. (2022, June 13). *What is ovulation?*. American Pregnancy Association. <https://americanpregnancy.org/getting-pregnant/infertility/understanding-ovulation/>
9. Ectopic pregnancy. ACOG. (n.d.). Retrieved 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 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 from <https://pubmed.ncbi.nlm.nih.gov/12476264/>

13. Medilexicon International. (n.d.). When does a fetus have a Heartbeat? timing and more. Medical News Today. Retrieved from <https://www.medicalnewstoday.com/articles/when-does-a-fetus-have-a-heartbeat#detection-tools>
14. Periviable Birth. ACOG. (n.d.). Retrieved from <https://www.acog.org/clinical/clinical-guidance/obstetric-care-consensus/articles/2017/10/periviable-birth>
15. Placenta previa. Home. (n.d.). Retrieved from <https://www.marchofdimes.org/complications/placenta-previa.aspx>
16. Prenatal care. Prenatal Care | Kaiser Permanente. (n.d.). Retrieved from <https://healthy.kaiserpermanente.org/health-wellness/maternity/healthy/prenatal>
17. Prenatal form and function – the making of an earth suit. The First Week | Prenatal Overview. (n.d.). Retrieved from https://www.ehd.org/dev_article_unit1.php
18. professional, C. C. medical. (n.d.-a). *Medical abortion: What is it, types, risks & recovery*. Cleveland Clinic. <https://my.clevelandclinic.org/health/treatments/21899-medical-abortion>
19. professional, C. C. medical. (n.d.). *Uterus: Anatomy, function, size, position & conditions*. Cleveland Clinic. <https://my.clevelandclinic.org/health/body/22467-uterus>
20. *Surgical abortion: What to expect at home*. MyHealth.Alberta.ca Government of Alberta Personal Health Portal. (n.d.). <https://myhealth.alberta.ca/Health/aftercareinformation/pages/conditions.aspx?hwid=av2707>
21. The American College of Obstetricians and Gynecologist. Frequently Asked Questions. Pregnancy Options: Raising the baby, adoption, and abortion <https://www.acog.org/womens->

[health/faqs/pregnancy-choices-raising-the-baby-adoption-and-abortion](#)

22. The first trimester. Johns Hopkins Medicine. (n.d.). Retrieved from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-first-trimester>
23. The second trimester. Johns Hopkins Medicine. (n.d.). Retrieved from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-second-trimester>
24. The Third trimester. Johns Hopkins Medicine. (n.d.). Retrieved from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-third-trimester>
25. Ultrasound. YouTube. (2022, August 25). Retrieved August 29, 2022, from <https://youtu.be/ttlddcBicaQ>
26. 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 from <https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo/prenatal-care>
27. U.S. National Library of Medicine. (n.d.). Apgar score: Medlineplus medical encyclopedia. MedlinePlus. Retrieved from <https://medlineplus.gov/ency/article/003402.htm>
28. Valenti, O., Di Prima, F. A. F., Renda, E., Faraci, M., Hyseni, E., De Domenico, R., Monte, S., & Giorgio, E. (2011, July). Fetal cardiac function during the first trimester of pregnancy. Journal of prenatal medicine. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3279166/>
29. *Young mother surrenders newborn baby to downtown La Fire Station*. YouTube. (2019, October 9). <https://youtu.be/SI87kVXNzKQ>

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+ and sexual orientation. This lesson points out the harmful effects of stereotypes and emphasizes 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+ and sexual orientations.
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

Lesson Plan Outline:

- A. Introduction
- B. LGBTQ+ Core Vocabulary
- C. Discrimination, Gender Roles & Stereotypes
- D. Verbal Harassment and Allyship
- E. How to be an Ally & Stand Up Against Verbal Harassment
- F. Resources
- G. Activity: Wrap Up & Exit Tickets

Lesson Content Resources:

1. Assistant Secretary for Public Affairs (ASPA). (2021, May 21). *Bystanders are essential to bullying prevention and intervention*. StopBullying.gov. <https://www.stopbullying.gov/resources/research-resources/bystanders-are-essential>
2. Adolescent Identity Development. (n.d.). Retrieved from <http://actforyouth.net/adolescence/identity.cfm>
3. Glossary of terms. Human Rights Campaign. (n.d.). Retrieved from <https://www.hrc.org/resources/glossary-of-terms>
4. Henson, B. (2018). *Guiding families of LGBT+ Loved Ones*. Posture Shift Books.
5. L., S. (n.d.). How common is intersex? A response to Anne Fausto-Sterling. *Journal of sex research*. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/12476264/>
6. Orchinik, L. J. (Ed.). (2023, March). *Dealing with bullying (for teens) - nemours kidshealth*. KidsHealth. <https://kidshealth.org/en/teens/bullies.html>
7. Santrock, J. W. (2016). *Adolescence*. New York, NY: McGraw-Hill Education.
8. The 2021 National School Climate Survey - Glsen. (n.d.). <https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf>
9. U.S. Department of State. (n.d.). U.S. Department of State. <https://www.state.gov/reports/united-states-strategy-to-prevent-and-respond-to-gender-based-violence-globally-2022/>

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 among our youth 15-24. This informative lesson defines what an STI/STD is and 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 and 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 & HIV
- B. STIs vs. STDs
- C. Teens & STIs
- D. How do People Contract STIs
- E. Most Common Types of STIs
- F. Parasitic
- G. Bacterial
- H. Viral
- I. HIV – Testing, Treatment, Prevention & Living with HIV
- J. STIs & Pregnancy
- K. STI Protection & Risk Reduction
- L. A Trip to the Clinic: What You Can Expect.
- M. Activity: Wrap Up & Exit Tickets

N. Homework Directions

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. 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>
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 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 from <https://www.cdc.gov/hiv/basics/testing.html>
6. Condom Fact Sheet In Brief | CDC. Retrieved from <https://www.cdc.gov/condomeffectiveness/brief.html>
7. 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>
8. How is HIV transmitted?. HIV.gov. (n.d.). <https://www.hiv.gov/hiv-basics/overview/about-hiv-and-aids/how-is-hiv-transmitted/>
9. How stds impact women differently from men - Centers for disease ... (n.d.).

<https://www.cdc.gov/nchhstp/newsroom/docs/factsheets/stds-women.pdf>

10. How to prevent sexually transmitted infections (stis). ACOG. (n.d.). Retrieved from <https://www.acog.org/womens-health/faqs/how-to-prevent-stis>
11. 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://thestiproject.com/different-types-bacterial-stds/>
12. Living with HIV. YouTube. (2021a, April 7). <https://youtu.be/604tb9pehxE>
13. Mayo Foundation for Medical Education and Research. (2022, July 29). *HIV/AIDS*. Mayo Clinic. <https://www.mayoclinic.org/diseases-conditions/hiv-aids/symptoms-causes/syc-20373524>
14. Parenthood, P. (n.d.). STD testing procedure: FACTS ABOUT STD Screening & Tests. Planned Parenthood. Retrieved from <https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/get-tested>
15. Roche, D. (2022, February 21). The difference between viral stis and bacterial stis. LetsGetChecked. <https://www.letsgetchecked.com/articles/the-difference-between-viral-stis-and-bacterial-stis/>
16. Roche, D. (2022, February 21). *The difference between viral stis and bacterial stis*. LetsGetChecked. <https://www.letsgetchecked.com/articles/the-difference-between-viral-stis-and-bacterial-stis/>

Lesson 5

Prevention & Protection: Know the Facts!

Teacher Outline

Lesson Overview:

This lesson will identify ways to protect against STIs/STDs, including HIV/AIDS, and 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 and Trusted Adults in their lives who 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
2. Types of contraception
3. Contraceptive use
4. Contraceptive effectiveness
5. Contraceptive possible risks

Lesson Plan Outline:

- A. Review of Resources
- B. Contraception/Birth Control
- C. Fertilization Review
- D. Overview of Birth Control
Forms (also known as BCM)
- E. Contraceptive Method Review
- F. Abstinence (Not having sex)
- G. Side Effects
- H. Barrier Methods
- I. Hormonal Methods
- J. Permanent Methods
- K. Natural Methods

L. Conclusion

M. Activity: Wrap Up & Exit Tickets

Lesson Content Resources:

1. Birth control failure rate percentages. American Pregnancy Association. Retrieved from <https://americanpregnancy.org/unplanned-pregnancy/birth-control-pills-patches-and-devices/birth-control-failure/>
2. Centers for Disease Control and Prevention. (2023, May 1). *Contraception*. Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/reproductivehealth/contraception/>
3. 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>.
4. Endometriosis. UCLA. (n.d.). Retrieved from <https://www.uclahealth.org/obgyn/endometriosis>
5. Effectiveness of birth control methods. ACOG. (n.d.). <https://www.acog.org/womens-health/infographics/effectiveness-of-birth-control-methods>
6. Free Publications – Birth Control: Medicines To Help You. (n.d.). Retrieved from <https://www.fda.gov/ForConsumers/ByAudience/ForWomen/FreePublications/ucm313215.htm>
7. Gordon, L. P. (Ed.). (2022, January). *Birth control pill (for teens) - nemours kidshealth*. KidsHealth. <https://kidshealth.org/en/teens/contraception-birth.html>
8. Gordon, L. P. (Ed.). (2022b, January). *Birth control: The Birth Control Shot (for parents) - nemours kidshealth*. KidsHealth. <https://kidshealth.org/en/parents/bc-shot.html?ref=search>

9. Mayo Foundation for Medical Education and Research. (2023, February 9). *Birth control patch*. Mayo Clinic. <https://www.mayoclinic.org/tests-procedures/birth-control-patch/about/pac-20384553>
10. Mayo Foundation for Medical Education and Research. (2022, August 20). Hormonal IUD (mirena). Mayo Clinic. Retrieved 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 from <https://www.mayoclinic.org/tests-procedures/withdrawal-method/about/pac-20395283>
12. professional, C. C. medical. (n.d.-a). *Vaginal ring for birth control: Effectiveness & Side effects*. Cleveland Clinic. <https://my.clevelandclinic.org/health/articles/24157-vaginal-ring>
13. Your birth control choices. (n.d.). Retrieved from <https://www.reproductiveaccess.org/resource/bc-fact-sheet/>
14. What birth control method is right for you? (2019, February 14). Retrieved from <https://www.womenshealth.gov/a-z-topics/birth-control-methods>.
15. 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 & 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 and 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
2. All forms of sexual activity
3. Possible consequences or risk involved in sexual activity
4. Risk Avoidance
5. Dealing with Peer Pressure
6. Decision Making

Lesson Plan Outline:

- A. Decision Making
- B. Types of Sexual Activity
- C. Possible Consequences of Sexual Contact

D. Think About It

F. Personal Choice

E. Decision Making, Continued

G. Activity: Wrap Up & Exit Tickets

Lesson Content Resources:

1. Anzilotti, A. W. (Ed.). (2020, November). What are the chances of having an STD? (for teens) - nemours kidshealth. KidsHealth. Retrieved 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 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2156074/>
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Lesson 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 discuss 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 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 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 & awareness
7. Teen Depression

Lesson Plan Outline:

- A. Introduction
- B. Risks & Benefits of the Internet/Technology
- C. Digital Footprints
- D. Sexting
- E. Cyberbullying
- F. How to Respond to Cyberbullying
- G. Suicide Prevention & Awareness
- H. Teen Depression
- I. What Can You Do to Help?
- J. What if You Are the Bully?
- K. THINK
- L. Activity: Wrap Up & Exit Tickets

Lesson Content Resources:

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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 the 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 | D. Pornography |
| B. Sex Sells – Advertisements | E. Love, Lust, Infatuation |
| C. Media and Body Image | F. Activity: Wrap Up & Exit Ticket |

Lesson Content Resources:

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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 and 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
- C. Relationships Exist on a Spectrum
- D. Forms of Dating Abuse
- E. Steps to Maintaining a Healthy Relationship
- F. Healthy Communication
- G. Tips for Communicating Effectively
- H. How to Communicate When You are Angry
- I. Conclusion
- J. 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 and 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 includes 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? | F. Consent |
| B. Setting Your Boundary Lines | G. Responsibility and Consent |
| C. Sexual Assault | H. Think SMART |
| D. Human Trafficking | I. Activity: Cumulative Review |
| E. What Can You Do? Ways You
Can Help to Prevent
Trafficking | Jeopardy |
| | J. Activity; Wrap-Up & Post-Test |

Lesson Content Resources:

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