



CHECK THE FACTS

Junior High 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

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. Students 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. Set 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 short-term & long-term SMART goals
3. The importance of Trusted Adults
4. Locating resources

Lesson Plan Outline:

- | | |
|--------------------------------------|-------------------------------------|
| A. Introduction | G. Goal Setting |
| B. Setting the Ground Rules | H. The Importance of Trusted Adults |
| C. Resources | I. Goal Setting Continued |
| D. Ages & Stages | J. Homework |
| E. Purpose of <i>Check the Facts</i> | |
| F. What is Success? | |

Lesson Content Resources:

1. Growth mindset: How to develop Growth Mindset. Understood. (n.d.). Retrieved 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. Physiology, puberty - statpearls - NCBI bookshelf. (n.d.). <https://www.ncbi.nlm.nih.gov/books/NBK534827/>
4. Stages of Adolescence. HealthyChildren.org. (n.d.). <https://www.healthychildren.org/English/ages-stages/teen/Pages/Stages-of-Adolescence.aspx>
5. Resources. National Center for Missing & Exploited Children. (n.d.). Retrieved from <https://www.missingkids.org/content/dam/netSMARTZ/downloadable/tipsheets/who-is-a-trusted-adult.pdf>

6. Yost, M. (2021, March 2). 19 definitions of Success You should never ignore. Lifehack. Retrieved from <https://www.lifehack.org/articles/communication/the-new-definitions-success.html>

DO NOT USE ONLY

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

F. Biological Female

Reproductive System

Terminology

G. Biological Female Anatomy

Review

H. Biological Female

Reproductive System

I. Activity: Wrap-Up & Exit

Tickets

Lesson Content Resources:

1. 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>
2. How a pregnancy is started. YouTube. (2021, August 8). Retrieved from <https://youtu.be/JIQ5QVg2FXw>
3. Hirsch, L. (Ed.). (2019, July). Male reproductive system (for teens) - nemours kidshealth. KidsHealth. Retrieved from <https://kidshealth.org/en/teens/male-repro.html?view=ptr&WT.ac=t-pt>
4. Encyclopedia Britannica, inc. (n.d.). Human reproductive system. Encyclopedia 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 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. Mayo Foundation for Medical Education and Research. (2022, March). Circumcision (male). Mayo Clinic. Retrieved from

<https://www.mayoclinic.org/tests-procedures/circumcision/about/pac-20393550>

8. Menstrual cycle: An overview. Johns Hopkins Medicine. (n.d.). Retrieved from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/menstrual-cycle-an-overview>
9. Normal menstruation (monthly period): Menstrual Cycle & Symptoms. Cleveland Clinic. (n.d.). Retrieved from <https://my.clevelandclinic.org/health/articles/10132-normal-menstruation>
10. 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>

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

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

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 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 from <https://www.cdc.gov/art/key-findings/multiple-births.html>
3. 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. Delivery. Johns Hopkins Medicine. (n.d.). Retrieved from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/delivery>

5. *Department of Children, Youth & Families*. DCYF. (n.d.). <https://www.dcyf.wa.gov/safety/safety-newborn-law>.
6. Early pregnancy loss. USC Fertility. (n.d.). Retrieved from <https://uscfertility.org/usc-center-pregnancy-loss/early-pregnancy-loss-2/>
7. Editor. (2022, June 13). *What is ovulation?*. American Pregnancy Association. <https://americanpregnancy.org/getting-pregnant/infertility/understanding-ovulation/>
8. 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 from <https://www.kff.org/womens-health-policy/issue-brief/understanding-pregnancy-loss-in-the-context-of-abortion-restrictions-and-fetal-harm-laws/>
9. 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>
10. 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/>
11. 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>
12. Perivable Birth. ACOG. (n.d.). Retrieved from <https://www.acog.org/clinical/clinical-guidance/obstetric-care-consensus/articles/2017/10/perivable-birth>
13. Placenta previa. Home. (n.d.). Retrieved from <https://www.marchofdimes.org/complications/placenta-previa.aspx>

14. Prenatal care. Prenatal Care | Kaiser Permanente. (n.d.). Retrieved from <https://healthy.kaiserpermanente.org/health-wellness/maternity/healthy/prenatal>
15. 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
16. 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>
17. professional, C. C. medical. (n.d.). *Uterus: Anatomy, function, size, position & conditions*. Cleveland Clinic. <https://my.clevelandclinic.org/health/body/22467-uterus>
18. *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>
19. 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>
20. The first trimester. Johns Hopkins Medicine. (n.d.). Retrieved from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-first-trimester>
21. The second trimester. Johns Hopkins Medicine. (n.d.). Retrieved from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-second-trimester>
22. The Third trimester. Johns Hopkins Medicine. (n.d.). Retrieved from <https://www.hopkinsmedicine.org/health/wellness-and-prevention/the-third-trimester>

23. 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>
24. 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>
25. U.S. National Library of Medicine. (n.d.). How many chromosomes do people have?: Medlineplus Genetics. MedlinePlus. Retrieved from <https://medlineplus.gov/genetics/understanding/basics/howmanychromosomes/>
26. 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/>
27. *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:

In this lesson students will be learning about gender identity, different sexual orientations and 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 and 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:

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

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. Gender Role. (n.d.). In Oxford English Dictionary. Retrieved from https://en.oxforddictionaries.com/definition/gender_role
4. Kaufman, R. (2021, February 22). *Mary Anning: Life and discoveries of the first female paleontologist*. LiveScience. <https://www.livescience.com/who-was-mary-anning.html>
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. Ripple, A. (2022, October 1). The bearded lady project: Challenging the face of science. The Bearded Lady Project: Challenging the Face of Science. <https://bozemanmagazine.com/articles/2022/10/01/115218-the-bearded-lady-project-challenging-the-face-of>
8. Santrock, John (2016). *Adolescence*. New York, NY: McGraw-Hill

9. Terminology. (2023, December 23). Retrieved from <https://www.cdc.gov/healthyouth/terminology/sexual-and-gender-identity-terms.htm>.
10. The 2021 National School Climate Survey - Glsen. (n.d.). <https://www.glsen.org/sites/default/files/2022-10/NSCS-2021-Full-Report.pdf>
11. 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 and 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 and 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
2. Causes
3. Symptoms
4. Treatment
5. Long-term effects
6. Prevention

Lesson Plan Outline:

- A. Introduction
- B. Why Study STI/STDs & HIV?
- C. STIs vs STDs
- D. Teens & STIs
- E. How Do People Contract STIs?
- F. Most Common Types of STIs
- G. Parasitic
- H. Bacterial
- I. Viral
- J. HIV
- K. HIV Treatment & Prevention
- L. How to Protect Yourself from STIs
- M. Finding Resources
- N. Activity: Wrap-Up & Homework

Lesson Content Resources:

1. 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>
2. Centers for Disease Control and Prevention. (2023, May 22). Basic statistics. Centers for Disease Control and Prevention. <https://www.cdc.gov/hiv/basics/statistics.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. (2021, July 22). *Human papillomavirus (HPV) infection - STI treatment guidelines*. Centers for Disease Control and Prevention. <https://www.cdc.gov/std/treatment-guidelines/hpv.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. Gonorrhea – STD information from CDC. (n.d.). Retrieved from <https://www.cdc.gov/std/gonorrhea/default.htm>
10. About HIV/AIDS | HIV Basics | HIV/AIDS | CDC. (n.d.). Retrieved from <https://www.cdc.gov/hiv/basics/whatishiv.html>
11. How is HIV transmitted?. HIV.gov. (n.d.). <https://www.hiv.gov/hiv-basics/overview/about-hiv-and-aids/how-is-hiv-transmitted/>
12. How stds impact women differently from men - Centers for disease ... (n.d.). <https://www.cdc.gov/nchhstp/newsroom/docs/factsheets/stds-women.pdf>
13. How to prevent sexually transmitted infections (stis). ACOG. (n.d.). Retrieved from <https://www.acog.org/womens-health/faqs/how-to-prevent-stis>
14. 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/>
15. STD Facts – Genital Herpes. Retrieved from <https://www.cdc.gov/std/herpes/stdfact-herpes.htm>
16. Stillbirth. (n.d.). Retrieved from <https://www.marchofdimes.org/complications/stillbirth.aspx>
17. Syphilis – STD information from CDC. (n.d.). Retrieved from <https://www.cdc.gov/std/syphilis/default.htm>

18. World Health Organization. (n.d.). Sexually transmitted infections (stis). World Health Organization. Retrieved 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))

DO NOT USE ONLY FOR REVIEW

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 for 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. 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 Resources | F. Abstinence |
| B. Short Term & Long Term
Goals: Timeline Activity | G. Permanent Methods |
| C. Contraception/Birth Control | H. Long-Acting Reversible
Contraceptives (LARC) |
| D. Fertilization Review | I. Side Effects |
| E. Birth Control Methods | J. Hormonal Methods |

- K. Barrier Methods
- L. Natural Methods
- M. Conclusion

N. 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. (2021, November 15). For teens. Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/teenpregnancy/about/index.htm>
3. Centers for Disease Control and Prevention. (2023, January 4). Educating and engaging young men in Reproductive Health. Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/teenpregnancy/about/educating-engaging-young-men-reproductive-health.htm>
4. 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>.
5. *Effectiveness of birth control methods*. ACOG. (n.d.). <https://www.acog.org/womens-health/infographics/effectiveness-of-birth-control-methods>
6. Endometriosis. UCLA. (n.d.). Retrieved 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. Gordon, L. P. (Ed.). (2022, January). *Birth control pill (for teens) - nemours kidshealth*. KidsHealth.
<https://kidshealth.org/en/teens/contraception-birth.html>
9. 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>
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. (2023, February 9). *Birth control patch*. Mayo Clinic. <https://www.mayoclinic.org/tests-procedures/birth-control-patch/about/pac-20384553>
13. Mayo Foundation for Medical Education and Research. (2022, February 22). *Depo-Provera (contraceptive injection)*. Mayo Clinic. Retrieved from
<https://www.mayoclinic.org/tests-procedures/depo-provera/about/pac-20392204>
14. 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>
15. 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>
16. Sawhill, I. V., Welch, M., & Miller, C. (2022, August 30). *It's getting more expensive to raise children. and government isn't doing much to help*. Brookings. <https://www.brookings.edu/blog/up-front/2022/08/30/its->

getting-more-expensive-to-raise-children-and-government-isnt-doing-much-to-help/

17. *Trying to conceive*. Trying to conceive | Office on Women's Health. (n.d.). <https://www.womenshealth.gov/pregnancy/you-get-pregnant/trying-to-conceive>
18. What birth control method is right for you? (2022, December 29). Retrieved from <https://www.womenshealth.gov/a-z-topics/birth-control-methods>.
19. Women's Health Care Physicians. (n.d.). Retrieved from <https://www.acog.org/Patients/FAQs/Fertility-Awareness-Based-Methods-of-Family-Planning?>
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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 the 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:

- | | |
|--|---|
| <ol style="list-style-type: none"> A. Decision Making B. Types of Sexual Activity C. Sex Now D. Peer Pressure E. Not Now/Wait | <ol style="list-style-type: none"> F. Possible Consequences of Sexual Contact G. Activity: Wrap-Up & Exit Tickets H. Optional Homework |
|--|---|

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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 the 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 and 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 & Benefits of the Internet
- C. Sharing Inappropriate Messages
- D. Digital Footprints
- E. Sexting
- F. Cyberbullying
- G. Suicides Prevention & Awareness
- H. Teen Depression
- I. THINK
- J. Activity: Wrap-Up & Exit Tickets

Lesson Content Resources:

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Lesson 8

Social Media Safety

Teacher Outline

Lesson Overview:

In this lesson students will discover what are inappropriate requests both online and off - define grooming, and be made aware of 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. Protecting Personal Information
- F. Activity: Wrap-Up & Exit Tickets

Lesson Content Resources:

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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 | F. How to Communicate When You are Angry |
| B. Respect | G. Conclusion |
| C. Genuine Vs. Imitation Love | H. Activity: Wrap-Up & Exit Tickets |
| D. Healthy Communication | |
| E. Tips for Communicating Effectively | |

Lesson Content Resources:

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Lesson 10

Healthy Relationships: Part II

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 Addressed:

1. Boundaries
2. Sexually Violent Crimes
3. Consent
4. Applying the Think SMART Plan to Real-Life Scenarios
5. Finding Resources & 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 & Consent
- F. Think SMART
- G. Activity: Cumulative Review: Jeopardy
- H. Activity: Wrap-Up

Lesson Content Resources:

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4. The importance of boundaries in romantic relationships. Mental Help the Importance of Boundaries in Romantic Relationships Comments. (n.d.). Retrieved from <https://www.mentalhelp.net/blogs/the-importance-of-boundaries-in-romantic-relationships/>
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