

Positive  
Prevention  
*PLUS*

Curriculum  
Preview

# Sexual Health Education for America's Youth

Middle School and  
Community Settings



# Table of Contents

Introduction . . . . .	xi
Training Qualified Teachers . . . . .	xi
Rigor and Relevance: How <i>Positive Prevention PLUS</i> Supports Current Trends in Education . . . .	xiii
Alignment of the Positive Prevention PLUS curriculum with State and National Standards . . .	xvi
Trauma-Informed Instruction. . . . .	xxii
Local Control Accountability Planning . . . . .	xxiii
Respect for Differences, Gender Equality and Human Rights . . . . .	xxiv
Whole School Whole Child Whole Community . . . . .	xxvi
Parent and Community Involvement . . . . .	xxvii
<b>Getting Started:</b> Preview to Lessons . . . . .	1
<b>Lesson 1:</b> Sexual Development . . . . .	27
<b>Lesson 2:</b> Exploring Friendships . . . . .	71
<b>Lesson 3:</b> Relationship Abuse . . . . .	89
<b>Lesson 4:</b> Preventing an Unplanned Pregnancy . . . . .	109
<b>Lesson 5:</b> Teen Pregnancy: Choices and Responsibilities . . . . .	147
<b>Lesson 6:</b> Myths and Stereotypes About HIV Infection . . . . .	169
<b>Lesson 7:</b> The HIV/AIDS Epidemic . . . . .	181
<b>Lesson 8:</b> Preventing Sexually Transmitted Infections . . . . .	223
<b>Lesson 9:</b> Recognizing and Reducing Risks . . . . .	257
<b>Lesson 10:</b> Media and Peer Pressure . . . . .	323
<b>Lesson 11:</b> HIV/STI Testing and Community Resources . . . . .	345
<b>Lesson 12:</b> Goal Setting . . . . .	363

## APPENDIX A

Laws and Guidelines For HIV/STI and Teen Pregnancy Prevention . . . . .	385
<ul style="list-style-type: none"> <li>• Updated California Education Code Sections for HIV/STI Instruction and Comprehensive Sexual Health Education</li> <li>• Creating a Safe and Inclusive Environment</li> <li>• California Family Code Sections 6925-28</li> <li>• California Minor Consent and Confidentiality Laws</li> <li>• Selected California Minor Consent Laws</li> <li>• The Sexual Health Education Accountability Act of 2007</li> <li>• Mandate Block Grant</li> <li>• Sample LCAP Funding Matrix</li> <li>• California Child Abuse &amp; Reporting Law</li> </ul>	

CONTINUED NEXT PAGE



## Table of Contents CONTINUED

### APPENDIX B

#### Parent Information and Education . . . . . 433

- When It Comes to Sex Education, More is Better
- Sample Passive Parent Notification Letter
- Sample Parent Meeting Agenda
- Guidelines for Parents for Talking with Children or Teens about Sexuality
- HIV/AIDS: Parent Guide to Teachable Moments
- Parent Communication Tips
- Answers to Sexting Questions
- The Truth About Teens Sexting
- Parents' Influence on the Health of Lesbian, Gay, and Bisexual Teens: What Parents and Families Should Know
- The Development of Sexuality
- Signs of Bullying
- Understanding Children's Gender

### APPENDIX C

#### Resources for LGBT Youth and Gender Equity . . . . . 477

- What Works for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Intersex (LGBTQQI) Students in Adolescent Sexual Health Education
- Suggested Adaptations and Resources for Lesbian, Gay, Bisexual, Transgender (LGBT) Youth

### APPENDIX D

#### Supplemental Materials and Resources . . . . . 493

- Glossary of Terms
- Recognizing/Responding to Difficult Questions
- Male and Female Reproductive Structure, Menstrual Cycle

Additional support materials can be downloaded from the Downloads tab at [positivepreventionplus.com](http://positivepreventionplus.com). Resources include:

Read Me First file

Parent and Student Materials in Spanish

Teacher Lesson Slides

Supplemental Lessons

Student Workbooks (in English and Spanish) may be purchased from our website for an additional charge.



# Positive Prevention PLUS: Compliance with AB 329 California Healthy Youth Act

## CA Education Code Chapter 5.6 and Related Health Education Standards

Article 2. Required Comprehensive Sexual Health Etion and HIV Prevention Education	Positive Prevention PLUS Curriculum Contents
<p>SEC. 6. Section 51933 of the Education Code is amended to read: 51933. All comprehensive sexual health education and HIV prevention education pursuant to Section 51934, whether taught or supplemented by school district personnel or by outside consultants or guest speakers pursuant to Section 51936, shall satisfy all of the following criteria:</p> <ol style="list-style-type: none"> <li>a. Instruction and materials shall be age appropriate.</li> <li>b. All factual information presented shall be medically accurate and objective.</li> <li>c. All instruction and materials shall align with and support the purposes of this chapter as set forth in paragraphs (1) to (5), inclusive, of subdivision (b) of Section 51930 and may not be in conflict with them.</li> <li>d.             <ol style="list-style-type: none"> <li>1. Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.</li> <li>2. Instruction and materials shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code.</li> <li>3. Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.</li> <li>4. Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by Section 220.</li> <li>5. Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.</li> </ol> </li> <li>e. Instruction and materials shall encourage a pupil to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills to do so.</li> <li>f. Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage.</li> <li>g. Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.</li> <li>h. Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.</li> <li>i. Instruction and materials may not teach or promote religious doctrine.</li> </ol>	<ol style="list-style-type: none"> <li>a. Positive Prevention PLUS offers upper elementary, middle school and high school curriculum.</li> <li>b. Lessons have been reviewed for biomedical accuracy by the federal Office of Adolescent Health (OAH) and California's Adolescent Sexual Health Work Group (ASHWG)             <ol style="list-style-type: none"> <li>1. Lesson scenarios feature diverse ethnic and gender groups. Spanish and Special Education materials are provided.</li> <li>2. Student and parent materials in Spanish are available.</li> <li>3. A Special Education curriculum is available.</li> <li>4. Lessons are inclusive of race, sexual orientation, and gender incl. transgender students</li> <li>5. Examples of same-sex relationships (in students and parents) are included in scenarios.</li> </ol> </li> <li>e. Lessons include parent or trusted adult home assignments. Parent support materials are posted on the web and included in the Student Workbooks.</li> <li>f. Lesson 2 focuses on healthy relationships, incl. friendship skills, love (and in high school, intimacy).</li> <li>g. Lesson 3 focuses on bullying and relationship abuse, incl. reporting abuse.</li> <li>h. Lesson 5 features a decision-making model regarding teen pregnancy; Lesson 10 includes risk recognition, also refusal and negotiation skills.</li> <li>i. Lessons are free of references to religious doctrine.</li> </ol>



<p>SEC. 8. Section 51934 of the Education Code is amended to read: 51934.</p> <p>Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. This instruction shall include all of the following:</p> <ol style="list-style-type: none"> <li>1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.</li> <li>2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.</li> <li>3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.</li> <li>4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.</li> <li>5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.</li> <li>6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.</li> <li>7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.</li> <li>8. Information about local resources, how to access local resources, and pupils' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.</li> <li>9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following: <ol style="list-style-type: none"> <li>a. Parenting, adoption, and abortion.</li> <li>b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.</li> <li>c. The importance of prenatal care.</li> </ol> </li> <li>10. Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking. <ol style="list-style-type: none"> <li>a. (b) A school district may provide comprehensive sexual health education or HIV prevention education consisting of age-appropriate instruction earlier than grade 7 using instructors trained in the appropriate courses. A district that elects to offer comprehensive sexual health education or HIV prevention education earlier than grade 7 may provide age appropriate and medically accurate information on any of the general topics contained in paragraphs (1) to (10), of subdivision (a).</li> </ol> </li> </ol>	<p>Versions for middle school, high school, high school independent study, and Special Education are provided.</p> <ol style="list-style-type: none"> <li>1. Lesson 7 is on HIV/AIDS and Lesson 8 is on STIs.</li> <li>2. Lessons 7 (HS) and 10 (MS) include activities on transmission of HIV, relative risk of behaviors ("Mismatch," "Red Light Green Light" and "Go Caution Stop")</li> <li>3. Lesson 4 emphasizes sexual abstinence as the only 100% effective method to avoid STIs and unplanned pregnancy; abstinence from sex and not sharing injection drug needles also appears in "Red Light Green Light" and "Go Caution Stop"; Lesson 9 (MS) includes a group Abstinence Activity.</li> <li>4. Lesson 4 presents information on all FDA-approved methods, with information on effectiveness in reducing the transmission of STIs.</li> <li>5. Lesson 7 (HS) and 10 (MS) emphasizes not sharing injection drug needles.</li> <li>6. Lesson 7 includes PreP, PEP, and ART as ways to avoid infection, to treat HIV and extend life.</li> <li>7. Lesson 6 portrays people infected with HIV, and explores myths and stereotypes, including personalizing activities ("Loss Activity in MS, "It's All Relative" in HS). Lesson 7 explains testing including how to locate clinical services.</li> <li>8. Lessons 4 and 7 emphasize that CA minors of any age can access testing and reproductive services, and provides ways to identify local services. Lesson 3 provides Assault Hotline numbers and websites.</li> <li>9. Lesson 4 provides information on all FDA-approved birth control. <ol style="list-style-type: none"> <li>a. Lesson 5 explores all pregnancy options including keeping the baby (parenting, pre-natal care), adoption procedures, and abortion procedures).</li> <li>b. Lesson 5 provides information on the CA Safe Surrender Law.</li> <li>c. Lesson 5 provides information on prenatal care.</li> </ol> </li> <li>10. Lesson 3 provides information on sexual harassment, sexual assault, intimate partner violence, relationship abuse, sex trafficking. <ol style="list-style-type: none"> <li>a. Professional training is available through the website; curriculum updates are periodically posted in the Curriculum updates folder.</li> </ol> </li> </ol>
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Positive Prevention PLUS for Middle School - Lesson Contents	National Health Education Standards* (NHES) and National Sexuality Education Standards** (NSES)
<p><b>GETTING STARTED</b></p> <p><b>LESSON</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Discussing Embarrassing Topics</li> <li>• Group Agreements and Pre-Test</li> <li>• The Sexual Health of Teens</li> <li>• Lesson Wrap-ups</li> <li>• Lesson 1 Preview</li> </ul>	<p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• AP.8.AI.1 Identify accurate and credible sources of information about sexual health.</li> <li>• ID.8.AI.1 Access accurate information about gender identity, gender expression and sexual orientation.</li> <li>• PS.8.SM.1 Describe ways to treat others with dignity and respect</li> </ul>
<p><b>LESSON 1 SEXUAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Typical Female Sexual Development</li> <li>• Typical Male Sexual Development</li> <li>• Gender Role, Gender Expression, Gender Identity, and Sexual Orientation</li> <li>• Common Sexual Health Concerns</li> <li>• Lesson Wrap-up</li> <li>• Lesson 2 Preview</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</li> <li>• 1.8.6. Explain how appropriate health care can promote personal health.</li> </ul> <p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• AP.8.CC.1 Describe male and female sexual and reproductive systems including body parts and their functions.</li> <li>• PD.8.CC.1 Describe the physical, emotional, cognitive, and social changes during adolescence.</li> <li>• PD.8.AI.1 Identify medically accurate sources of information about puberty, adolescent development and sexuality.</li> <li>• ID.8.CC.1 Differentiate between gender identity, gender expression, and sexual orientation.</li> <li>• ID.8.INF.1 Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.</li> <li>• ID.8.IC.1 Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</li> <li>• PR.8.CC.1 Define sexual intercourse and its relationship to human reproduction.</li> </ul>
<p><b>LESSON 2 EXPLORING FRIENDSHIPS</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Friendship</li> <li>• Liking vs. Loving</li> <li>• Planning an Activity</li> <li>• Lesson Wrap-up</li> <li>• Lesson 3 Preview</li> </ul>	<p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• HR.8.CC.1 Compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>• HR.8.SM.1 Explain the criteria for evaluating the health of a relationship.</li> <li>• HR.8.CC.3 Analyze the differences between friendships and romantic relationships.</li> <li>• HR.8.CC.4 Describe the range of ways people express affection within various types of relationships.</li> </ul>



Positive Prevention PLUS for Middle School - Lesson Contents	National Health Education Standards* (NHES) and National Sexuality Education Standards** (NSES)
<p><b>LESSON 3 BULLYING AND RELATIONSHIP ABUSE</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Bullying</li> <li>• Relationship Abuse</li> <li>• Protecting Yourself</li> <li>• Yes Means Yes</li> <li>• Unlawful Sex with a Minor</li> <li>• Sex Trafficking</li> <li>• Sexting</li> <li>• Internet Safety</li> <li>• Lesson Wrap-up</li> <li>• Lesson 4 Preview</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 2.8.6. Analyze the influence of technology on personal and family health.</li> <li>• 5.8.4. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</li> <li>• 8.8.2. Demonstrate how to influence and support others to make positive health choices.</li> </ul> <p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• HR.8.CC.5 Describe the advantages and disadvantages of communicating using technology and social media.</li> <li>• HR.8.SM.2 Describe strategies to use social media safely, legally and respectfully.</li> <li>• PS.8.CC.1 Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, incest, rape, and dating violence.</li> <li>• PS.8.AI.1 Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted.</li> <li>• PS.8.IC.1 Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault.</li> <li>• PS.8.SM.2 Demonstrate ways they can respond when someone is being bullied or harassed.</li> <li>• PS.8.CC.3 Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.</li> </ul>
<p><b>LESSON 4 PREVENTING AN UNPLANNED PREGNANCY</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Family Planning</li> <li>• Contraception and Community Health Services</li> <li>• Sexual Abstinence</li> <li>• Lesson Wrap-up</li> <li>• Lesson 5 Preview</li> </ul>	<p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• PR.8.CC.2 Define sexual abstinence as it relates to pregnancy prevention.</li> <li>• PR.8.CC.3 Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.</li> <li>• PR.8.AI.1 Identify medically-accurate resources about pregnancy prevention and reproductive health care.</li> <li>• PR.8.SM.1 Describe the steps to using a condom correctly.</li> <li>• PR.8.CC.4 Define emergency contraception and its use.</li> <li>• SH.8.SM.1 Describe the steps to using a condom correctly.</li> </ul>
<p><b>LESSON 5 TEEN PREGNANCY: CHOICES AND RESPONSIBILITIES</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Teenage Pregnancies</li> <li>• Facing an Unplanned Pregnancy</li> <li>• Prenatal Care and Parenting</li> <li>• The Safe Surrender Law</li> <li>• Adoption</li> <li>• Abortion</li> <li>• Decision-Making</li> <li>• Lesson Wrap-up</li> <li>• Lesson 6 Preview</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 5.8.2. Determine when health-related situations require the application of a thoughtful decision making process.</li> <li>• 5.8.5. Predict the potential short-term impact of each alternative on self and others.</li> </ul> <p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• PD.8.DM.1 Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make.</li> <li>• PR.8.DM.1 Apply a decision-making model to various sexual health decisions.</li> <li>• PR.8.AI.3 Identify medically- accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.</li> <li>• PR.8.CC.6 Identify prenatal practices that can contribute to a healthy pregnancy</li> </ul>



Positive Prevention PLUS for Middle School - Lesson Contents	National Health Education Standards* (NHES) and National Sexuality Education Standards** (NSES)
<p><b>LESSON 6 HIV MYTHS AND STEREOTYPES</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Persons Infected or Affected by HIV/AIDS</li> <li>• Loss Activity</li> <li>• Lesson Wrap-up</li> <li>• Lesson 7 Preview</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</li> <li>• 5.8.7. Analyze the outcomes of a health related decision.</li> </ul>
<p><b>LESSON 7 THE HIV/AIDS EPIDEMIC</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• HIV/AIDS Overview</li> <li>• Mismatch activity</li> <li>• Lesson Wrap-up</li> <li>• Lesson 8 Preview</li> </ul>	<p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• SH.8.CC.1 Define STDs including HIV, and how they are and are not transmitted.</li> <li>• SH.8.AI.1 Identify medically-accurate information about STDs, including HIV.</li> <li>• SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV.</li> <li>• SH.8.AI.2 Identify local STD and HIV testing and treatment resources.</li> </ul>
<p><b>LESSON 8 PREVENTING SEXUALLY TRANSMITTED INFECTIONS</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Overview of Sexually Transmitted Infection</li> <li>• STI Bulletin Board activity (optional)</li> <li>• STI Testing</li> <li>• Lesson Wrap-up</li> <li>• Lesson 9 Preview</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 3.8.4. Describe situations that may require professional health services.</li> <li>• 3.8.5. Locate valid and reliable health products and services.</li> </ul> <p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• SH.8.CC.1 Define STDs including HIV, and how they are and are not transmitted.</li> <li>• SH.8.AI.1 Identify medically-accurate information about STDs, including HIV.</li> <li>• SH.8.CC.3 Describe the signs, symptoms and potential impacts of STDs, including HIV.</li> <li>• SH.8.AI.2 Identify local STD and HIV testing and treatment resources.</li> </ul>
<p><b>LESSON 9 RECOGNIZING AND REDUCING RISKS</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Red Light/Green Light Activity</li> <li>• Universal Precautions and Demonstration</li> <li>• Latex Condoms</li> <li>• Sexual Abstinence</li> <li>• Lesson Wrap-up</li> <li>• Lesson 10 Preview</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</li> <li>• 1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.</li> <li>• 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</li> <li>• 8.8.1. State a health enhancing position on a topic and support it with accurate information.</li> </ul> <p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• SH.8.CC.2 Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each.</li> </ul>





Positive Prevention PLUS for Middle School - Lesson Contents	National Health Education Standards* (NHES) and National Sexuality Education Standards** (NSES)
<p><b>LESSON 10 MEDIA AND PEER PRESSURE</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Media and Peer Pressures</li> <li>• Assertiveness Skills Practice</li> <li>• Escape Plans</li> <li>• Lesson Wrap-up</li> <li>• Lesson 11 Review</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 1.8.3. Analyze how the environment affects personal health.</li> <li>• 2.8.2. Describe the influence of culture on health beliefs, practices and behaviors.</li> <li>• 2.8.3. Describe how peers influence healthy and unhealthy behaviors.</li> <li>• 2.8.5. Analyze how messages from media influence health behaviors.</li> <li>• 2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.</li> <li>• 4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.</li> <li>• 4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.</li> <li>• 7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.</li> </ul> <p><b>NSES</b></p> <ul style="list-style-type: none"> <li>• PR.8.INF.1 Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors</li> <li>• PR.8.IC.1 Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors .</li> <li>• SH.8.IC.1 Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.</li> <li>• HR.8.IC.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.</li> </ul>
<p><b>LESSON 11 HIV/STI TESTING AND COMMUNITY RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Virus “Z” activity</li> <li>• HIV/STI Testing and Community Resources</li> <li>• Lesson Wrap-up</li> <li>• Lesson 12 Preview</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 3.8.1. Analyze the validity of health information, products and services.</li> <li>• 3.8.3 Determine the accessibility of products that enhance health.</li> <li>• 3.8.5 Locate valid and reliable health products and services.</li> </ul>
<p><b>LESSON 12 GOAL SETTING</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Path to Personal Goals</li> <li>• Setting Goals for the Future</li> <li>• Personal Contracts</li> <li>• Lesson Wrap-ups</li> <li>• Post Test</li> </ul>	<p><b>NHES</b></p> <ul style="list-style-type: none"> <li>• 1.8.1. Analyze the relationship between healthy behaviors and personal health.</li> <li>• 6.8.1 Assess personal health practices.</li> <li>• 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.</li> </ul>

\* National Health Education Standards PreK-12. Second Edition. American Cancer Society. 2007. Retrieved from: <http://people.uwplatt.edu/~mccabec/nationalstandards.pdf>

\*\* Future of Sex Education Initiative. (2012). National Sexuality Education Standards: Core Content and Skills, K-12 [a special publication of the Journal of School Health]. Retrieved from <http://www.futureofsexeducation.org/documents/josh-fose-standards-web.pdf>



# Getting Started

## NOTE:

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

## NOTE:

Per California Ed Code, you will need to notify parents regarding these sexual health education lessons. See Appendix B for Sample Parent Letter.

## NOTE:

**Student Workbooks** containing all worksheets in Spanish and English may be ordered from [www.positivepreventionplus.com](http://www.positivepreventionplus.com).

## CONTENT

- Introduction
- Discussing Embarrassing Topics
- Group Agreements and Pre-Test
- The Sexual Health of Teens
- Lesson Wrap-Up
- Lesson 1 Preview

## OBJECTIVES

By the end of this lesson, each student will be able to:

- Identify and follow class guidelines for appropriate behavior.
- Complete a self-assessment of pre-existing knowledge (pre-test) related to interpersonal relationships and sexual health.
- Identify facts about related teen sexual health.
- Identify ways to improve teen sexual health.

## MATERIALS

- **NOTE:** Teacher lesson slides can be downloaded from the Downloads tab on our website [www.positivepreventionplus.com](http://www.positivepreventionplus.com), using the code in the front of this curriculum.
- Teacher's slides for the lesson
- Poster paper, markers and tape
- Group Agreements worksheets
- Pre-Tests
- Lesson Wrap-Up worksheets
- Lesson 1 Preview worksheets

## TERMS

group agreements, confidentiality



## PART A

### NOTE:

*Adobe Reader, available free from [www.adobe.com](http://www.adobe.com), is required to open the presentation slides.*

### NOTE ALTERNATIVE:

*Write today's objectives on the board.*

# Introduction

1. Explain to students that during the next few weeks you will be introducing a very important unit of instruction on “comprehensive sexual health education,” including:
  - friendship, dating, love and commitment
  - human reproduction
  - sexual abstinence and delayed sexual activity
  - all FDA-approved contraceptive methods
  - relationship abuse
  - HIV/AIDS and STI prevention
2. State that sexuality including all these topics is a normal part of human development. Yet, these topics may be awkward or embarrassing for students to discuss in class; and may also be awkward for teachers and parents as well.
3. Using the slide provided, display and review today’s learning objectives and evidence of achievement.

## PART B

### NOTE:

*Encourage students to use a question box as needed throughout the lessons.*

### NOTE:

*If your school has purchased the **Student Workbooks**, you can direct students to the correct workbook page instead of distributing the worksheet.*

# Discussing Embarrassing Topics

1. Ask why it is difficult for some people to discuss these sexuality or sexual health, even though these are a part of human development. Responses may include:
  - These topics are personal or private.
  - These topics are sometimes associated with being “normal” or “not normal.”
  - These topics have to do with family, culture, or religious beliefs.
2. When talking about embarrassing topics, what types of behavior do you sometimes observe? Possible responses include:
  - laughter
  - side comments
  - silence
3. Assure students that, as the teacher, it is your intention to help them understand their changing social, emotional and human relationships.



## Group Agreements and Pre-Test

**NOTE:**

*This would be a good time to explain your responsibility as a "mandated reporter." For example: "We will certainly try to maintain confidentiality inside and outside of our classroom, just in case someone shares a personal story or accidentally discloses another's name. But I want you to know that if I suspect that any of you are being harmed or endangered by anyone, it is my job as your teacher to help you get help."*

1. Distribute a **Group Agreements** worksheet to each student.
2. With the class's assistance, create and post a set of group agreements which will help the students act respectfully and appropriately during the unit of instruction. Group agreements may include:
  - One person speaks at a time.
  - No name calling or put downs.
  - Respect differences.
  - Use proper language.
  - All questions are okay.
  - No personal stories.
  - Protect privacy.
3. Post the **Group Agreements** for everyone to see. You may want to review them each day and encourage students to observe these agreements in and out of class.
4. Distribute the **Pre-Test** for students to take home and complete with a parent(s) or trusted adult.





# Group Agreements

1.

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2.

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3.

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7.

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8.

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**I agree to follow  
these Group Agreements  
during our lessons on Sexual Health.**

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_



# The Sexual Health of Teens

**NOTE:**

*Insert your state-specific information here.*

**NOTE:**

*For national teen health data go to [www.cdc.gov/healthyyouth](http://www.cdc.gov/healthyyouth). Local data is available from: [www.cde.ca.gov/is/he/se](http://www.cde.ca.gov/is/he/se) or [www.cdph.ca.gov/data/statistics/pages/STILHJData.aspx](http://www.cdph.ca.gov/data/statistics/pages/STILHJData.aspx).*

**NOTE:**

*For more information on minors' access to reproductive health services, see the chart *California Minor Consent and Confidentiality Laws* in Appendix A.*

1. Using the teacher's slide **Sexual Health of Teens**, first ask students to guess the percentages of student behaviors; then review teen pregnancy rates, STIs, HIV/AIDS, sexual assault data in the U.S. Include local data if available.
2. Distribute a **Sexual Health of Teens** informational handout to each student.
3. Explore with the students some ideas about how to improve teen sexual health. Possible responses include:
  - Increase sexual health knowledge for teens.
  - Have parents speak more openly to their children about sex.
  - Make health and counseling services more available to teens.
  - Limit the amount of irresponsible sex in the media.
  - Develop personal attitudes and skills that support healthy sexual behaviors for self and others.
4. Remind students that these are the topics and issues we are going to discuss during the next 12 lessons. Encourage them to have good attendance, to pay attention, and to take personal responsibility for incorporating what they learn into their daily lives and relationships.
5. Review the sources of reproductive health services available to teens in your area. Emphasize that in California minors of any age can access reproductive health services; minors age 12 and over can also access STI diagnosis and treatment treatment without parent notification and consent..

**Also encourage students to speak honestly and openly with their parents, adult care providers, and youth leaders about these topics.**





# The Sexual Health of Teens

- Less than half of all teens surveyed have ever had sex.\*
- Less than one-third of all teens surveyed are currently sexually active.\*
- The majority of sexually active teens use condoms.\*
- Approximately one-fourth of sexually active teens also use another form of birth control (Patch, pill, IUD, or hormone shot).\*
- Over 250,000 teen pregnancies occur each year in the U.S. \*\*
- Adolescents ages 15-24 account for nearly half of the 20 million new cases of STD's each year.\*\*\*

How could teen sexual health  
be improved?

\*[www.cdc.gov/healthyyouth](http://www.cdc.gov/healthyyouth) \*\* [www.cdc.gov/teenpregnancy](http://www.cdc.gov/teenpregnancy)

\*\*\*[www.hhs.gov/ash/oah/adolescent-health-topics/reproductive-health/stds.html](http://www.hhs.gov/ash/oah/adolescent-health-topics/reproductive-health/stds.html)



## Lesson Wrap-up

1. Thank the students for their work today as they began a very interesting unit on sexual health which is a critical health topic for teenagers today. Remind them of the group agreements that were set and should be remembered as they leave the classroom.
2. Share with them that the next lesson will explore the changes that occur as one matures into a young adult.
3. Distribute the **Lesson Wrap-Up** worksheets.  
Direct students as follows:
  - **Part I. Ask Yourself.** Complete the true-false questions in Part I of the **Lesson Wrap-Up** sheet.
  - **Part II. Ask a Friend.** Turn to a partner to check your answers and tell him/her the most interesting or important thing you learned in today's lesson.
  - **Part III. Ask Yourself Again.**  
Answer the question in this section honestly.
  - **Part IV. Ask a Parent or Trusted Adult.** Remind students to share/discuss with their parent(s) or trusted adult:
    - (1) their completed **Student Pre-Test**, and
    - (2) what kind of sex education they received as a teenager.
4. Remind students to finish the **Lesson Preview** assignment before the next class.

**NOTE ON  
CULTURAL  
SENSITIVITY:**

*Openly discussing this topic may be difficult for some families due to cultural and religious reasons. In classroom discussions, be sure not to hold one belief over all others.*







NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today's lesson by answering the following True-False questions.

- T      F      Group agreements are established to respect and protect students during these lessons.
- T      F      It can be difficult to talk about sexual health because this topic is associated with being "normal" or "not normal."
- T      F      Group agreements include protecting another student's privacy when statements are made during class.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How positive are you that you can follow the group agreements? Circle your answer below.

*Not Positive*

*Very Positive*

1      2      3      4      5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/Review with your parent(s) or trusted(s) adult your completed **Student Pre-Test**, and ask them what kind of sex education they received as a teenager.





## LESSON 1 PREVIEW

# Sexual Development

**DIRECTIONS** Read the following story, and write your answers to each question before coming to class.

The math teacher was trying to demonstrate the concepts of mean, median, and mode. So she asked the students to line up against the wall, from shortest to tallest, to measure everyone's height and calculate the average for the class.

This was embarrassing for Timmy, who was the shortest kid in his class. He was frustrated about being less developed than the other boys, and lining up like this just made things worse.

At the other end of the line stood Brenda, the tallest and most developed girl in the school. Since 4th grade she had felt awkward about going into puberty early, and lining up like this made her feel even more awkward and embarrassed.

**Question 1.** Briefly summarize the facts in this story.

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**Question 2.** Timmy is worried that he is not “normal.” Should he feel this way? Why or why not?

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**Question 3.** Brenda also feels like she is not “normal.” Should she feel this way? Why or why not?

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**Question 4.** Four years from now in high school, do you think that Timmy will still be the shortest and Brenda will be the tallest? Why or why not?

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NAME \_\_\_\_\_

# Positive Prevention *PLUS* Student Pre-Test

**DIRECTIONS** Read each statement and circle whether you Agree, Disagree, or Don't Know.

Agree	Disagree	I don't know	1. A good friendship involves honesty, openness, flexibility, and communication.
Agree	Disagree	I don't know	2. In most states, a newborn baby can be safely surrendered within 72 hours of being born.
Agree	Disagree	I don't know	3. When making important decisions it is important to evaluate your options, seek advice from reliable resources, and take responsibility for your decisions.
Agree	Disagree	I don't know	4. Using PEP or PrEP can reduce the chances of a person exposed to HIV from becoming infected.
Agree	Disagree	I don't know	5. You should not develop friendships with people who are overly controlling, possessive, threatening, and/or abusive.
Agree	Disagree	I don't know	6. Contraception can greatly reduce the risk of unintended pregnancy when used consistently and correctly.
Agree	Disagree	I don't know	7. Everyone has the same sexual orientation and gender identity.
Agree	Disagree	I don't know	8. Sexual harassment is when you make someone else feel bad or uncomfortable because of something (sexual) you say or do.
Agree	Disagree	I don't know	9. It is more important for women to get regular health checkups than for men to get regular health checkups.
Agree	Disagree	I don't know	10. Sexual abstinence is the only 100% effective method for preventing pregnancy and the spread of Sexually Transmitted Infections.
Agree	Disagree	I don't know	11. Anti-retroviral therapy (ART) can keep an HIV infected person healthy for many years, and greatly reduces their chance of transmitting HIV to their sexual partner(s).
Agree	Disagree	I don't know	12. It is possible for a person to have an STI and have NO symptoms.
Agree	Disagree	I don't know	13. Many methods of birth control do not protect against HIV/STIs.





Agree	Disagree	I don't know	14. I am confident that I can make good decisions about delaying sex, even if I am being pressured by others.
Agree	Disagree	I don't know	15. I know how and where to find accurate and reliable sexual health information and sexual health services.
Agree	Disagree	I don't know	16. Partners must agree to the sexual behaviors they engage in (“yes means yes”).
Agree	Disagree	I don't know	17. Sometimes hormone changes during puberty can cause anger and sadness.
Agree	Disagree	I don't know	18. Getting pregnant or getting a sexually transmitted infection would interfere with my life plans and goals.
Agree	Disagree	I don't know	19. A condom is most effective in preventing HIV, STIs, and pregnancy if it is used consistently and correctly.
Agree	Disagree	I don't know	20. Sex trafficking involves forcing a minor to have sex for money, and is illegal.

What are some things you would like to learn in this unit?

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SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





NAME \_\_\_\_\_

# Positive Prevention *PLUS* Student Pre-Test

**DIRECTIONS** Read each statement and circle whether you Agree, Disagree, or Don't Know.

<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	1. A good friendship involves honesty, openness, flexibility, and communication.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	2. In most states, a newborn baby can be safely surrendered within 72 hours of being born.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	3. When making important decisions it is important to evaluate your options, seek advice from reliable resources, and take responsibility for your decisions.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	4. Using PEP or PrEP can reduce the chances of a person exposed to HIV from becoming infected.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	5. You should not develop friendships with people who are overly controlling, possessive, threatening, and/or abusive.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	6. Contraception can greatly reduce the risk of unintended pregnancy when used consistently and correctly.
<input type="radio"/> Agree	<input checked="" type="radio"/> Disagree	<input type="radio"/> I don't know	7. Everyone has the same sexual orientation and gender identity.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	8. Sexual harassment is when you make someone else feel bad or uncomfortable because of something (sexual) you say or do.
<input type="radio"/> Agree	<input checked="" type="radio"/> Disagree	<input type="radio"/> I don't know	9. It is more important for women to get regular health checkups than for men to get regular health checkups.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	10. Sexual abstinence is the only 100% effective method for preventing pregnancy and the spread of Sexually Transmitted Infections.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	11. Anti-retroviral therapy (ART) can keep an HIV infected person healthy for many years, and greatly reduces their chance of transmitting HIV to their sexual partner(s).
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	12. It is possible for a person to have an STI and have NO symptoms.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	13. Many methods of birth control do not protect against HIV/STIs.





# ANSWER KEY

<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	14. I am confident that I can make good decisions about delaying sex, even if I am being pressured by others.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	15. I know how and where to find accurate and reliable sexual health information and sexual health services.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	16. Partners must agree to the sexual behaviors they engage in ("yes means yes").
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	17. Sometimes hormone changes during puberty can cause anger and sadness.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	18. Getting pregnant or getting a sexually transmitted infection would interfere with my life plans and goals.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	19. A condom is most effective in preventing HIV, STIs, and pregnancy if it is used consistently and correctly.
<input checked="" type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> I don't know	20. Sex trafficking involves forcing a minor to have sex for money, and is illegal.

What are some things you would like to learn in this unit?

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SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_



## Teacher Resources

**Youth Risk Behavior Surveillance (YRBS) Data:**  
<http://cdc.gov/HealthyYouth/yrbs/index.htm>

**California Healthy Kids (CHKS) Data:**  
<http://www.californiahealthykids.org>

**Advocates for Youth**  
[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

**Parents and Friends of Lesbians and Gays (PFLAG)**  
[www.pflag.org](http://www.pflag.org)

**The Gay Straight Alliance**  
[www.gaystraightalliance.org](http://www.gaystraightalliance.org)

**Sex, Etc.**  
[www.sexetc.org](http://www.sexetc.org)

**Afraid to Ask**  
[www.afraidtoask.com](http://www.afraidtoask.com)

**Teen Source**  
[www.teensource.org](http://www.teensource.org)

**Stay Teen**  
[www.stayteen.org](http://www.stayteen.org)

**I Wanna Know**  
[www.iwannaknow.org](http://www.iwannaknow.org)

**Family Pact**  
[www.familypact.org](http://www.familypact.org)



# Sexual Development

## NOTE:

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

## NOTE:

**Student Workbooks** containing all worksheets in Spanish and English may be ordered from [www.positivepreventionplus.com](http://www.positivepreventionplus.com).

## CONTENT

- Introduction
- Typical Development of the Female Body
- Typical Development of the Male Body
- Gender Role, Gender Expression, Gender Identity, and Sexual Orientation
- Common Sexual Health Concerns
- Lesson Wrap-Up
- Lesson 2 Preview

## OBJECTIVES

- Describe the typical physical and psychosocial changes that occur during puberty.
- Identify common teen and young adult sex-related issues and concerns in the U.S. today.
- Define and discuss the terms male, female, masculine, feminine, sexual orientation, gender, gender role, transgender, intersex, gender expression, and gender identity.

## MATERIALS

- Teacher's slides for the lesson
- Reproductive Structure worksheets (*optional – see Appendix D*)
- Lesson Wrap-Up worksheets
- Lesson 2 Preview worksheets

## TERMS

male, female, masculine, feminine, androgynous, gonads, sexual orientation, gender, gender role, gender expression, gender identity, cis-gender, transgender, intersex, gender expansive, gender binary





## PART A

# Introduction

### NOTE:

*Adobe Reader, available free from [www.adobe.com](http://www.adobe.com), is required to open the presentation slides.*

1. Direct students to review their **Lesson Preview** from the end of the previous lesson. Ask several students to share their answers to the preview questions.
2. Using the slide provided, display and review today's learning objectives and evidence of achievement.

## PART B

# Typical Development of the Female Body

### NOTE:

*For further information and diagrams on male and female reproductive anatomy, see Appendix D.*

### NOTE:

*If your school has purchased the student workbooks, you can direct students to the correct workbook page instead of distributing the worksheet.*

### NOTE:

*Some students may ask about shaving pubic hair. This can result in several different types of infections. See <http://www.webmd.com/beauty/news/20130318/craze-for-hairless-genitals-accompanies-rise-in-infections>*

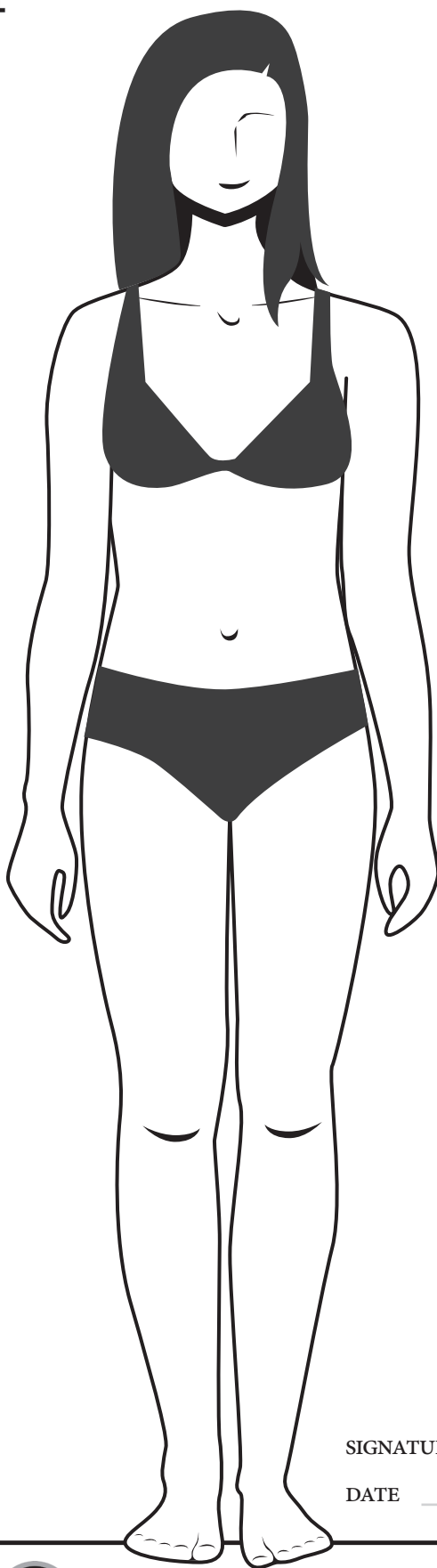
1. Display the teacher's slide of the typical female body and ask students to identify typical physical and emotional changes that occur during puberty.

2. Have students fill in their blank worksheet as you discuss the following:

**Typical Development of the Female Body** usually appears between the ages of 10 and 16:

- **Hormone Production.** The female sex hormones, progesterone and estrogen, are produced in the ovaries and circulate through the blood stream to produce other changes during puberty. (NOTE: Female body also produces a small amount of the male hormone, testosterone.)
- **Breast Development.** Increased estrogen levels stimulate breast tissue growth. Sometimes one breast enlarges more rapidly. Different sizes of breasts may be normal during puberty and may or may not eventually become symmetrical.
- **Larger Pelvis.** Increased estrogen stimulates the broadening of the pelvis in anticipation of pregnancy and childbirth.
- **Body Hair.** Hair appears in varying amounts on the body, underarms and around the genitals.
- **Body Odor.** Increased activity of the sweat glands, especially during high stress, causes body odor.
- **Menstruation.** The monthly discharge of blood and fluid build-up from the uterus. Menstruation usually occurs 14 days after ovulation. This is usually referred to as a "period." This process varies with age, stress, exercise and body weight.





# Typical Development of the Female Body

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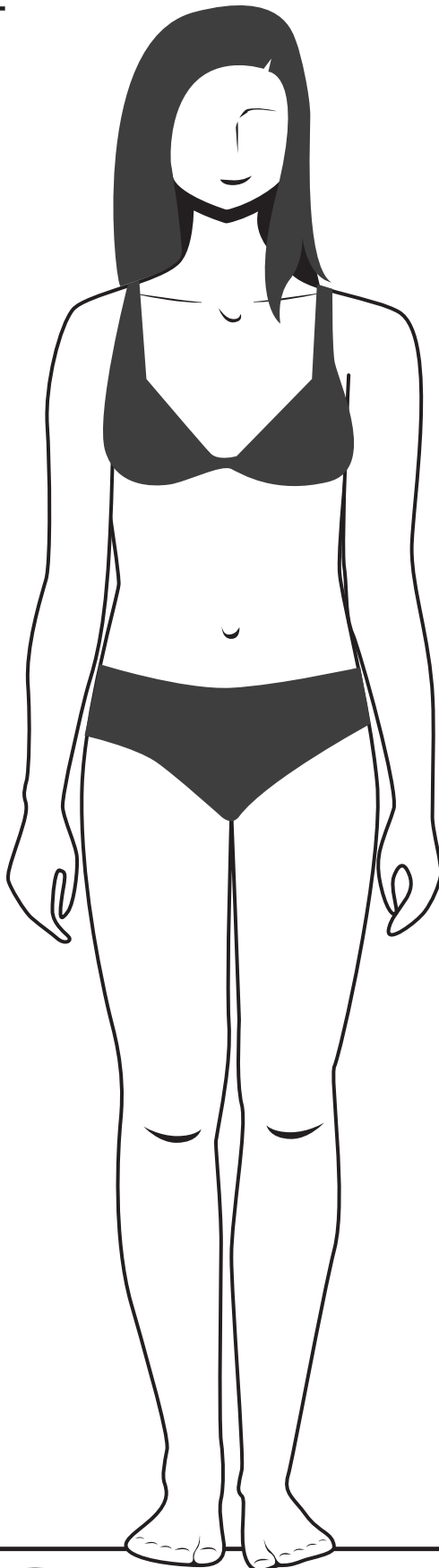
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# Typical Development of the Female Body



**Hormone Production**

**Body Odor**

**Breast Development**

**Larger Pelvis**

**Body Hair**

**Menstruation**

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## Typical Development of the Male Body

### NOTE:

For further information and diagrams on male and female reproductive anatomy, see Appendix D.

### NOTE:

Some students may ask about shaving pubic hair. This can result in several different types of infections. See <http://www.webmd.com/beauty/news/20130318/craze-for-hairless-genitals-accompanies-rise-in-infections>

1. Display the teacher's slide of the typical male body and ask students to identify typical physical and emotional changes that occur during puberty.
2. Have students fill in their blank worksheet as you discuss the following:

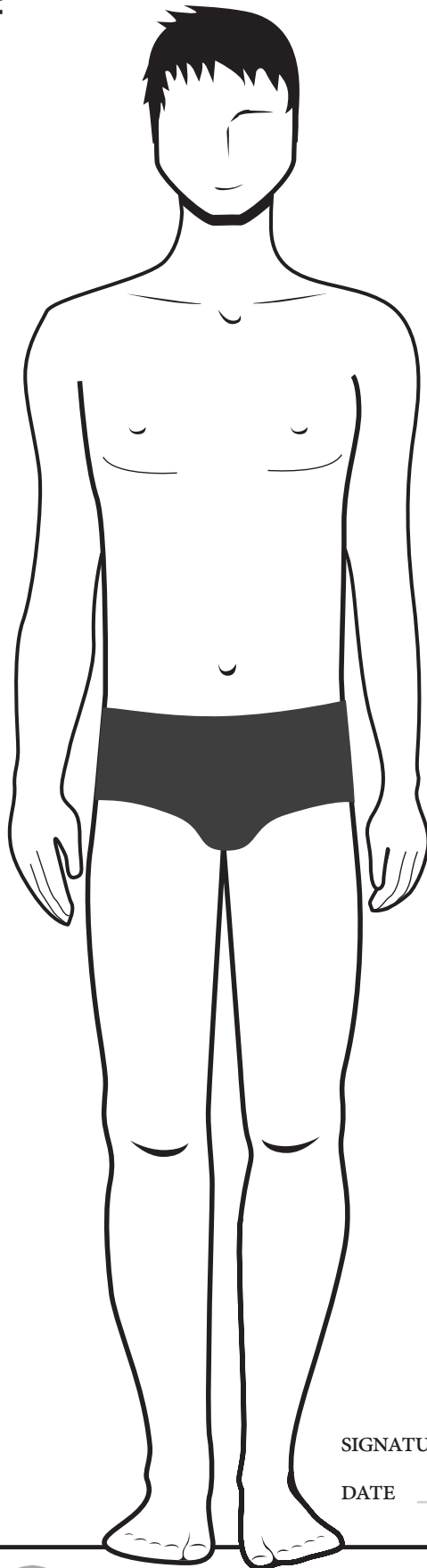
**Typical Development of the Male Body** usually appears between the ages of 10 and 16:

- **Hormone Production.** The male sex hormone, testosterone, is produced in the testicles and circulates through the blood stream to produce other changes during puberty. (NOTE: Male bodies also produce a small amount of the female hormone, estrogen.)
  - **Deeper Voice.** Increased testosterone levels stimulate a thickening of the vocal cords, causing the voice to deepen. This may initially be sporadic.
  - **Muscular Development.** Increased testosterone levels stimulate muscle growth.
  - **Larger Genitals.** Increased testosterone stimulates the growth of the genitals.
  - **Body Hair.** Hair appears in varying amounts on the body, face, underarms and around the genitals.
  - **Body Odor.** Increased activity of the sweat glands, especially during high stress, causes body odor.
  - **Nocturnal Emissions.** The male may experience a "spontaneous" ejaculation during sleep, which may, or may not wake him. This is also known as a "wet dream."
  - **Breast Enlargement (gynecomastia).** Male breast enlargement in 40%-60% of adolescent boys; may or may not continue into adulthood.
3. End by asking students to identify the typical changes common to both male and female bodies.





# Typical Development of the Male Body



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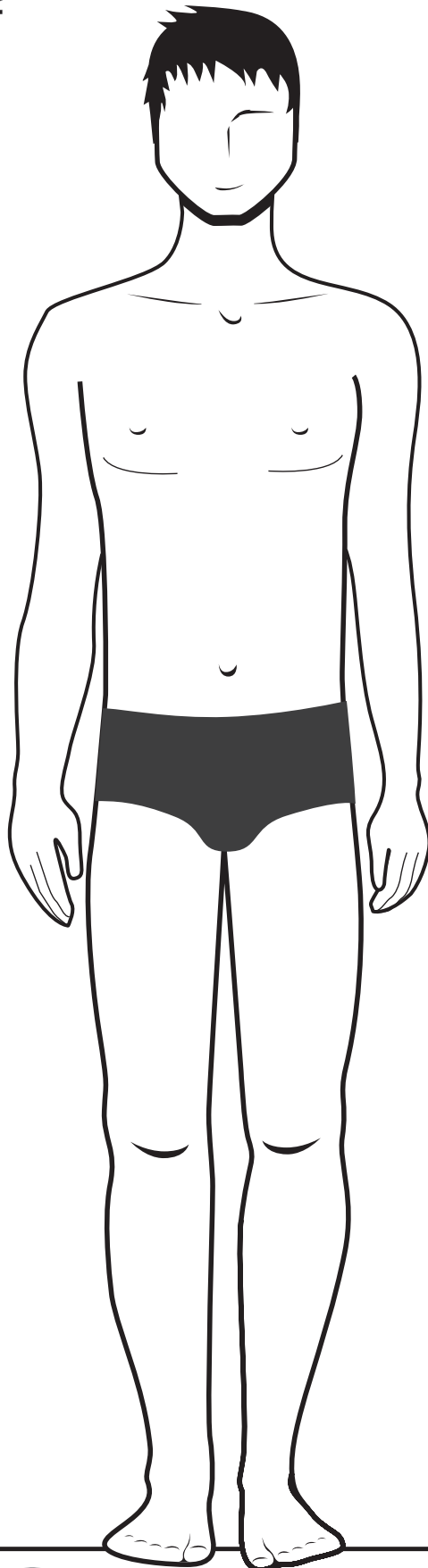
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SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_





# Typical Development of the Male Body

**Hormone Production**

**Body Odor**

**Muscular Development**

**Larger Genitals**

**Body Hair**

**Nocturnal Emissions**

**Deeper Voices**

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# Gender and Sexual Orientation

## NOTE:

For additional information on Gender and Human Rights, including classroom activities, go to: <http://www.popcouncil.org/research/its-all-one-curriculum-guidelines-and-activities-for-a-unified-approach-to-sexuality-gender-hiv-and-human-rights-education>. See especially Activity 5 and 8.

## NOTE:

This is not a time to explore various theories on the reasons behind a person's sexual orientation or gender identity.

## NOTE:

Avoid using "sexual preference" as it implies a choice; or "homosexual" as it is a dated term that focuses only on sex rather than love and relationships.

1. Display the slide **Emotional Changes**, and explain that emotional changes can include:
  - **Mood Swings.** Fluctuating hormone levels can produce changes in emotions, such as anger or sadness.
  - **Interest in Sex.** Physical and emotional changes result in sexual excitability and attraction to others.
  - **Changes in Parent-Child Relationships.** Physical and emotional changes impact parent-child relationships as the child grows into a more independent adult.
  - **Concerns with Body Image.** Teens may be concerned with developing too early, too late, not being like others; also comparing themselves to media images.
2. Display and discuss the slide **Understanding the Terms: Sex, Gender, and Sexual Orientation**. Define each term, and explain that variations are normal in how we see ourselves as sexual beings, as are variations in and to whom we are attracted sexually.
  - **Sex:** A term used to denote whether an individual is male or female, as determined by a physician or other medical professional at the time of birth. This designation is often made solely based upon an examination of an infant's genitals, but may also involve chromosomes and gonads (testicles or ovaries).
  - **Intersex:** A general term used for a variety of conditions where a person is born with biological conditions (such as hormones, chromosomes, reproductive or sexual anatomy) that don't seem to fit the typical definitions of female or male.
  - **Gender:** Attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female and that are often labeled as "masculine" or "feminine."
  - **Gender Role:** Socially-constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.
  - **Gender Non-Conformity:** Behavior or appearance that does not conform to expected gender role.
  - **Gender Identity:** A person's internal, deeply-felt sense of being male or female, or something other or in-between.
  - **Gender Expression:** Each of us expresses a particular gender every day – by the way we style our hair, select our clothing, or even the way we stand. Our appearance, speech, behavior,

CONTINUED NEXT PAGE



**NOTE:**

*It is not the purpose of this lesson to explore various theories on the reasons behind a person's sexual orientation or gender identity.*

**NOTE:**

*Students should learn in this lesson that it is NORMAL for a girl to be assertive, good at sports, and/or good at math, just as it is NORMAL for a boy to be a dancer, to be a nurse, or to show emotion. There is not one way to express gender roles.*

**NOTE:**

*Designate a bulletin board or area of the room for websites, help lines, phone numbers and addresses of agencies which provide reproductive-related services. Make them accessible to students.*

movement, and other factors signal that we feel – and wish to be understood – as masculine or feminine, or something other or in-between.

- **Cisgender:** People whose gender identity is the same as their assigned or presumed sex at birth.
  - **Transgender:** People whose gender identity differs from their assigned or presumed sex at birth.
  - **Gender Binary:** A social system that constructs gender according to two discrete and opposite categories - male or female.
  - **Gender Expansive:** Refers to wider, more flexible range of gender identities and expressions than those typically associated with the binary gender system.
  - **Sexual Orientation:** A person's enduring romantic or sexual attraction to people of another and/or same gender. Common terms used to describe sexual orientation include, but are not limited to: heterosexual, lesbian, gay, and bisexual.
3. Display the slide **Genderbread Person**. Explain that there is often confusion about what the terms gender, gender identity, sexual orientation, and gender role (including gender nonconformity) mean. These are not the same thing. For example, a person's gender identity or sexual orientation may be inaccurately assumed based on how the person acts or complies with society's gender role expectations.
  4. Display the slide **Gender Spectrum**. Explain that gender can be expressed in a variety of ways, including:
    - “feminine” or “masculine” (according to how these gender roles are constructed in a particular culture)
    - “androgynous” (exhibiting both masculine and feminine gender role traits)
    - “gender non-conforming” (dressing and/or acting in a way that is inconsistent with the socially-constructed gender role).
  5. **Imagining a Different Gender Activity.** Ask students to stand up, turn around twice, and sit down again. Then say, “I want each of you to imagine that you are a different gender, gender identity, sexual orientation, or gender role.”
  6. Ask, “What would be different in your life if you were a different gender, gender identity, or sexual orientation than you currently are?” List student responses on the board. If students have





**NOTE:**

See the results of GLSEN's National School Climate Survey, plus additional LGBT information and support materials, at [www.glsen.org](http://www.glsen.org).

difficulty coming up with examples, use the following questions to help them get started:

- Would you dress differently?
- Would you have the same friends?
- Would your parents, teachers, siblings, or friends treat you differently?
- Would this make a difference in the careers you might want to pursue when you get older?
- What harmful biases or stereotypes might you encounter?

Ask if any student is willing to share how they felt or what they learned from this activity. Emphasize that biases or stereotypes based on sex or gender are unfair, limiting and in some circumstances illegal.

7. Display and discuss the slide **LGBTQ Bias and Its Effects**.
  - **Most LGBTQ students have experienced harassment and discrimination at school.** Over 8 in 10 experience verbal harassment. Nearly two-thirds experience LGBTQ discrimination. Due to feeling unsafe, or uncomfortable, nearly a third miss at least one day of school.
  - **Hostile school climates negatively affect LGBTQ students' educational outcomes and mental health.** LGBTQ students who are victims are twice as likely to NOT go on to college. LGBTQ students have lower GPA's, lower self esteem, and higher levels of depression.
  - **School staff often fail to intervene when they hear these remarks at school.**
8. Remind students that many people in our community, and even in our own families or on campus, feel demeaned and excluded from full participation in our society because of not fitting the stereotypic "gender binary" system.
  - Gender role, gender identity, and sexual orientation vary with EVERY individual. Each of us is in some ways differs from everyone else.
  - It is important to respect differences and appreciate diversity.





# Understanding the Terms

- **Sex:** A term used to denote whether an individual is male or female, as determined by a physician or other medical professional at the time of birth. This designation is often made solely based upon an examination of an infant's genitals, but may also involve chromosomes and gonads (ovaries or testicles).
- **Intersex:** A general term used for a variety of conditions where the person is born with biological conditions (such as hormones, chromosomes, reproductive, or sexual anatomy) that don't seem to fit the typical definitions of female or male.
- **Gender:** Attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female and that are often labeled as "masculine" or "feminine."
- **Gender Role:** Socially-constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.
- **Gender Non-Conformity:** Behavior or appearance that does not conform to expected gender role.
- **Gender Identity:** A person's internal, deeply-felt sense of being male or female, or something other or in-between.
- **Transgender:** People whose gender identity differs from their assigned or presumed sex at birth.
- **Gender Expression:** Each of us expresses a particular gender every day – by the way we style our hair, select our clothing, or even the way we stand. Our appearance, speech, behavior, movement, and other factors signal that we feel – and wish to be understood – as masculine or feminine, or something other or in-between.





## Understanding the Terms: (continued)

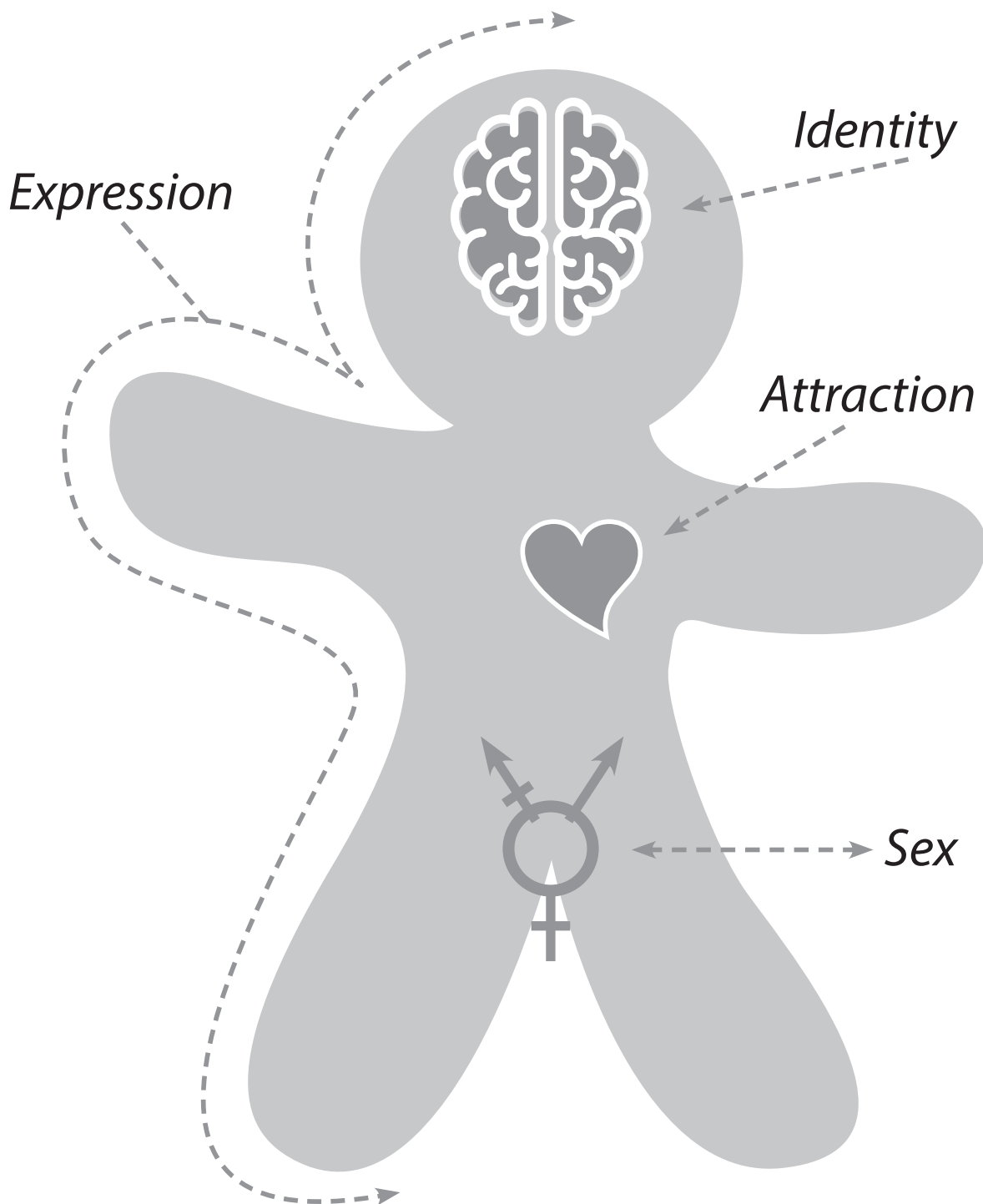
- **Cisgender:** People whose gender identity is the same as their assigned or presumed sex at birth.
- **Gender Binary:** A social system that constructs gender according to two discrete and opposite categories—male or female.
- **Gender Expansive:** Refers to wider, more flexible range of gender identities and expressions than those typically associated with the binary gender system.
- **Sexual Orientation:** A person's enduring romantic or sexual attraction to people of another and/or same gender. Common terms used to describe sexual orientation include, but are not limited to: heterosexual, lesbian, gay, and bisexual.

**Gender role, gender identity, and sexual orientation vary with each individual. It is important to respect differences and appreciate diversity.**





# The Genderbread Person

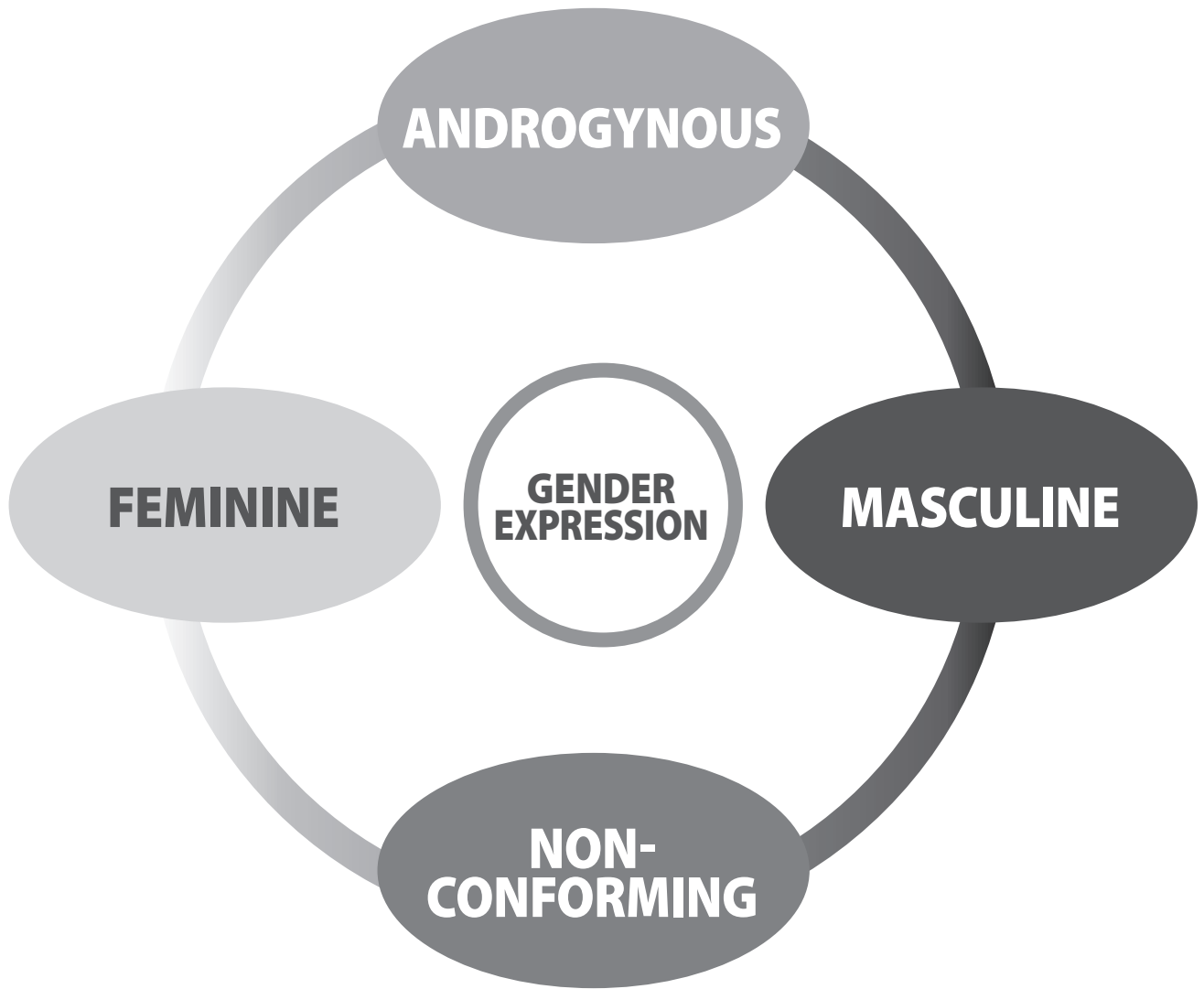


source: <http://itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3/#sthash.mePO6XKy.hPGfbWqP.dpbs>





# Gender Spectrum



Source: Ami Davis, 2016





# LGBTQ Bias and its Effects

**Most LGBTQ students have experienced harassment and discrimination at school.**

- Over 8 in 10 experience verbal harassment.
- Nearly two-thirds experience LGBTQ discrimination.
- Due to feeling unsafe, or uncomfortable, nearly a third miss at least one day of school.

**Hostile school climates negatively affect LGBTQ students' educational outcomes and mental health.**

- LGBTQ students who are victims are twice as likely to NOT go on to college.
- LGBTQ students have lower GPA's, lower self esteem, and higher levels of depression.

**School staff often fail to intervene when they hear these remarks at school.**

**Associated problems include family rejection, homelessness, employment discrimination, homicide, and suicide.**

Source: GLSEN School Climate Survey found at [www.glsen.org](http://www.glsen.org)



## Common Sexual Health Concerns

### NOTE:

For further information for sex-related terms, see Appendix D.

1. Distribute and display the **Common Sexual Health Concerns (Female Body)** slide without specific concerns listed. Ask students what might be some sexual health concerns of females.
2. Have the students fill in their blank worksheet **Common Sexual Health Concerns (Female Body)** as you discuss the following:
  - **Sexually Transmitted Infections.** There are over 20 known sexually transmitted infections. An estimated five in ten sexually active adolescents have an STI.
  - **Cervical Dysplasia.** Abnormal cervical cells detected by a Pap smear, often due to an HPV infection.
  - **Urinary Tract Infection.** Non-STI infection of the urinary tract (bladder, urethra) that causes painful urination.
  - **Vaginal Yeast Infections.** Non-STI infection of the vagina which may cause odor, pain, discomfort, itching, and cottage cheese-looking vaginal discharge.
  - **Menstrual Problems.** Irregularities in menstrual flow; may include cramping.
  - **Physical Appearance and Development of Sexual Organs.** Minor differences in genital appearances are normal. In rare cases a baby may be born with variations in genitals which usually involves further medical testing and counseling.
  - **Endometriosis.** An irregularity of the endometrium (lining of the uterus) that can result in pain and possible infertility.
3. Distribute and display the **Common Sexual Health Concerns (Male Body)** slide without specific concerns listed. Ask students what might be some sexual health concerns of males.
4. Have the students fill in their blank worksheet **Common Sexual Health Concerns (Male Body)** as you discuss the following:
  - **Sexually Transmitted Infections.** There are over 20 known sexually transmitted infections. Estimates suggest that even though young people aged 15-24 years represent only 25% of the sexually experienced population, they acquire nearly half of all new STIs.
  - **Nocturnal Emissions.** Increased production of sperm cells and semen can result in “wet dreams” – the ejaculation of semen during sleep.

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**NOTE:**

*In California, minors of any age can access free and confidential reproductive health services without parent consent (including pregnancy, contraception, and abortion-related services); minors 12 and over can also access STI diagnosis and treatment without parent consent.*

**NOTE:**

*For more information on minors' access to reproductive health services, see the chart California Minor Consent and Confidentiality Laws in Appendix A.*

**NOTE:**

*Please provide your students with a list of local resources for reproductive health care (including clinics listed on [www.familyact.org](http://www.familyact.org) and [www.gettested.cdc.gov](http://www.gettested.cdc.gov)), and also where to report rape, molestation, or assault (for example, the National Assault Hotline: [hotline.rainn.org](http://hotline.rainn.org), 1-800-656-4673).*

- **Physical Appearance and Development of Sexual Organs.** Minor differences in genital appearances are normal. In rare cases a baby may be born with incomplete genitals which usually involves further medical testing and counseling.
- **Testicular Cancer:** Testicular cancer usually develops in one or both testicles in young men, but can occur in older men as well.
- **Prostate Cancer:** Typically occurs more frequently as men age into their 70's and 80's. However, the number of younger men diagnosed with prostate cancer has increased nearly 6 fold in the last 20 years. The disease is more likely to be aggressive in these younger men.

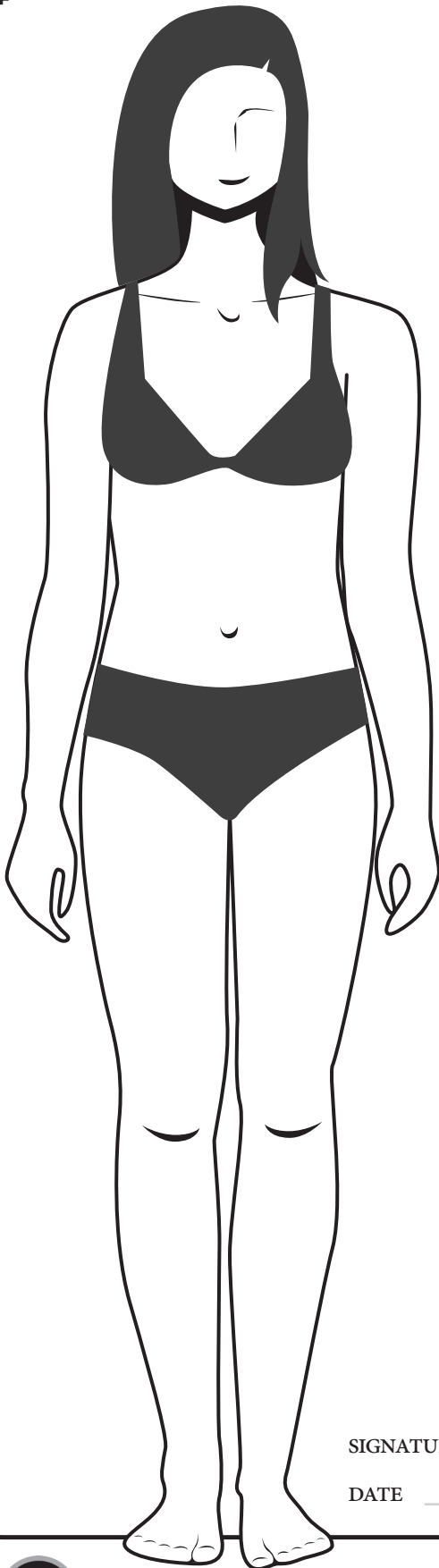
5. Ask students to describe the similarities between the two lists. Possible responses include:
  - concerns regarding STIs
  - the physical appearance and development of sex organs
6. Ask students what's missing from either list? Are there additional concerns among today's teens? Possible responses include:
  - being sexually molested or assaulted
  - how to report a rape or molestation
7. Display and discuss the slide **Maintaining Reproductive Health**.







# Common Sexual Health Concerns (Female Body)



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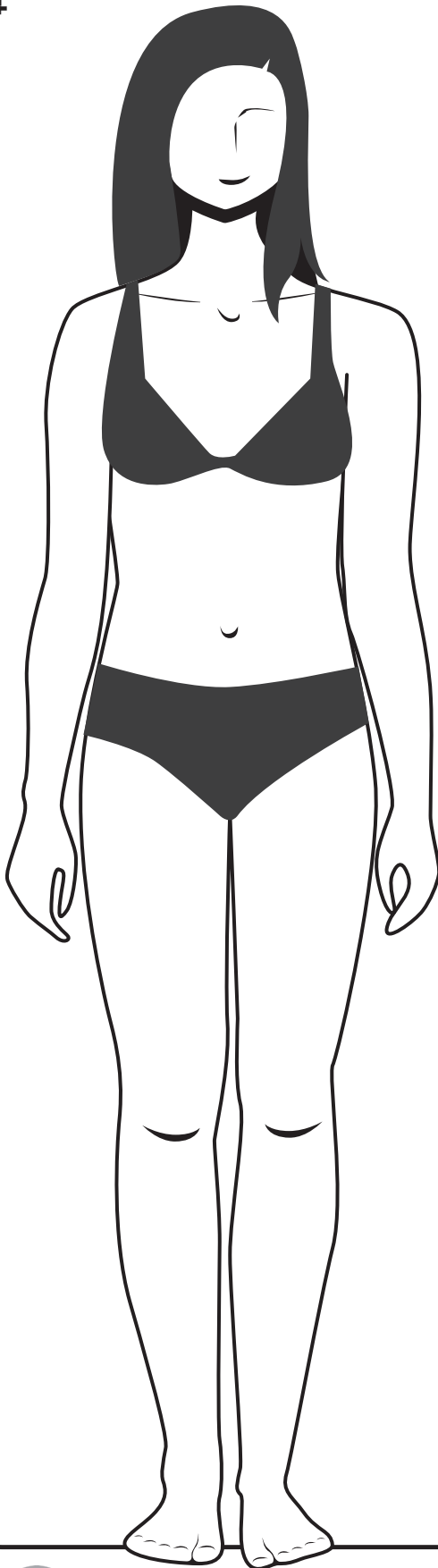
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# Common Sexual Health Concerns (Female Body)

**Sexually Transmitted Infections**

**Cervical Dysplasia**

**Urinary Tract Infection**

**Vaginal Yeast Infection**

**Menstrual Problems**

**Physical Appearance and  
Development of Sexual Organs**

**Endometriosis**

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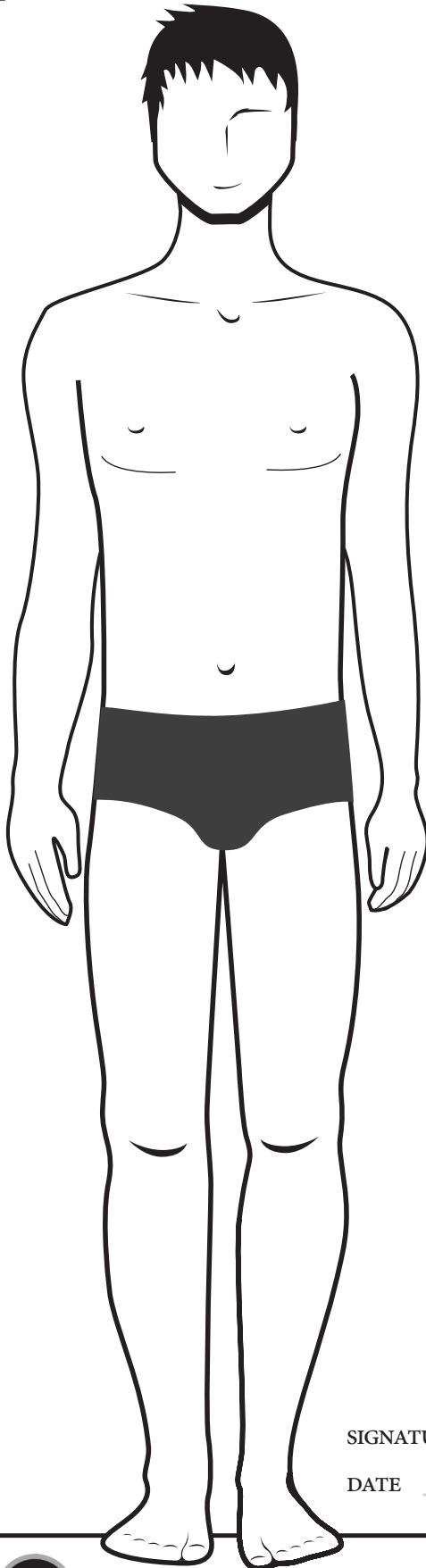
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# Common Sexual Health Concerns (Male Body)



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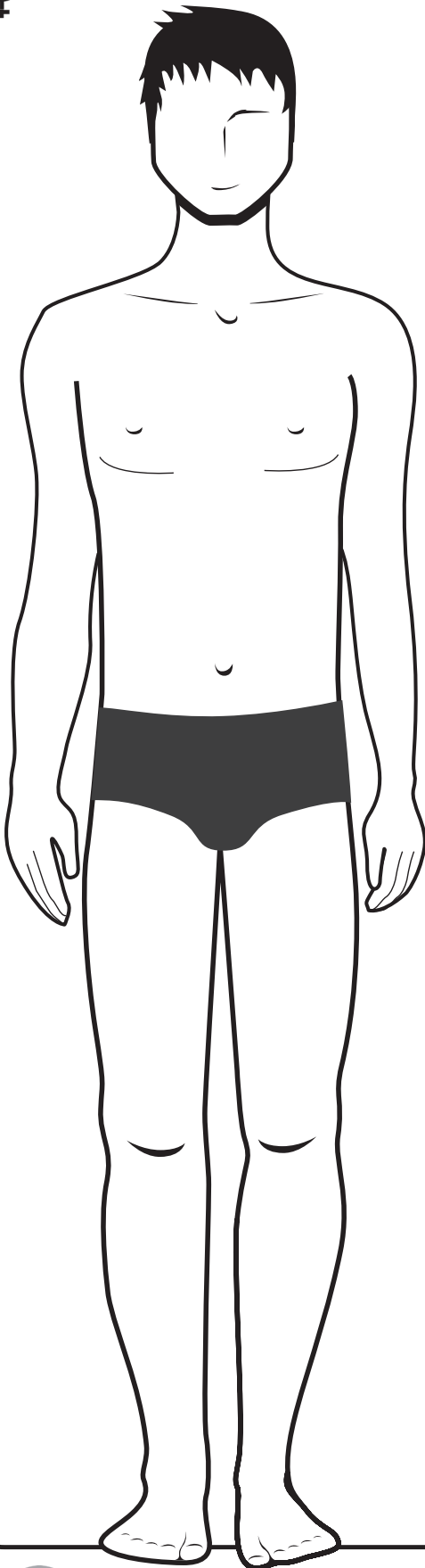
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# Common Sexual Health Concerns (Male Body)

**Sexually Transmitted Infections**

**Nocturnal Emissions**

**Physical Appearance and Development of Sexual Organs**

**Testicular Cancer**

**Prostate Cancer**

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# Maintaining Reproductive Health

## Annual Physical Check-ups may include:

- Growth [BMI (body mass index), height, and weight]
- Heart, lungs, spine, and skin
- Family health history
- Drug use history (prescription, OTC, illegal)
- Immunizations
- Sexual health (STIs, HIV, genital examination)

## Self-monitoring

- Illness and injury
- Lingering pain, fever, and fatigue
- Breast/Testicular self-examination
- Mental/Emotional health  
(self-esteem, relationships, sexual concerns, anger)

## Community Resources

- Family physicians
- Local public health clinics and teen clinics
- Hotlines
- Mental health services
- Support groups

**NOTE:** In California, minors of any age can access free and confidential reproductive health services without parent consent (including pregnancy, contraception, and abortion-related services); minors 12 and over can also access STI diagnosis and treatment without parent consent.



## Lesson Wrap-up

1. Thank the students for their work today which discussed the sexual development of males and females as well as exploring their health concerns. Remind them of the group agreements that were set and should be remembered as they leave the classroom.
2. Share with them that the next lesson will be exploring opportunities for building friendships, loving vs. liking, and the skills and traits required for a quality, committed friendship.
3. Distribute the **Lesson Wrap-Up** worksheets.  
Direct students as follows:
  - **Part I. Ask Yourself.** Complete the true-false questions in Part I of the **Lesson Wrap-Up** sheet.
  - **Part II. Ask a Friend.** Turn to a partner to check your answers and tell him/her the most interesting or important thing you learned in today's lesson.
  - **Part III. Ask Yourself Again.**  
Answer the question in this section honestly.
  - **Part IV. Ask a Parent or Trusted Adult.** Remind students to share/discuss with their parents or a trusted adult:
    - (1) their worksheets from this lesson, and
    - (2) what age they started seeing changes in their bodies, and
    - (3) what types of health issues run in your family (breast cancer, prostate cancer).
4. Remind students to finish the Lesson Preview assignment before the next class.

**NOTE ON  
CULTURAL  
SENSITIVITY:**

*Openly discussing this topic may be difficult for some families due to cultural and religious reasons. In classroom discussions, be sure not to hold one belief over all others.*





NAME \_\_\_\_\_

# Lesson Wrap-Up

## Part I. Ask Yourself

**DIRECTIONS** Check your understanding of today’s lesson by answering the following True-False questions.

- T     F     “Sexual orientation” and “gender identity” mean the same thing.
- T     F     It can be difficult to talk about sexual health, even though sexuality is a normal part of human development.
- T     F     Maintaining reproductive health includes getting checkups, monitoring your own symptoms, and seeking accurate health information.

## Part II. Ask a Friend

**DIRECTIONS** Turn to a partner to check your answers and tell her/him the most important thing you learned during this lesson.

## Part III. Ask Yourself Again

**DIRECTIONS** How positive are you that you can protect and maintain your sexual health? Circle your answer below.

*Not Positive*

*Very Positive*

1     2     3     4     5

## Part IV. Ask a Parent or Trusted Adult

**DIRECTIONS** Discuss/Review with your parent(s) or trusted adult your worksheets from this lesson, and at what age they started seeing changes in their bodies, and what types of health issues run in your family (breast cancer, prostate cancer).

SIGNATURE OF PARENT OR TRUSTED ADULT \_\_\_\_\_





## LESSON 2 PREVIEW

# Exploring Friendships

**DIRECTIONS** Read the following story, and write your answers to each question before coming to class.

Sal and Tinu grew up together in the same neighborhood. They were best friends all through elementary school, and did everything together.

But in middle school, things changed. Sal started hanging out with a new set of friends, and this made Tinu angry. Sometimes when Sal would see Tinu and try to start a conversation, Tinu would just say “get lost.”

**Question 1.** Briefly summarize the facts in this story.

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**Question 2.** Underneath Tinu’s anger there may be other feelings as well. What are some other feelings Tinu may be experiencing?

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**Question 3.** What might be some things Tinu could do to get over feeling so angry?

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**Question 4.** What might be some things that Sal could do to help Tinu get over feeling so angry?

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# Exploring Friendships

**NOTE:**

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

**NOTE:**

**Student Workbooks** containing all worksheets in Spanish and English may be ordered from [www.positivepreventionplus.com](http://www.positivepreventionplus.com).

**C O N T E N T**

- Introduction
- Friendship
- Liking vs. Loving
- Planning an Activity
- Lesson Wrap-Up
- Lesson 3 Preview

**O B J E C T I V E S**

By the end of this lesson, each student will be able to:

- Assess the degree to which s/he has the traits and skills required for a quality committed friendship.
- Identify and describe opportunities for building friendships.
- Differentiate between “liking” or “loving” something or someone.
- Plan a safe and healthy activity.

**M A T E R I A L S**

- Teacher’s slides for the lesson
- Friendship Inventory worksheets
- Liking vs. Loving worksheets
- My Activity Planner worksheets
- Lesson Wrap-Up worksheets
- Lesson 3 Preview worksheets

**T E R M S**

friendship, like, love



# Bullying and Abuse

## NOTE:

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

## NOTE:

These topics could cause extreme discomfort or could “trigger” re-traumatization in some students due to their personal experiences. Be ready to identify and discretely refer such students to a counselor for follow-up. For more information, see: <https://traumaawareschools.org/>

## CONTENT

- Introduction
- Yes Means Yes
- Bullying
- Internet Safety
- Sexting
- Sex Trafficking
- Protect Yourself
- Lesson Wrap-up
- Lesson 4 Preview

## OBJECTIVES

By the end of this lesson, each student will be able to:

- Commit to end bullying and inappropriate sexual behavior in self and others.
- Identify risky sex-related behaviors such as sex trafficking, sexting, and making sexual advances without permission.
- Demonstrate a variety of ways to protect themselves.
- Identify how to respond to inappropriate sexual behaviors.

## MATERIALS

- Teacher’s slides for the lesson
- Protect Yourself worksheets
- Lesson Wrap-up worksheets
- Lesson 4 Preview worksheets

## TERMS

sexual harassment, bullying, non-verbal communication, sexting, sex trafficking, “yes means yes”



# Preventing an Unplanned Pregnancy

**NOTE:**

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

**CONTENT**

- Introduction
- Family Planning
- Contraception and Community Health Services
- Sexual Abstinence
- Lesson Wrap-Up
- Lesson 5 Preview

**OBJECTIVES**

By the end of this lesson, each student will be able to:

- Identify reasons for family planning.
- Describe a range of contraceptive methods, including their effectiveness in preventing pregnancy and other Sexually Transmitted Infections.
- Identify community family planning and contraception services.
- Identify the benefits of delayed sexual activity.

**MATERIALS**

- Teacher's slides for the lesson
- Over the Counter and Prescription cards
- Chalkboard or whiteboard for class discussions
- Community resource information
- Poster paper and markers
- Lesson Wrap-Up worksheets
- Lesson 5 Preview worksheets

**TERMS**

abstinence, barrier method, non-barrier method, over the counter (OTC), prescription, emergency contraception, birth control pill



# Teen Pregnancy: Choices and Responsibilities

**NOTE:**

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

**NOTE:**

These topics could cause extreme discomfort or could “trigger” re-traumatization in some students due to their personal experiences. Be ready to identify and discretely refer such students to a counselor for follow-up. For more information, see: <https://traumaawareschools.org/>

**C O N T E N T**

- Introduction
- Teen Pregnancies
- Prenatal Care and Parenting
- The Safe Surrender Law
- Adoption
- Abortion
- Decision Making
- Lesson Wrap-Up
- Lesson 6 Preview

**O B J E C T I V E S**

By the end of this lesson, each student will be able to:

- Discuss how to make an important decision if facing an unplanned pregnancy.
- List the key components of prenatal care and responsible parenting.
- Identify key components of your state’s Safe Surrender (or Safe Haven) Law.
- Describe key components of both adoptions and abortion.

**M A T E R I A L S**

- Teacher’s slides for the lesson
- Downloadable brochures and posters in English and Spanish available at: <http://www.babysafe.ca.gov>
- Making Healthy Decisions worksheets
- Lesson Wrap-Up worksheets
- Lesson 6 Preview worksheets

**T E R M S**

options, consequences, confidential, voluntary, safe surrender, cooling off period, paternity, adoption, abortion



# Myths and Stereotypes about HIV Infection

## NOTE:

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

## NOTE:

For DVDs and teacher resources, go to [www.californiahealthykids.org](http://www.californiahealthykids.org).

## CONTENT

- Introduction
- Persons Infected or Affected by HIV/AIDS
- Loss Activity
- Lesson Wrap-Up
- Lesson 7 Preview

## OBJECTIVES

By the end of this lesson, each student will be able to:

- Describe the impact of HIV/AIDS on individuals and their family life.
- Identify myths or stereotypes regarding persons infected with HIV.
- Express concern for persons with disabilities or illness, including those infected with HIV.

## MATERIALS

- A 10-15 minute video/DVD of a young person(s) dealing with HIV
- Teacher's slides for the lesson
- Loss Activity worksheets
- Lesson Wrap-Up worksheets
- Lesson 7 Preview worksheets

## TERMS

myth, stereotype, PLWA (Person Living With AIDS), PWA (Person With AIDS)



# The HIV / AIDS Epidemic

**NOTE:**

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

**C O N T E N T**

- Introduction
- HIV/AIDS Overview
- Mismatch activity
- Lesson Wrap-Up
- Lesson 8 Preview

**O B J E C T I V E S**

By the end of this lesson, each student will be able to:

- Describe the AIDS epidemic.
- Describe the effectiveness of ART and PrEP in the prevention and treatment of an HIV infection.
- Identify the fluids and body routes for HIV transmission.
- Identify behaviors that will and will not put a person at risk for HIV transmission.

**M A T E R I A L S**

- Teacher's slides for the lesson
- Mismatch activity cards
- Lesson Wrap-Up worksheets
- Lesson 8 Preview worksheets

**T E R M S**

epidemic, pandemic, endemic, antibody, T-cell, immune system, incubation, window period, semen, vaginal fluids, blood, breast milk, rectal fluids, anti-retroviral therapy (ART), pre-exposure prophylaxis (PrEP), and post-exposure prophylaxis (PEP).



# Preventing Sexually Transmitted Infections

**NOTE:**

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

**NOTE:**

A brief set of slides is available from [www.webmd.com/sexual-conditions/ss/slideshow-STD-pictures-and-facts](http://www.webmd.com/sexual-conditions/ss/slideshow-STD-pictures-and-facts).

**C O N T E N T**

- Introduction
- Overview of Sexually Transmitted Infection
- STI Bulletin Board activity (optional)
- STI Testing
- Lesson Wrap-Up
- Lesson 9 Preview

**O B J E C T I V E S**

By the end of the lesson, each student will be able to:

- Identify and describe common STIs and their symptoms.
- Describe ways that STIs can be transmitted.
- Identify community resources for STI testing and treatment.

**M A T E R I A L S**

- Teacher's slides for the lesson
- STI worksheet
- A brief set of STI slides from WebMD or similar source
- STI brochures or STI informational handouts
- Teen clinic information
- STI Bulletin Board Photos and activity cards
- Lesson Wrap-Up worksheets
- Lesson 9 Preview worksheets

**T E R M S**

sexual contact, sexually transmitted, incubation period, symptoms, confidential testing, asymptomatic, digital



# Recognizing and Reducing Risks

## NOTE:

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

## CONTENT

- Introduction
- Red Light/Green Light Activity
- Universal Precautions and Demonstration
- Latex Condoms
- Sexual Abstinence
- Lesson Wrap-Up
- Lesson 10 Preview

## OBJECTIVES

By the end of this lesson, each student will be able to:

- Identify situations that put people at risk for HIV.
- Identify **abstinence** as the only 100% effective method to avoid an unplanned pregnancy, HIV and STIs.
- Identify **abstinence** from alcohol and drug use, including needle sharing, as an effective method for avoiding HIV and other STIs.
- Describe the use of Universal Precautions to reduce HIV/STI transmission.
- Identify things that weaken a latex condom's ability to prevent HIV/STI transmission.

## MATERIALS

- Teacher's slides for the lesson
- Three traffic light signs
- Red Light, Green Light activity cards (one set, on brightly colored paper, laminated if possible)
- Masking tape or thumb tacks
- Latex glove for Universal Precautions demonstration
- How Do You Do Abstinence? worksheets
- Lesson Wrap-Up worksheets
- Lesson 10 Preview worksheets

## TERMS

universal (standard) precautions, abstinence





# Media and Peer Pressure

**NOTE:**

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

**CONTENT**

- Introduction
- Media and Peer Pressures
- Assertiveness Skills Practice
- Escape Plans
- Lesson Wrap-Up
- Lesson 11 Review

**OBJECTIVES**

By the end of this lesson, each student will be able to:

- Identify pressures from peers, media or society to engage in high risk behaviors.
- Recognize that not all students participate in high risk behaviors.
- Demonstrate skills to refuse/avoid the pressure to engage in high risk behaviors.

**MATERIALS**

- Teacher's slides for the lesson
- Sample Pressure Lines worksheets
- Lesson Wrap-Up worksheets
- Media Analysis Skills worksheets
- Lesson 11 Review worksheets

**TERMS**

assertive, analysis, media



# HIV/STI Testing and Community Resources

**NOTE:**

See page xvi for how this lesson is aligned with CHYA, NHES, and NSES.

**C O N T E N T**

- Introduction
- Virus “Z” activity
- HIV/STI Testing and Community Resources
- Lesson Wrap-Up
- Lesson 12 Preview

**O B J E C T I V E S**

By the end of this lesson, each student will be able to:

- Describe how an HIV infection can spread through a population.
- Identify resources for HIV/STI testing, counseling and information.

**M A T E R I A L S**

- Teacher’s slides for the lesson
- Phone books, service directories listing local antibody testing and related AIDS/STI services
- Lesson Wrap-Up worksheets
- Lesson 12 Preview worksheets

**T E R M S**

confidential testing, HIV antibody test, window period



# Goal-Setting

## REFERENCE

*Ref. California Ed Code  
Chapter 5.6  
Section 51930(b)(5)  
Section 51933(e)(h)*

## RELATED HEALTH EDUCATION CONTENT STANDARD

*See Intro pg. xiii for full text*  
• *Goal-Setting*

## RELATED CCSS/NGSS INSTRUCTIONAL STRATEGY

*See Intro pg. xiv for full text*  
• *Summative Evaluation  
of Student Learning*

## CONTENT

- Introduction
- The Path to Personal Goals
- Setting Goals for the Future
- Personal Contracts
- Lesson Wrap-Up
- Post Test

## OBJECTIVES

By the end of this lesson, each student will be able to:

- Identify personal goals, including steps for achieving these goals.
- Describe how an unplanned pregnancy or HIV infection would change personal goals and life plans, including measures to avoid an unplanned pregnancy and HIV infection.
- Identify ways they will protect their sexual health.

## MATERIALS

- Teacher's slides for the lesson
- A map (hard copy or online)
- Goal-Setting worksheets
- Personal Contract worksheets
- Lesson Wrap-Up worksheets
- Post-Tests

## TERMS

goal, plan, strategy, healthy, responsible, alternatives, consequences

