

Human Sexuality and Responsibility

What does all of this mean and why is it important?

Click

In this first lesson of the Human Sexuality and Responsibility unit, we are going to start by defining Human Sexuality and discussing the importance of it.

TODAY'S OBJECTIVES

- Determine class guidelines for respectful discussions
- Define human sexuality.
- Analyze messages about sexuality

Review the objectives

Talking about sex
and sexuality can
feel...



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Talking about sex and sexuality can feel...

Sex and sexuality are not topics that we usually discuss freely in our schools and communities. Because of that, how might it feel to ask you to talk about it now? Take a few responses then **click** to reveal the image.

Talk about how it can feel awkward or uncomfortable, exciting or silly, or any other kind of feeling. However, it's really important to be able to learn about these topics because they are a part of every human being.

Image:

https://www.freepik.com/free-vector/emoji-emoticons-set-face-expression-feelings-collection_2610009.htm#query=feelings&position=3&from_view=search

Icon vector created by rawpixel.com - www.freepik.com

Class Guidelines

Existing Rules

What do we want to add?

In order to help everyone feel as comfortable as possible with these discussions, we need to look at our class guidelines.

We already have **click** existing class rules. What are some of the expectations that are already in place?

Take a few responses and note that these expectations are absolutely still in place!

Click

Then ask the students to think about anything that they might want to add.

****Teacher note: it's best to come up with a unique, student-driven list of guidelines for this unit. This will help with buy-in and therefore classroom management. These guidelines should be posted for each class for each lesson.****

Be sure the following are represented in some way:

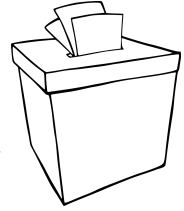
- **Treat the subject seriously.** This subject can sometimes make us feel nervous or embarrassed and that could make us giggle or laugh. It's okay to feel that way, as long as it isn't disrupting the class or being used to make fun of someone.
- **Use the correct terms for body parts and functions.** We will learn the correct terms and practice saying them.

- **Get the facts straight.** There are a lot of myths and misunderstandings out there about human sexuality. It's important to avoid spreading those and learn the facts.
- **Respect other people and their ideas.** No making fun of or laughing at others, or putting other people down. Avoid gossiping by not repeating what other people have said or shared. It is fine to talk about what you learn with your parents and other trusted adults.
- **Avoid personal questions and stories.** I will not ask you to share personal things, and I will not answer personal questions about myself. It's important NOT to tell personal stories or use people's names when asking questions. Instead of using someone's name, say "someone I know."
- **Right to Pass.** Some topics can be challenging to talk about and may bring up strong and uncomfortable feelings. If you are uncomfortable sharing, then everyone has the right to pass.
- **Confidentiality.** Don't share what others say in this class. As an adult, the teacher may need to break this rule if they hear that someone is being hurt, thinking of hurting themselves, or hurting another person.
- **Protect the space by encouraging your peers to follow these guidelines.** That way everyone can feel comfortable learning this information.
- **Ask questions; questions are good.** If you have a question, there are probably other students who have it too.

Transition by saying something like: Speaking of questions....

Questions Box

Have a question about something?



Write it down on a piece of paper/sticky/index card/etc. and place it into the box.

We will ANONYMOUSLY answer any questions at the end or the beginning of the next lesson.

Who are your trusted adults?

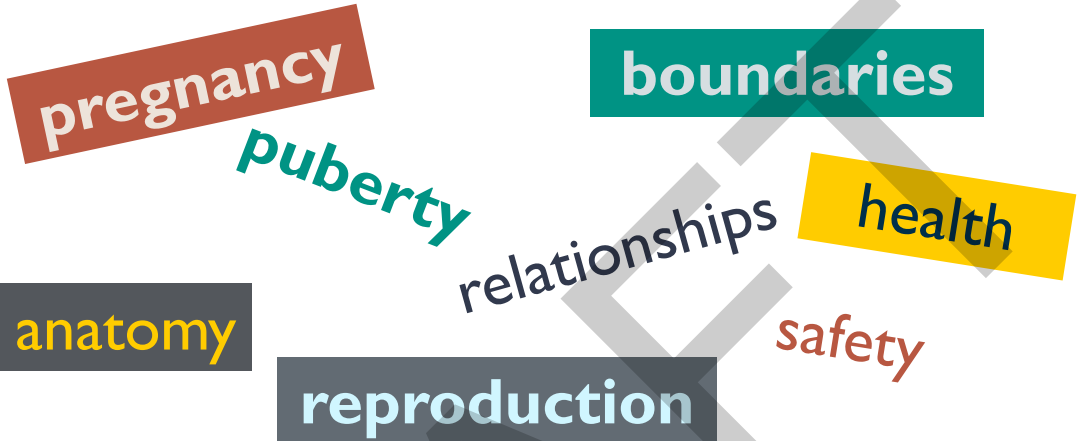
For any questions that you may have that you don't want to say out loud, we will be using an anonymous question box.

Explain the process for putting questions in the box and that you will respond to all questions either at the end of the current lesson or at the beginning of the next one.

If you have a personal question or concern, you can always go to a trusted adult such as your mom, dad, another family member, teacher, counselor, or an adult friend.

Click and ask students to THINK about who the trusted adults are in their life that they can go to for personal questions. Ask if anyone wants to share.

WORD SPLASH: Human Sexuality



Word Splash: Human Sexuality

Ask students to look at the word splash and consider what topic might be considered a part of “human sexuality”.

Ask students to write their answers and reveal them on whiteboards.

Click to reveal topics on the slide

Lessons in this Unit

1. Introduction and Relationships
2. Unhealthy Relationships and Abuse
3. Trafficking and Exploitation
4. Reproductive Anatomy
5. Sex, Abstinence, and Making Healthy Decisions
6. Puberty, Adolescent Development, and the Brain
7. Pregnancy
8. Sexually Transmitted Infections
9. Setting Goals, Boundaries, and Healthy Relationships

Click for each lesson title and discuss

Messages about Human Sexuality



Adults

Peers

Media

Let's talk about some of the messages we hear about these topics.

(Click)

What are some things that **adults** say about these topics?

(Click)

What are some things that your **peers** say about these topics?

(Click)

What are some things you hear in the **media** about these topics?

****Teacher note: This can be done as a large group discussion, in 3 groups where each group is assigned a category, or as a think-pair-share. Make a list of each and discuss the differences and similarities.****

Image: <https://pixabay.com/photos/social-media-communication-network-6557345/>

Human Sexuality

What are some things you are expecting to learn in this unit?

Why do you think it is important to learn about these topics?

Before moving to the next topic (Healthy Relationships), ask students to answer the two questions on the slide. This can be done independently, in a student journal, or in pairs. Ask for volunteers to share with the group.

Healthy Relationships

Who do we have relationships with and how do we keep them healthy?

TEKS:

6.20(A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage;

6.20(B) describe how friendships provide a foundation for healthy dating/romantic relationships;

6.20(C) list healthy ways to express friendship, affection, and love;

6.20(D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;

6.20(E) explain that each person in a dating/romantic relationship should be treated with dignity and respect

NSES:

CHR.8.CC.1: Compare and contrast the characteristics of healthy and unhealthy relationships

CHR.8.CC.3: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships

Today's Objectives

- Define relationship.
- Describe the types of relationships in your life.
- Describe the characteristics of healthy relationships.
- Explain how friendship can provide a foundation for healthy dating/romantic relationships.

Review the objectives.

Defining “Relationship”

The way in which two or more people or things are connected.

- Family
- Friends
- Acquaintances
- Romantic/Dating
- Marriage

Ask students to tell you how they would define the word “Relationship”.

Sometimes it helps to say “if you were to look up the word in the dictionary, what would it say?”

Take a few responses, then **Click** to reveal the basic definition: *The way in which two or more people or things are connected.*

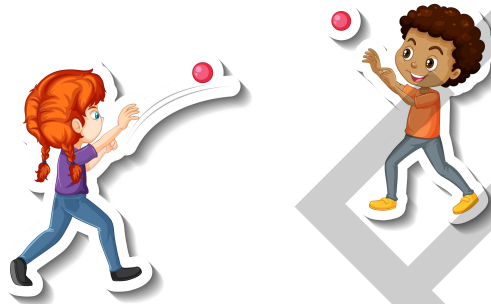
Ask students to list the different kinds of relationships people might have with each other.

Click to reveal and discuss each example. Note how in each example, there are even different types. For example, in a family you have a different kind of relationship with your parents than with your siblings, than with your cousins, etc.

Explain that in this lesson, we are going to start by talking about **(click)** Friendships.

What characteristics do you look for in a friend?

Ball Toss



Activity:

- Students stand in a circle at arm's length apart.
- Students toss a ball or small object across the circle from one to another, to establish a pattern. Repeat the pattern for 2-3 rounds.
- Next, have students try calling out the name of the person to whom they are tossing the ball.
- Next, have students call out characteristics they look for in a friend.
- Now repeat the pattern calling out that characteristic before tossing the ball.
- Try reversing the pattern or adding in extra balls.

After a few rounds, ask students to return to their seat.

Images:

Person throwing ball:

https://www.freepik.com/free-vector/girl-throwing-ball-cartoon-character-sticker_18681916.htm

[Pattern vector created by brgfx - www.freepik.com](https://www.freepik.com/vectors/pattern)

Person catching ball:

https://www.freepik.com/free-vector/boy-throwing-ball-cartoon-character-sticker_18607455.htm

[Pattern vector created by brgfx - www.freepik.com](https://www.freepik.com/vectors/pattern)

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Characteristics of a Good Friend

- Unselfish
- Kind
- Respectful
- Honest
- Patient
- Trustworthy
- Communicates well
- Likes the same things

**Teacher Options for this part of the lesson:*

Option 1:

Use the list of characteristics on this slide (and the next) and note any additional characteristics that might have been stated in the ball-tossing activity that don't fall under these categories in some way. Then discuss Healthy Dating/Romantic Relationships using the next slide.

Option 2:

Once students have returned to their seats after the ball-tossing activity, ask them to restate the characteristics that they came up with and write them on a large piece of paper or on the whiteboard under the heading of **Characteristics of a Good Friend**. Then make a second column next to that list and title it **Characteristics of a Healthy Dating/Romantic Relationship**. Ask students what would be the same or different. Write out that list and discuss.

Either way, wrap up with a discussion about how friendships can be a good foundation for healthy dating/romantic relationships because the characteristics are often very similar.

Characteristics of a Healthy Relationship

Friendship:

- Unselfish
- Kind
- Respectful
- Honest
- Patient
- Trustworthy
- Communicates well
- Likes the same things

Dating/Romantic Relationships?

****Teacher Options for this part of the lesson:***

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What about...

Infatuation

an intense but short-lived passion or admiration for someone or something.

Love

a feeling of strong or constant affection for a person

Once you have discussed the differences between friendship and dating/romantic relationships, ask the students to consider **(click)** Infatuation and Love.

Ask: who can tell me what “Infatuation” is?

Click to reveal the definition

Ask: how is this different from Love?

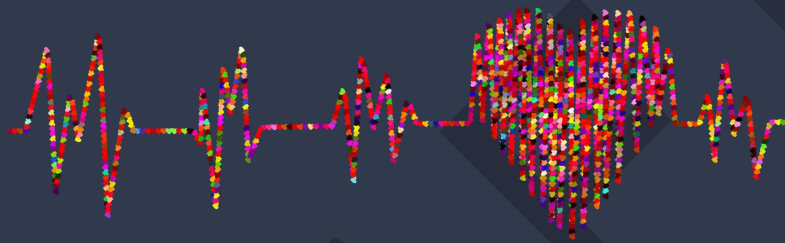
Click to reveal definition

Be sure to discuss:

Pop culture ideals like "love at first sight" and "when you know, you know" can sound super romantic, but in reality, infatuation and love are two very distinct feelings that often get confused.

Infatuation vs. Love

Card Sort



2 options for this activity

Option 1: Students work in small group

- Print multiple sets of **Love and Infatuation Cards**, using a different color of paper for each set to keep them separate.
- Give one set of cards to each student group.
- Have students sort the cards into the two different categories.
- After everyone has had time to sort, ask for volunteers to report out.

Option 2: Full class activity

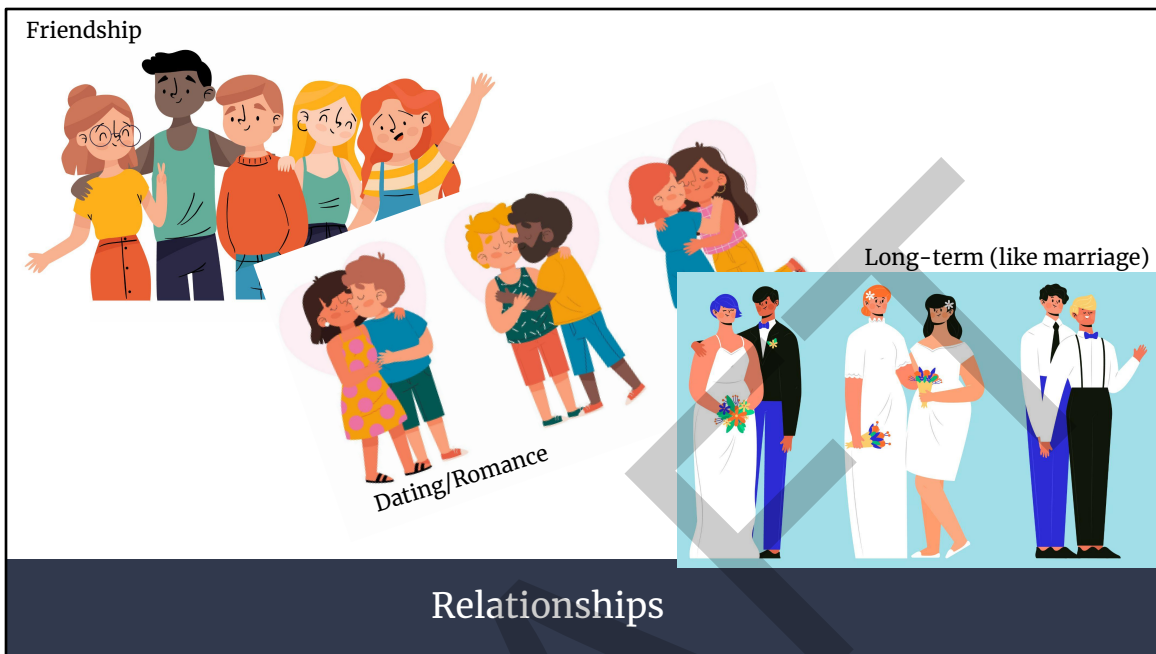
- Print one set of **Love and Infatuation Cards** in a size that is large enough to be seen by students when posted on the wall.
- Divide the board/wall at the front of the room into two columns - one for *Love* and one for *Infatuation*.
- Distribute 10 cards.
- Working individually or in pairs, ask students to come to the front of the room, read the card they were given, decide who benefits in that way, and tape the card in the appropriate column.

After either option, discuss and respond to any questions.

Image:

<https://pixabay.com/vectors/electrocardiogram-blood-pressure-ekg-2858693/>

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Ask the class and discuss how friendship can provide a foundation for healthy romantic relationships.

As you **click** to reveal each image, recap the importance of healthy relationships, regardless of the type of relationship you have - friendship, romantic, or something long-term, like marriage.

Images:

Friendship:

https://www.freepik.com/free-vector/group-young-people-posing-photo_5230715.htm#query=friends&position=14&from_view=author

People vector created by pikisuperstar - www.freepik.com

Dating/Romance:

https://www.freepik.com/free-vector/hand-drawn-couples-kissing-illustration_12811799.htm#query=couple&position=25&from_view=author

Love vector created by pikisuperstar - www.freepik.com

Long-term (like marriage):

https://www.freepik.com/free-vector/hand-drawn-wedding-couples_6528196.htm#query=wedding%20gay&position=0&from_view=author

Wedding vector created by pikisuperstar - www.freepik.com

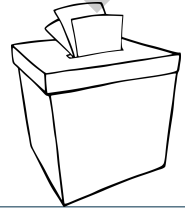
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Healthy Relationships Wrap Up

1. What do all healthy relationships have in common?
2. What does respect look like in a dating or romantic relationship?
3. What kind of relationships do you hope to have in the future?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to answer these questions as a journal entry, a think-pair-share activity, or an exit ticket.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Acknowledges flaws	Steady
Emotional rollercoaster	Grows gradually
Focused on looks or material things	Sees only perfection

Obsessive	Fast and furious
Takes time	Involved the total person, not just surface

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Love and Infatuation Card Sort
ANSWER KEY

Infatuation:

obsessive
fast and furious
focused on looks or material things
sees perfection
emotional rollercoaster

Love:

grows gradually
takes time
involves the total person, not just surface
acknowledges flaws
steady

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Unhealthy Relationships and Abuse

What are characteristics of harmful relationships and how do I stay safe?

TEKS:

- 6.21.(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
- 6.21.(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
- 6.21.(C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
- 6.21.(D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;
- 6.23.(I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.

TODAY'S OBJECTIVES

- List the characteristics unhealthy or harmful relationships
- Identify types of abuse, including digital abuse and harassment
- Explore the consequences of abuse
- Describe ways to get help

Review the lesson objectives

Healthy vs. Unhealthy

Healthy

Unselfish
Kind
Respectful
Honest
Patient
Trustworthy
Communicates well
Likes the same things

Unhealthy

Selfish
Controlling
Manipulating
Lying
Demanding
Guilt
Belittling

Remind students of previous lesson about the types of relationships and characteristics of healthy relationships.

If this is the list of things that are important to a healthy relationship, what are some characteristics that might constitute an unhealthy relationship?

Take responses from the group, then **click** to reveal some examples of unhealthy characteristics.

***Teacher Note:** *feelings of anger or jealousy are valid feelings. Feeling this way often or exhibiting hurtful behaviors because of those feelings is when it becomes unhealthy or even abusive.*

Participates in activities that you like but might not be their favorite.	Gets to know you.	Respects your wishes & independence.	Observes the rules of your parent/guardian.
Can talk about differences without getting defensive.	Respects your decisions & limits.	Asks about your thoughts, feelings, & opinions.	Talks you into things you shouldn't do.
Insists on being the one to decide what to do.	Focuses on whether you are good-looking or popular.	Thinks they know everything (arrogant).	Goes against your parent or guardian's rules.
Puts you down and then says "just joking"	Puts hands on you inappropriately/or makes you feel uncomfortable.	Talks behind your back.	Loses their temper if things don't go their way.

Ask students to sort cards into 2 categories.
 Students create a T-Chart to record their answers.

Healthy vs. Unhealthy Relationships

Healthy Relationship Characteristics

Respects your wishes & independence.

Unhealthy Relationship Characteristics

Manipulative or arrogant

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What is abuse?

- Physical
- Emotional
- Sexual
- Exploitation

bosses you around
"spend more more time with me" normalizing violence
humiliation "where are you going?" guilt trips
intimidating looks dating violence
sexual assault "this is your fault"
power-based abuse blame
stalking domestic abuse
"you are a horrible parent"
extreme possessiveness denial of wrongdoing
frequently fights friends abusive to pets
insults "who are you with?" embarrassment
threatens suicide

State: Being unhealthy is not the same as abuse. So let's look at the different types of abuse.

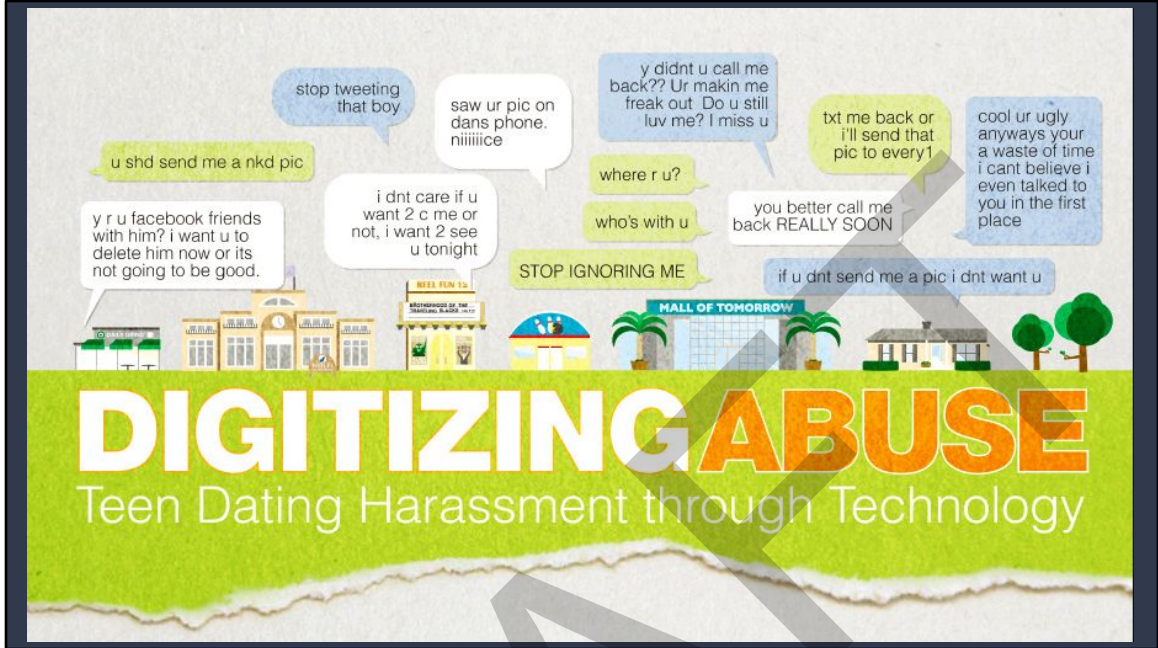
Click to reveal and **Discuss** each type of abuse, reviewing the following examples or definitions:

- **Physical** - hitting, pushing, shoving
- **Emotional** - put downs, shaming, blaming
- **Sexual** - unwanted sexual activity, using force, making threats or taking advantage of someone who is not able to give consent.
- **Exploitation** - treating someone unfairly in order to get benefits for yourself

Image: <https://www.texasadvocacyproject.org/power-based-abuse/steps-freedom>



Image: Loveisrespect.org Teen Dating Violence Awareness Month 2022 Graphic



Explain that abuse can and often does take place digitally. Give students time to read through the conversation bubbles.

Ask what kind of abuse they see.

Note that a lot of it is related to emotional abuse in the form of sexual harassment.

Image:

https://www.urban.org/sites/default/files/2018/01/16/digitizingabuse_1_0.jpg

Sexual Harassment

- making sexual jokes, comments, or gestures
- spreading sexual rumors (in person, by text, or social media)
- posting sexual comments, pictures, or videos
- taking or sending sexual pictures or videos
- asking someone for naked pictures of themselves ("nudes")
- asking for sex or offering to have sex

Ask students what they think “sexual harassment” means.

Take a few responses then explain the following:

Harassment and bullying are abusive ways of treating others. People who harass or bully use cruel comments, gestures, threats, or actions. They try to insult, demean, exclude, shame, or hurt others. Sometimes, people who harass and bully do it with sexual comments or actions. This is called sexual harassment or sexual bullying.

Click to reveal the examples.

Sexual harassment and bullying include things like these:

- making sexual jokes, comments, or gestures
- spreading sexual rumors (in person, by text, or social media)
- posting sexual comments, pictures, or videos
- taking or sending sexual pictures or videos
- asking someone for naked pictures of themselves ("nudes")
- asking for sex or offering to have sex

Sexual harassment and bullying can happen in person or online. But no matter where they happen, sexual harassment and bullying are not OK. There is no excuse for behaviors like these. And they are not the fault of the person who is being harassed or bullied.

If you or someone you know is going through this, tell a trusted adult. When you speak up — and get the right adults involved — it can help stop harassment and bullying. If the first adult you tell does not stop the harassment and bullying, keep telling other adults until it does stop.

Talking points from

<https://kidshealth.org/en/teens/harassment.html#catcontraception>

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Sexual Harassment is Hurtful

Especially if:

- it happens more than once
- the bully has more power
- other life stress



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Being the target of these behaviors is hurtful. How much they affect a person can depend. Most people can cope with a one-time rude comment. That doesn't mean it's OK. It just means it may cause less stress.

But these behaviors can be harder to cope with if: (**Click** through and discuss each)

- They happen more than once.
- It feels like the bully has more power (they're older or stronger, for example).
- The person being bullied or harassed has other stress in their lives.

Ask students to share how it might affect the person being harassed. How might they act? How might they feel?

If this is the case, a person being harassed may feel unsafe or attacked. They may avoid going to places where it happens, such as school or their job. They may feel sad, scared, or angry — or all of these. The stress of being harassed can lead to poor sleep, worry, depression, or lower grades.

Ask students to think about how it might also hurt the person who is doing the harassing.

Sexual harassment and sexual bullying can cause problems for the bully too. Some of these behaviors are against the law. A sexual bully may not realize how these behaviors could affect their lives.

Talking points from

<https://kidshealth.org/en/teens/harassment.html#catcontraception>

Image:

https://www.freepik.com/free-vector/gender-violence-concept_9009668.htm#query=harassment&position=20&from_view=search

Illustration vector created by freepik - www.freepik.com

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When Harassment Turns Physical

Forcing another person to do sexual things is **sexual assault or rape**.



Explain:

If things get physical, it goes beyond sexual harassment and bullying.

Forcing another person to do sexual things is sexual assault or rape. This is a serious crime.

It is also a crime if an adult (or much older teen) asks someone underage to pose for sexual pictures, or to take part in sexual acts via webcam or smartphone. This is called online child sexual abuse.

If someone forces, tricks, or asks you to do things like this, tell a trusted adult right away. Or report it to the police. Don't be alone with the person.

Talking points from

<https://kidshealth.org/en/teens/harassment.html#catcontraception>

Image:

https://www.freepik.com/free-vector/stop-gender-violence-illustration_8851852.htm?query=assault

[Battery](https://www.freepik.com/vectors/battery) vector created by freepik

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Laws in Texas

Criminal Harassment: when someone intends to “harass, annoy, alarm, abuse, torment, or embarrass” another person

- Class B Misdemeanor: 6-month jail sentence and a \$2,000 fine.

Assault: “offensive” or “provocative” physical contact that causes someone “pain”

- Class A Misdemeanor: a year of jail time and a \$4,000 fine.

Sexual Assault: any type of sex without consent.

- Second-degree Felony: two to 20 years in prison, and fines reaching \$10,000.

Ultimately, ***no means no.***



Law vector created by studiotock - www.freepik.com

Harassment as a Texas Sex Crime

Sexual harassment cases taken through the Texas criminal court system are typically misdemeanor crimes, but in more severe cases, you could be facing a felony. These are the three most common criminal charges:

Click:

Criminal Harassment

When someone intends to “harass, annoy, alarm, abuse, torment, or embarrass” another person by making an obscene comment or proposal, they may face this Class B Misdemeanor charge, which carries a six-month jail sentence and a \$2,000 fine.

Click:

Assault

Any contact classified as “inappropriate” under civil sexual harassment can quickly be flipped to a criminal assault charge when you reasonably know it could be regarded as offensive or provocative. This Class C Misdemeanor carries a \$500 fine, unless the contact caused someone “pain.” Then it’s a year of jail time and a \$4,000 fine (Class A Misdemeanor crime).

Click:

Sexual Assault

Charges of sexual assault *always* require evidence of penetration – without consent. This is a second-degree felony carrying two to 20 years in prison, and fines reaching \$10,000.

Click:

Ultimately, no means no regardless of intent. Apart from general sentencing, often those convicted of these crimes face a number of collateral consequences which can affect life well beyond serving time and paying fines.

Talking point content source: [Hampton Law Firm](#).

Image: <https://www.freepik.com/vectors/law>>Law vector created by studiodstock - www.freepik.com

What can I do if...

I am harassed or assaulted:

- **know it's not your fault!**
- tell the harasser to stop and walk away
- talk to an adult you trust
- report it
- get support

Someone else is being harassed:

- speak up to help
- report it
- offer support



What Should I Do if...

Click

...I'm Harassed or Bullied?

There's no one right way to respond. Each situation is different. That's why it's best to talk with an adult you trust. They can help you know what to do.

Here are some things that can help in most situations: (**click** to reveal each and discuss)

- **Know the truth. Remind yourself that it's not your fault.** No matter what the harasser might say, there's no such thing as "asking for it." You have a right to feel safe.
- **Tell the person to stop.** When it happens the first time, let them know the behavior is not OK with you. Be brief, calm, and clear. Then walk away. In some cases, that will be enough, but not always. They may not stop. They might even laugh off your request, tease you, or bother you even more.
- **Tell an adult.** This is not something you should try to handle on your own. Talk to a parent, a friend's parent, relative, coach, teacher, school counselor, or doctor. It might feel awkward at first to bring it up. But don't let that stop you.

- If the adult you talk to doesn't listen and help, find someone else who will.
- **Report it.** If this happens at school or at your job, report it to an adult in charge. Most schools and workplaces have a sexual harassment policy or a bullying policy to protect you. They need to know in order to help you. And to stop it from happening to others too.
- **Get support.** If this has you stressed, feeling depressed, anxious, or losing sleep, talk with a therapist or counselor. They can help you find ways to cope and recover from the stress.

Click

...Someone else is being harassed?

Bystanders can play a big role in stopping harassment and bullying. When people do nothing, shrug it off, or look the other way, it sends a message that it's no big deal to harass. If people say something, it sends a social message that it's not OK.

If you see someone else being harassed, you can help by doing these things: (*click* to reveal each and discuss)

- **Speak up to help.** If it feels safe and natural to speak up, say, "Come on, let's get out of here" to the person you see getting bullied or bothered. You probably shouldn't try to change the bully's behavior by yourself. But it is OK to let the bully know people are watching and will get involved.
- **Report it.** Let a trusted adult know what you witnessed. This isn't tattling. It's standing up for what's right. No one deserves to be harassed. Adults need to know so that they can help.
- **Offer support.** Check in with the person who was harassed. Ask how they're doing. Say that you think what happened is not OK. Listen and show you care. Encourage them to report what happened to a trusted adult. Remind them that the harassment is not their fault.

Talking points from

<https://kidshealth.org/en/teens/harassment.html#catcontraception>

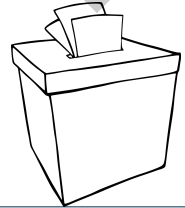
Image: <https://www.freepik.com/vectors/people/> People vector created by pikisuperstar - www.freepik.com

Relationships Wrap Up

- What is one thing that stood out to me about unhealthy relationships and abuse?
- How do abusive online conversations impact me and my peers?
- What is one thing I can do if I am being harassed or abused?
- What is one thing I can do for a friend that is being harassed or abused?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Participates in activities that you like but might not be their favorite.	Gets to know you.	Respects your wishes & independence.	Observes the rules of your parent/guardian.
Can talk about differences without getting defensive.	Respects your decisions & limits.	Asks about your thoughts, feelings, & opinions.	Talks you into things you shouldn't do.
Insists on being the one to decide what to do.	Focuses on whether you are good-looking or popular.	Thinks they know everything (arrogant).	Goes against your parent or guardian's rules.
Puts you down and then says "just joking"	Puts hands on you inappropriately or makes you feel uncomfortable.	Talks behind your back.	Loses their temper if things don't go their way.

Print several sets (on different colored paper will help keep the sets organized).
 Cut out and give one set to each group of students, asking them to sort into Healthy and Unhealthy categories.

Trafficking and Exploitation

What is it and how is technology used to manipulate people into it?

TEKS:

6.12.(A) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking;

6.13.(B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

6.13.(C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

6.13.(E) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and

6.21.(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;

6.21.(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;

TODAY'S OBJECTIVES

- Define Trafficking and Exploitation
- Explore how technology is used to find victims
- Examine scenarios and ways to get help

Review the lesson objectives

Reminder: What is abuse?

- Physical
- Emotional
- Sexual
- Exploitation
- Trafficking

bosses you around
"spend more more time with me" normalizing violence
humiliation "where are you going?" guilt trips
intimidating looks dating violence
sexual assault "this is your fault"
power-based abuse blame
stalking domestic abuse
"you are a horrible parent"
extreme possessiveness denial of wrongdoing
frequently fights friends abusive to pets
insults "who are you with?" embarrassment
threatens suicide

Remind students that in the last lesson, we learned that abuse could be:

- **Physical** - hitting, pushing, shoving
- **Emotional** - put downs, shaming, blaming
- **Sexual** - unwanted sexual activity, using force, making threats or taking advantage of someone who is not able to give consent.
- **Exploitation** - treating someone unfairly in order to get benefits for yourself

Explain that another form of exploitation is (**click**) Trafficking.

Image: <https://www.texasadvocacyproject.org/power-based-abuse/steps-freedom>

What is Trafficking?

Human Trafficking

A crime that *exploits*, or uses, someone for someone else's personal gain.

Labor trafficking: making someone work for little or no money

Sex trafficking: when someone is forced to perform sexual activities in exchange for something of value.

Ask: How many of you have heard the term (**click**) human trafficking? (Raise of hands)

Ask: What do you think human trafficking is? (Elicit several responses)

Click to reveal the definition and ask for a volunteer to read it aloud.

Say: There are two types of human trafficking. (**Click** to reveal each)

- **Labor Trafficking:** making someone work for little or no money
- **Sex trafficking:** when someone is forced to perform sexual activities in exchange for something of value.

What is Sex Trafficking?



Play the video

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What is Sex Trafficking?

How did the video define sex trafficking?

Who did the video say could be a trafficker?

What are some things to look for that might be signs that something is wrong?

If something doesn't feel right or you are worried, what can you do?

Process the video by asking the following questions:

- *How did the video define sex trafficking?* (when one person causes another person to take part in sexual activity to get something of value in return)
- *Who did the video say could be a trafficker?* (it can be anyone; it could be someone the victim knows and trusts, like a family member or someone who acts friendly or romantic.)
- *What were some of the things to look for that might be signs that something is wrong?* (injuries that don't make sense, being away from school a lot, keeping to themselves, or seeming more tired than usual.)
- *If something doesn't feel right or you are worried, what can you do?* (check in with the person who you are worried about and tell a trusted adult.)

How do teens get involved?

Online enticement

When someone uses the internet to make friends with a young person in order to exploit them.

May promise:

- affection
- money
- gifts
- drugs

Sexting

Sending sexually explicit messages or images to someone via digital technology.

Sexting is against the law for minors.

Say: One of the most common ways teens become involved in human trafficking is through **(click)** online enticement.

Click

Explain that **online enticement** is when a predator, someone who takes advantage of others for personal gain, uses the internet to make friends with a young person in order to exploit them.

Click

The predator may promise affection, money, gifts, or drugs, to win their trust. They try and trick a young person into sharing inappropriate images, videos or words by text, email, messaging apps or even through gaming sites. Sharing these images and words is called **(click) sexting**.

Ask: How many of you have heard the term sexting? (Raise of hands)

Ask: What do you think sexting is? (Elicit several responses)

Click

Say: Sexting involves sending sexually explicit messages or images to someone via

digital technology. Many people send these explicit messages thinking their pictures would remain private. But pictures and texts may be forwarded and sent to a lot of people, and they can also be put online for everyone to see.

Click

Say: Sexting is against the law for minors

Explain about the law in your own words.

Sexting is a crime in Texas even if no adult is involved. Under [Texas Penal Code Section 43.261](#), it is a crime for a minor to “intentionally or knowingly” send another minor an obscene photo/video or a photo/video of a minor engaging in sexual conduct, if they know it was a minor.

All of this can be part of a process called **grooming**.

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What is Grooming?

a.k.a Conditioning

When someone builds a relationship, trust and emotional connections with a child or young person so they can manipulate, exploit and abuse them.

What is Grooming?

Grooming, also known as conditioning, is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. This is a phased, gradual process that can take place over varying periods of time - from a few days to several years. It can also take different forms and be more or less violent. Although the process of grooming someone may come in stages, each case is unique in its development.

Stages of Grooming

1. Targeting the victim
2. Gain trust
3. Fill a need
4. Isolation
5. Make the relationship sexual
6. Maintain control

Click to reveal each stage and give a brief description.

Stage 1: Targeting the victim. In this phase, the offender will “size up” a potential victim. They will look for someone who has low self-esteem, isolated, needy, or limited contact with parents and caregivers.

Stage 2: Gain trust. Offenders will then try to create a trusting relationship. For example, they will spend time with a child and give them extra attention. They may treat the child as ‘special’ and give them gifts and compliments. Offenders also use gifts to manipulate and silence the child into keeping secrets. This treatment can isolate the child from siblings, friends or parents.

Stage 3: Fill a need. Once an offender gains access to a child, they can look for gaps in supervision to exploit and “be there” for the child when the parent is unable to (for example, give the child a ride home).

Stage 4: Isolation. Now that the offender has found a way to maintain a routine relationship with the victim (and parents/caregivers), they will look for ways to spend alone time with the child (for example by babysitting or taking special trips).

Stage 5: Make the relationship sexual. The offender makes their move on their victim when they are able to isolate them and does so by preying on the child’s natural curiosity.

Stage 6: Maintain control. Once the abuse occurs, the offender will do all they can to

keep the victim silent and available for continued abuse. This control can come in the form of verbal threats (for example, they may say “nobody will believe you” or “I will send photos to all your friends”), or physical threats (for example they may say, “I will hurt or kill you and your family if you tell”). Offenders count on victim’s belief that something catastrophic will happen or that they will feel humiliated and ashamed if they seek help.

Source: Dr. Michael Welner

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Groomers use tricks

Fake Trustworthiness

Testing Boundaries

Touch

Intimidation

Sharing sexual material

Breaking Rules

Drugs and Alcohol

Communicating Secretly

Blaming and Confusing

Groomers Use Tricks. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a kid and often the kid’s parent or other caretaker. Grooming tricks include: (**Click** to reveal and discuss each)

- Fake Trustworthiness – pretending to be the kid’s friend in order to gain their trust
- Testing Boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.)
- Touch – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time
- Intimidation – using fear, embarrassment, or guilt to keep a kid from telling
- Sharing sexual material – capitalizing on a kid’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature
- Breaking Rules – encouraging a kid to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future
- Drugs and Alcohol – breaking the rules (see above) and/or making kids less

- able to stop the abuse because they're under the influence of the substance
- Communicating Secretly – texting, emailing, or calling in an unexpected way (parents don't know about it, it happens a lot, the kid is told to keep it a secret)
- Blaming and Confusing – making the kid feel responsible for the abuse or what could happen to the kid, his/her family, or the abuser if the kid tells

DRAFT

5 Safety Rules

1. Know What's Up
2. Spot Red Flags
3. Make a Move
4. Talk It Up
5. No Blame | No Shame

These Safety Rules are strategies to help identify and respond to abuse of all kinds. (*Click* to reveal each and discuss the talking points)

Safety Rule #1 is Know What's Up. Knowing what's up means:

- Being aware of what human trafficking is, and how teens can be tricked and blackmailed into being trafficked.
- Knowing that if you share a revealing picture of yourself it could go public or could be used to blackmail you into doing something you do not want to do. Once you share something you risk it becoming public and permanent.
- If you share a revealing picture of someone else it will be hurtful, and it could be against the law.
- Knowing that not everyone you meet online is who they say they are. Many predators are looking for victims online.
- Knowing that it is not safe to share personal information online: your full name, where you go to school, where you live, where you or your family works and be careful of posting pictures that might inadvertently share that information.
- As a precaution, don't post, check in or tag your location on social media apps. As an additional privacy setting, turn off location services when you're not

- using them.

Safety Rule #2 is Spot Red Flags. Spotting Red Flags means knowing if someone's behavior or something that happens online is unsafe. For example, if someone is asking you to do something wrong, inappropriate or unsafe this puts you or others in danger.

Ask: What are some examples of Red Flags when you are using technology? (Elicit responses, but make sure they include:)

- Cyberbullying- someone being a bully online, or other inappropriate online and offline behavior.
- Adults or other students trying to trick or force you into unsafe or inappropriate behaviors or situations.
- Someone you don't know asking for information about you, e.g. your name, where you go to school, where you live.
- Someone sending inappropriate images, such as pictures, drawings, or cartoons (Memes/GIFS/anime) of people without their clothes on.
- Someone asking you to send inappropriate images.
- Someone online that you do not know asking you to keep secrets.

Safety Rule #3 is Make a Move. If you Spot a Red Flag, you can Make a Move and GET AWAY or STAY AWAY from an unsafe situation or person.

- Online you can unfriend or block a person who is asking you for information about yourself.
- Change your passwords if you have shared them or you think someone might know them. You may need to deactivate the account for a while.
- If someone sends you an inappropriate picture DO NOT pass it on. Ask a Safe Adult for help.
- Make sure all of your accounts are set to private.

Safety Rule #4 is Talk It Up. Talking It Up means using an assertive voice to speak up or say NO if you or others are in an unsafe situation.

- If you are asked to share personal information or pictures, or to do something unsafe or that makes you feel uncomfortable, you have the right to say No!
- Remember that predators count on the silence of their victims. Don't allow them to silence you!
- And, if you see any Red Flags online, you should always talk to a *Safe Adult*.
 - Let's talk about Safe Adults for a minute. What do we mean by a Safe Adult? (Elicit responses)
 - A Safe Adult is someone you know and trust to keep you safe, someone you can talk to about unsafe situations or people. Examples

- of Safe Adults could be a parent, a teacher, a school counselor, or a coach.
- **Ask:** What characteristics would you want in a Safe Adult? (Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the rules and does not encourage them to break rules, and someone they trust to look out for them.)
- You should try to choose at least two Safe Adults, one in your home and one outside of your home.
- **Ask:** Who would like to share one of your Safe Adults? (Answers will vary but encourage students to think of someone in their home and someone outside their home, in case there is not a Safe Adult in the home.)
- You can also talk to a Safe Friend, someone you trust, who will support you and help you talk to a Safe Adult. *A Safe Friend is someone who can help you talk to a Safe Adult, not a replacement for a Safe Adult.* You should always tell a Safe Adult about unsafe or inappropriate situations or people.

Safety Rule #5 is No Blame | No Shame. If you are ever hurt or abused, you are never to blame, and you should never be ashamed to talk to a Safe Adult.

- Blame the predator, not yourself. If someone broke your trust, it is not your fault.
- If something does happen, it may feel overwhelming and devastating, but there is help. You may be surprised by the support of your family and friends.
- No matter what anyone does or says to you, even if they say you will get in trouble if you tell, you are never to blame, and it is never too late to tell.

**Content from the [MBF Teen Safety Matters™](#) program, [April 2020 Child Abuse Prevention Month Lesson Plan \(Grades 6-8\)](#)*

Group Activity: Scenarios

Break the class into small groups of 4-5 people. Distribute one scenario handout to each group. (Note: there are 4 scenarios so depending on class size, a couple of groups may have the same scenario. Be sure to make enough copies.)

Instructions

Each group should read their assigned scenario aloud for the group to hear, then answer questions together.

Allow 5-10 minutes for groups to review/discuss their assigned scenario.

Have each group read their scenario aloud to the class and discuss the answers they came up with. (If more than one group had the scenario, alternate between groups for each question.)

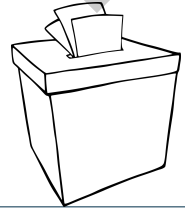
**Scenarios from the [MBF Teen Safety Matters™](#) program, [April 2020 Child Abuse Prevention Month Lesson Plan \(Grades 6-8\)](#)*

Trafficking and Exploitation Wrap Up

- What is one thing that stood out to me about today's lesson?
- Who are my two Safe Adults (one at home and one outside of home)?
- Why do traffickers often use social media for grooming?
- How will I use the safety rules to protect myself and my friends?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Scenario #2

Khalil uses a messaging app to stay in touch with his friends. He even messages with some adults that are friends with his parents. One of the adults is always messaging him nice comments about how smart and good looking he is. He tells Khalil they are “best friends.” He has bought Khalil some really cool gifts but asked him to keep the gifts “just between us.” He says he knows that Khalil’s parents “don’t understand him.” He’s messaged Khalil to ask him to sneak out one night so they can “hang out.”

- 1. Safety Rule #1 is Know What’s Up – What do you think is happening here?**
- 2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
- 3. Safety Rule #3 is Make A Move – How could Khalil Make a Move?**
- 4. Safety Rule #4 is Talk It Up – How could Khalil Talk It Up?**
- 5. Safety Rule #5 is No Blame | No Shame – Is Khalil to blame?**

Scenario Discussion Guide:

Scenario #1

Gabriel was invited to join an online gaming group by some friends at school. The site has live messaging and Gabriel has told other players his full name, his age, and where he goes to school. A player he does not know gives him tips on how to play the game better. The player says he is the same age as Gabriel and attends another school nearby. He has asked Gabriel to meet him at a local park so they can talk more about the game, but tells Gabriel not to tell his parents.

1. **Safety Rule #1 is Know What's Up – What do you think is happening here?**
 - Elicit responses being sure to cover: Not everyone online is who they say they are. This could be a predator, and Gabriel should not meet him.
2. **Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
 - Gabriel has shared personal information online.
 - Someone Gabriel does not know is reaching out to him.
 - He has asked Gabriel to meet him.
 - He has asked Gabriel not to tell his parents.
3. **Safety Rule #3 is Make A Move – How could Gabriel Make a Move?**
 - He could block or unfriend this person.
 - He could leave the gaming site.
4. **Safety Rule #4 is Talk It Up – How could Gabriel Talk It Up?**
 - He could tell this person, "NO!"
 - He could tell a Safe Adult.
 - He could talk to a Safe Friend who could then go with him to talk to a Safe Adult.
5. **Safety Rule #5 is No Blame | No Shame – Is Gabriel to blame?**
 - No. While he should not have shared his personal information online, he is not to blame.
 - Adults are supposed to keep kids safe. The predator is trying to trick him and is to blame.

Scenario #2

Khalil uses a messaging app to stay in touch with his friends. He even messages with some adults that are friends with his parents. One of the adults is always messaging him nice comments about how smart and good looking he is. He tells Khalil they are “best friends.” He has bought Khalil some really cool gifts but asked him to keep the gifts “just between us.” He says he knows that Khalil’s parents “don’t understand him.” He’s messaged Khalil to ask him to sneak out one night so they can “hang out.”

- 1. Safety Rule #1 is Know What’s Up – What do you think is happening here?**
 - Elicit responses being sure to cover: An adult that Khalil’s parents know is making him feel uncomfortable and to remember that a predator can be a stranger, but it can also be someone you or your parents know.
- 2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
 - An adult is telling Khalil that they are “best friends.”
 - An adult is asking Khalil to keep secrets.
 - An adult is telling Khalil his parents “don’t understand him.”
 - He has asked Khalil to sneak out.
- 3. Safety Rule #3 is Make A Move – How could Khalil Make a Move?**
 - He could block or unfriend this person.
 - He could ignore his messages and stop responding.
- 4. Safety Rule #4 is Talk It Up – How could Khalil Talk It Up?**
 - He could tell this person “NO!”
 - He could tell a Safe Adult.
 - He could talk to a Safe Friend who could then go with him to talk to a Safe Adult.
- 5. Safety Rule #5 is No Blame | No Shame – Is Khalil to blame?**
 - No. Adults are responsible for keeping kids safe. The predator is to blame. Even if the adult tells Khalil he is to blame, or that he will get in trouble if he tells, it is not his fault and he should tell a Safe Adult. The predator is trying to trick him and is to blame.

Scenario #3

Sophia has been chatting with someone she doesn't know online. He threatens to harm her and her loved ones if she doesn't send him a revealing picture. She replies that she is not afraid of him and he doesn't even know where she lives. He sends her screenshots of her exact location, including pictures of her house.

- 1. Safety Rule #1 is Know What's Up – What do you think is happening here?**
 - Elicit responses being sure to cover: Not everyone online is who they say they are. This could be a predator, and Sophia should not send him a picture of herself or share any more personal information with him.
- 2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
 - Sophia is communicating with someone she does not know.
 - Sophia has shared personal information with someone she does not know.
 - Someone Sophia does not know is threatening her.
- 3. Safety Rule #3 is Make A Move – How could Sophia Make a Move?**
 - She could block or unfriend this person.
 - She could ignore his messages and stop responding.
- 4. Safety Rule #4 is Talk It Up – How could Sophia Talk It Up?**
 - She could tell this person "NO!"
 - She could tell a Safe Adult.
 - She could talk to a Safe Friend who could then go with him to talk to a Safe Adult.
- 5. Safety Rule #5 is No Blame | No Shame – Is Sophia to blame?**
 - No. While she should not have been communicating with someone she does not know, she is not to blame.
 - Adults are supposed to keep kids safe. The predator is trying to trick her and is to blame.

Scenario #4

Tiana's parents have had the same babysitter come to the house and "hang out" with her and her younger brothers and sisters for a couple of years. The babysitter and Tiana are quite close, she is always saying nice and encouraging things to her. As Tiana has gotten older, she tells her to think of her less as a babysitter and more of a "best friend." They talk a lot about body image and self-esteem. When the younger kids go to bed one night, Tiana's babysitter asks her to put on a bathing suit and let her take pictures to post online to help her with her self-esteem.

- 1. Safety Rule #1 is Know What's Up – What do you think is happening here?**
 - Elicit responses being sure to cover: A young adult that Tiana's parents know is making her feel uncomfortable. (Remember a predator can be a stranger, but it can also be someone you or your parents know.)

- 2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
 - An adult is saying to think of her as a "best friend."
 - The adult is asking to take pictures of her.

- 3. Safety Rule #3 is Make A Move – How could Tiana Make a Move?**
 - She could come up with an excuse or suggest doing something else.

- 4. Safety Rule #4 is Talk It Up – How could Tiana Talk It Up?**
 - She could tell this person "NO!"
 - She could tell this person she's uncomfortable.
 - She could tell a Safe Adult.
 - She could talk to a Safe Friend who could then go with her to talk to a Safe Adult.

- 5. Safety Rule #5 is No Blame | No Shame – Is Tiana to blame?**
 - No. Adults are responsible for keeping kids safe. The predator is to blame. Even if the adult tells Tiana she is to blame, or that she will get in trouble if she tells, it is not her fault and she should tell a Safe Adult.

Reproductive Anatomy

What are the reproductive parts of my body and how do I keep them healthy?

TEKS:

6.22.(B) describe the process, characteristics, and variations of the menstrual cycle;

NSES:

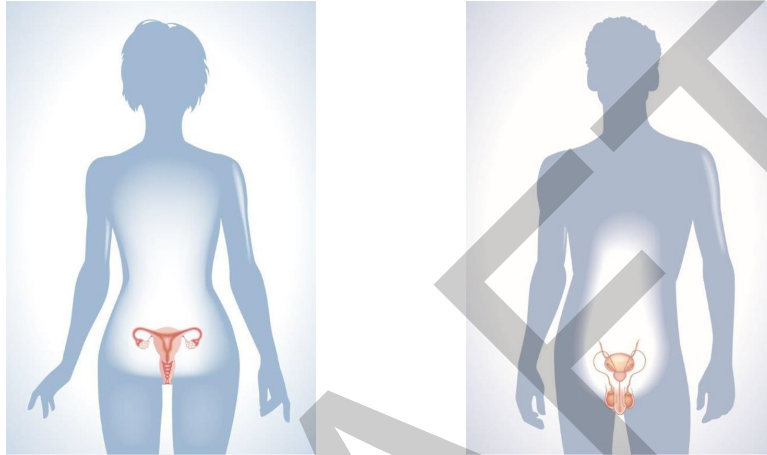
AP.8.CC.1 Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)

Today's Objectives

- Describe the parts of the human reproductive system

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Reproductive Anatomy – Worksheets



Use this slide to help students to understand the relationship of the reproductive organs to the rest of the body. Discuss the difference between **internal** and **external**. Then introduce the difference between **frontal views** and **side views** of the body. The egg-producing reproductive organs are shown primarily using the frontal view, while the sperm-producing reproductive organs are shown primarily using the side view.

Explain: In this lesson, we may use the terms ‘male’ and ‘female’ when discussing reproductive anatomy, referring to the sex someone was assigned at birth. A person’s reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person’s internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

ACTIVITY:

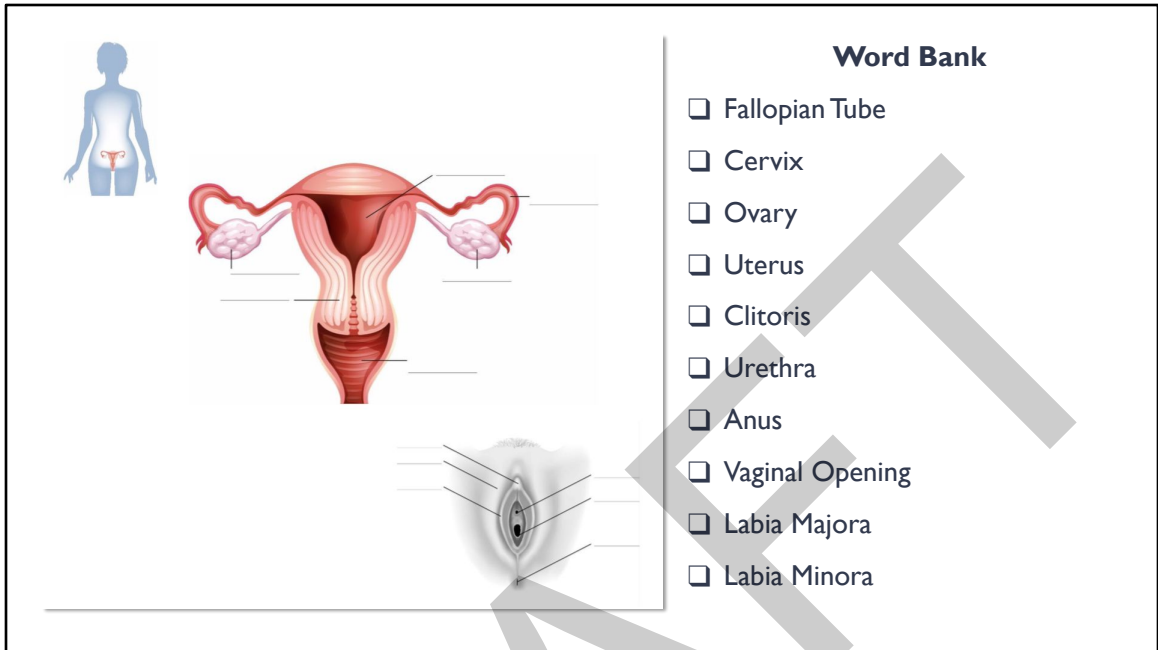
1. Distribute the **Reproductive System Diagrams** handouts. Explain the

1. relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.

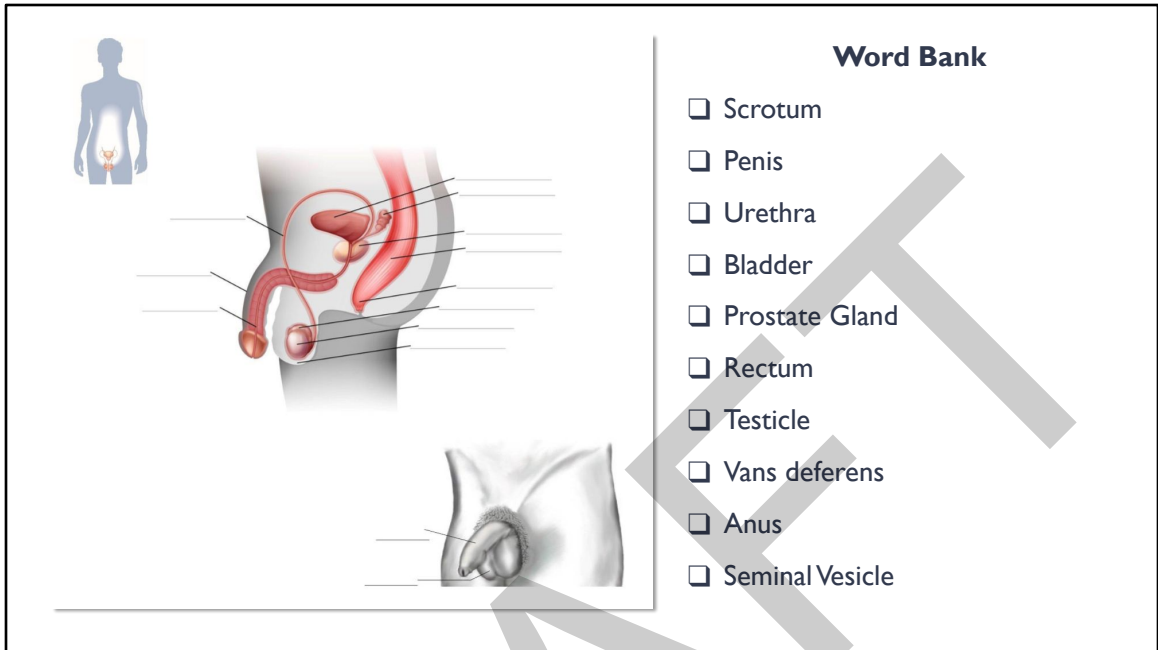
Images:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr5-Diagrams-ENGLISH-FINAL.pdf>



1. Distribute the **Reproductive System Diagrams** handouts. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

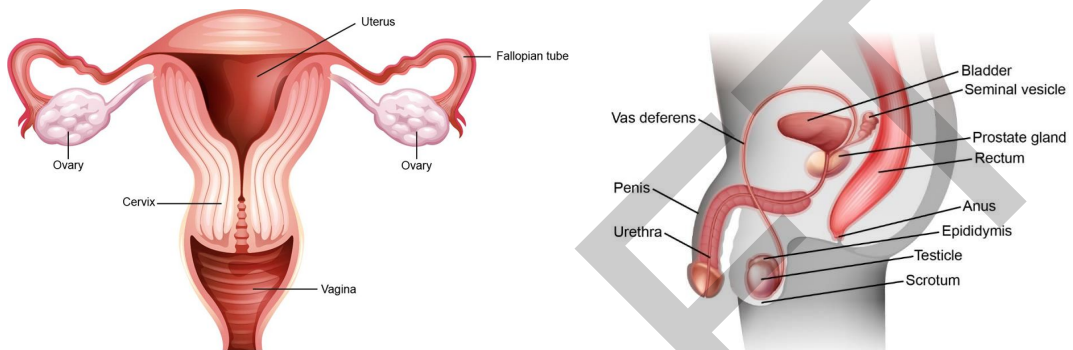
To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.



1. Distribute the **Reproductive System Diagrams** handouts. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.

Internal Anatomy

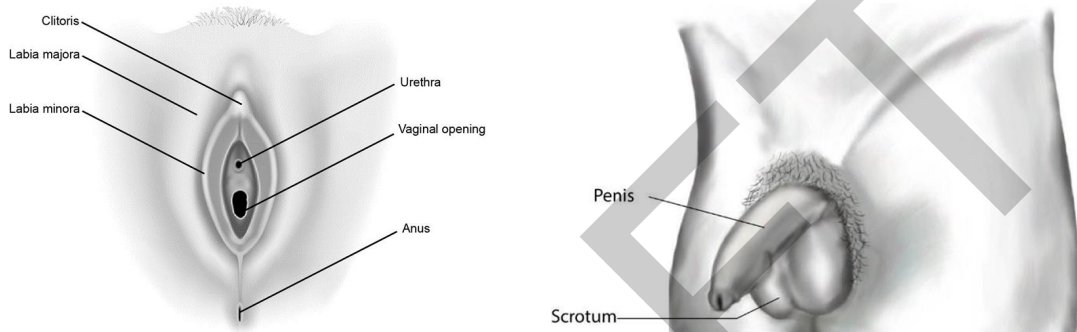


After giving students about 5 minutes to fill in their worksheets, display the correct answers to the internal anatomy and discuss. Start with the egg-producing system, then **click** and discuss the sperm-producing system.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

External Anatomy

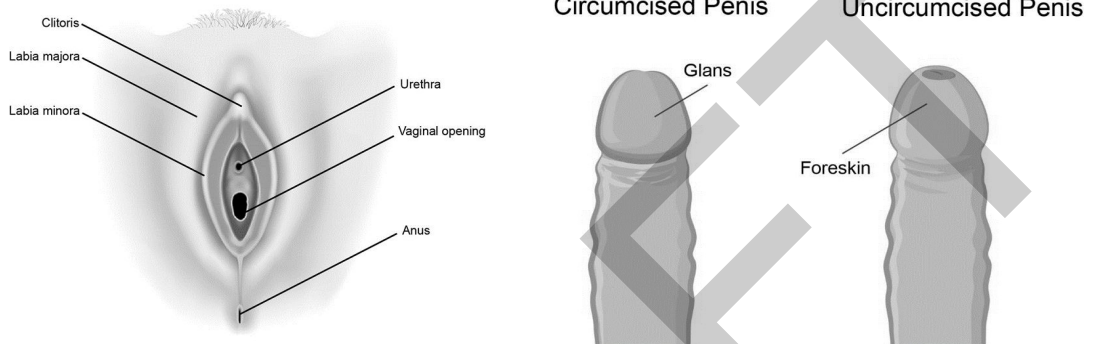


First review the external anatomy of the vulva, then **click** and review the external anatomy of the penis.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

External Anatomy



Note that while the worksheet shows an uncircumcised penis, many people are circumcised as infants and without the foreskin (which is removed during the procedure), the glans of the penis is exposed.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

Vocabulary Matching Game

Urethra

Semen

Where sperm is
produced.

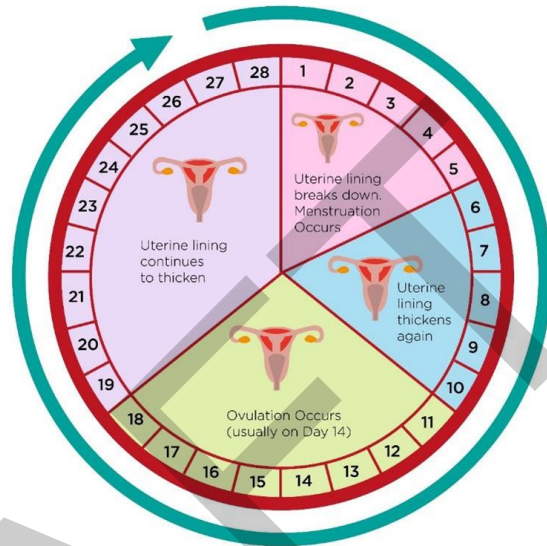
Testicles

ACTIVITY:

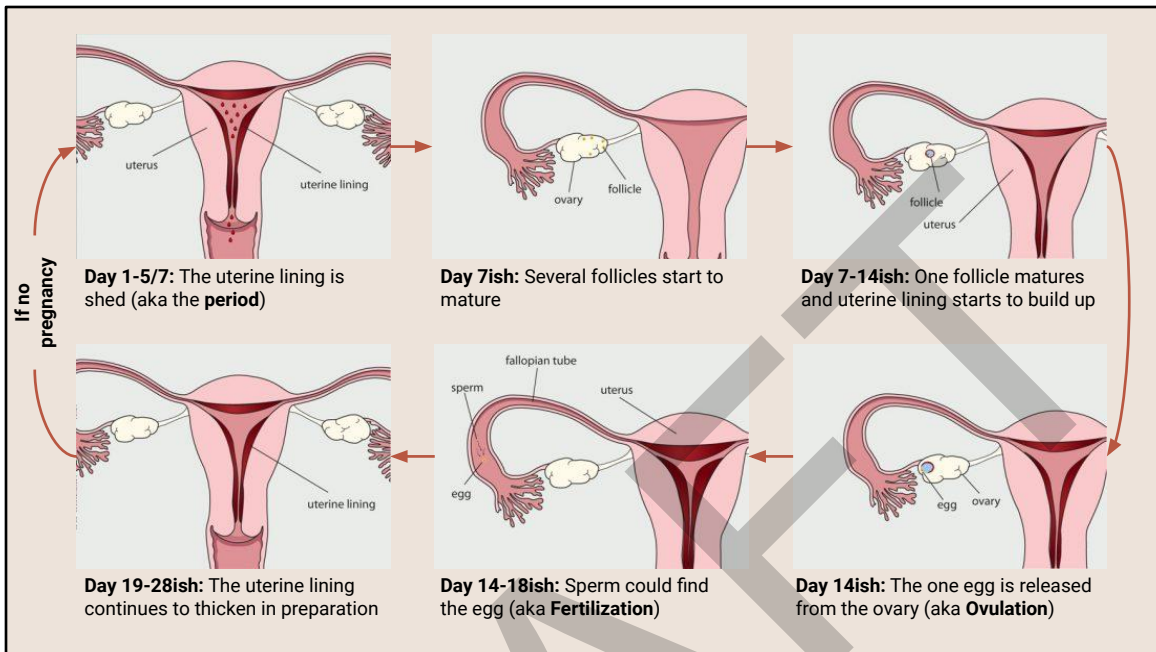
For this game, combine the male and female vocabulary words into one game and remove the repetitive ones.

1. Display the **Anatomy Definitions** posters around the room.
2. Divide the students into teams of 3-4 students.
3. Distribute the **Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition. They then post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class and move vocabulary words to the correct definition as needed.

The Menstrual Cycle



Explain: The “menstrual cycle” is the body’s way of preparing for a pregnancy each month (approx. 28 days). Throughout the month, different things are happening in the reproductive system in order to get ready for an egg to be fertilized and for the uterus to grow a fetus. Let’s look a little more closely at what happens.



The beginning of the cycle (Day 1) is actually the first day of the bleeding, or period. The uterus is where a baby would grow during a pregnancy and the lining of the uterus is what is needed to protect and nourish the baby during pregnancy. When there is no pregnancy, the extra thick lining is not needed and therefore shed and it leaves via the vagina. This bleeding/shedding lasts about 5-7 days.

(Click)

Around day 7, several egg cells, called follicles, start the race to see which one is going to mature enough to be released from the ovary.

(Click)

Usually, only one egg is able to develop enough to be released, and it begins to move to the edge of the ovary while the others are absorbed back into the body. Meanwhile, the lining of the uterus is starting to build back up again in preparation for a pregnancy.

(click)

Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.

(Click)

The egg that was released is only stable for a short time and this is when sperm would need to find the egg if a pregnancy is going to happen. Sperm joining with the egg is called **fertilization**.

(Click)

If an egg is fertilized, it would continue the journey through the fallopian tube and into the uterus to implant into the lining, but we will talk more about that in the next lesson.

(Click)

If it is not fertilized, then it is absorbed into the body, and the cycle continues by once again shedding the extra lining of the uterus.

Images:

<https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>

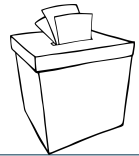
Reproductive Anatomy

Wrap Up

1. What is one thing you learned about bodies today?
2. Why is it important to learn the correct names for all of our body parts?
3. What is one thing you can do to take good care of your body?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



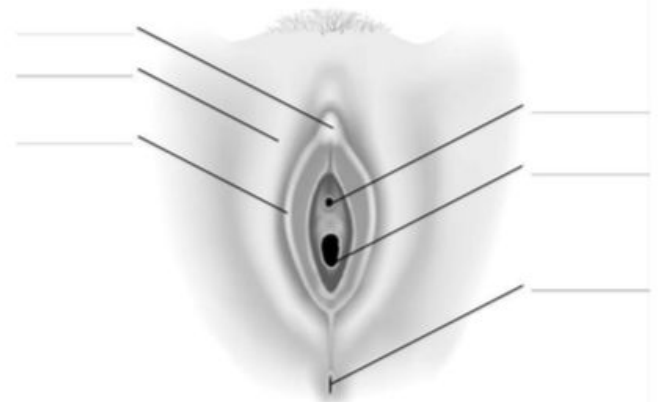
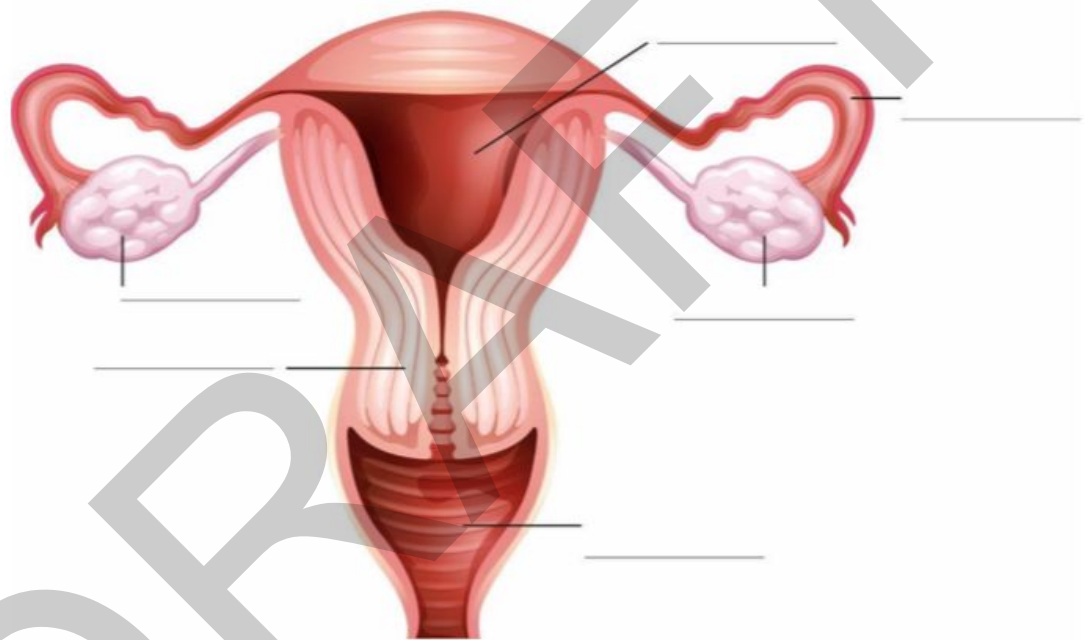
Ask students to answer the questions either individually, in small groups, or as whole class.

Note that the next lesson will focus on when a pregnancy does happen.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Reproductive System Diagram - Assigned Female

Instructions: Using the word bank below, label the parts of the anatomy for someone assigned female at birth. Words may be used more than once.

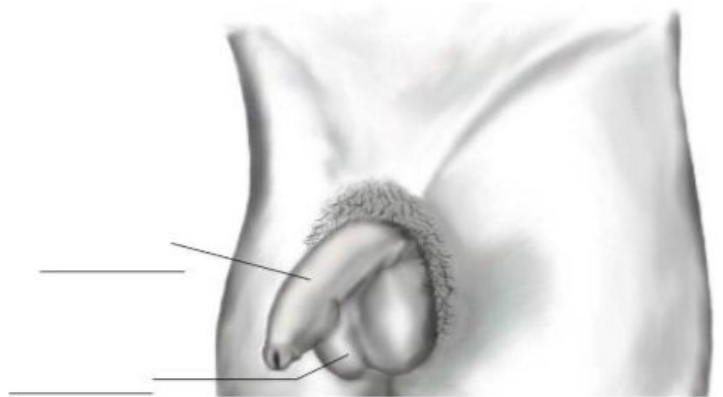
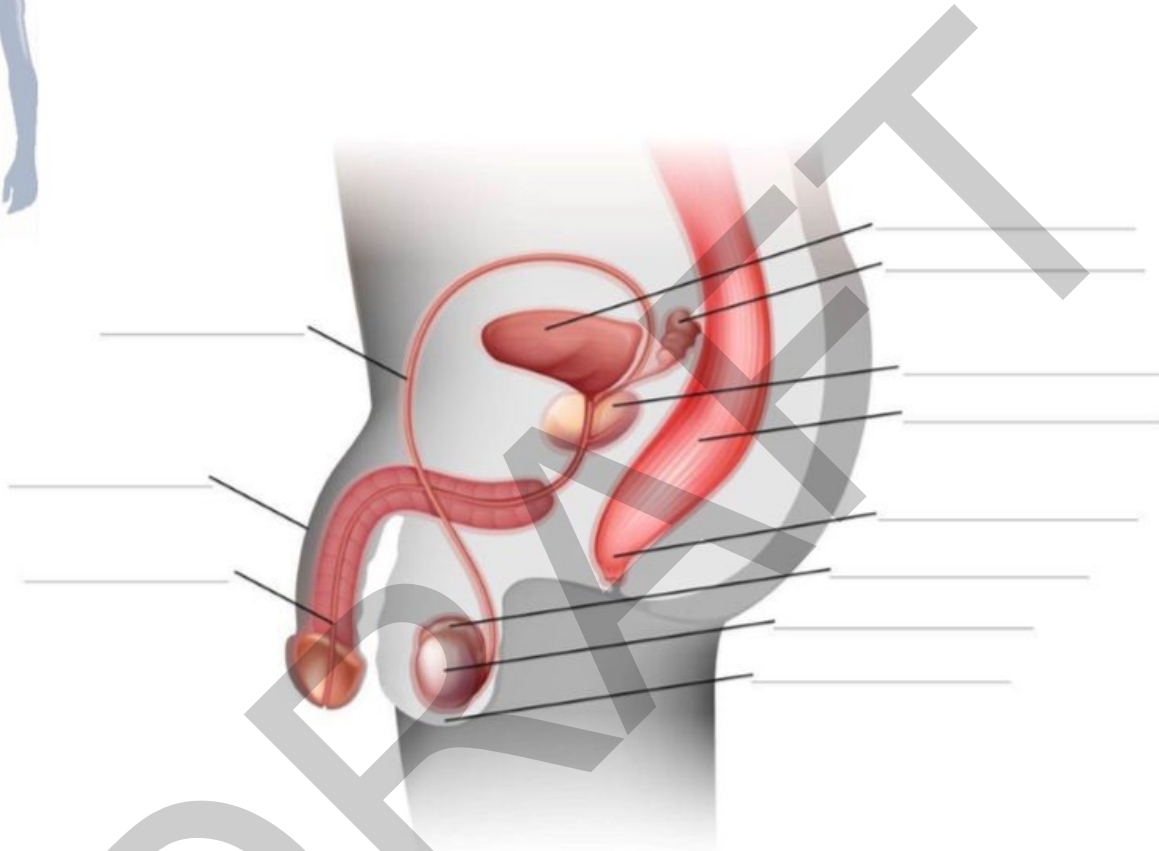


Word Bank

- | | |
|---|--|
| <input type="checkbox"/> Fallopian Tube | <input type="checkbox"/> Clitoris |
| <input type="checkbox"/> Cervix | <input type="checkbox"/> Urethra |
| <input type="checkbox"/> Ovary | <input type="checkbox"/> Anus |
| <input type="checkbox"/> Uterus | <input type="checkbox"/> Vaginal Opening |
| <input type="checkbox"/> Vagina | <input type="checkbox"/> Labia Majora |
| | <input type="checkbox"/> Labia Minora |

Reproductive System Diagram - Assigned Male

Instructions: Using the word bank below, label the parts of the anatomy for someone assigned male at birth. Words may be used more than once.



Word Bank

- | | |
|---|--|
| <input type="checkbox"/> Scrotum | <input type="checkbox"/> Rectum |
| <input type="checkbox"/> Penis | <input type="checkbox"/> Testicle |
| <input type="checkbox"/> Urethra | <input type="checkbox"/> Vas deferens |
| <input type="checkbox"/> Bladder | <input type="checkbox"/> Anus |
| <input type="checkbox"/> Prostate Gland | <input type="checkbox"/> Seminal Vesicle |

Puberty, Adolescent Development, & The Brain

What is my body doing and why?

A note for teachers:

Understandings of gender are evolving rapidly, and today's youth are part of a generation that view the complexity of gender as a fact of life. This lesson on puberty will use gender-inclusive language and you are encouraged to do the same. Gender-inclusive puberty education benefits all youth because it recognizes and affirms all students.

What this looks like: *When discussing puberty processes, use terms such as “can”, “may”, or “might” to avoid excluding certain students such as those who are intersex, transgender, or gender non-conforming. For example, “people with a penis may grow hair on their face” or “some people with a vagina may develop breasts”. It can be helpful to explain to students that being a boy, a girl, or in-between is mostly about how someone feels, not their body parts. When talking about sexual feelings, it's important to not be specific about the gender that people might be attracted to. This lets you include anyone who could be or become attracted to boys, girls, non-binary genders, or more than one of these. Again, it's good to use “can”, “may” or “might” when you talk about people developing romantic and/or sexual feelings.*

For more information on inclusive language, see the [Inclusive Language Resource](https://www.teachingsexualhealth.ca/inclusive-language-resource) from [TeachingSexualHealth.ca](https://www.teachingsexualhealth.ca).

TEKS:

6.22.(A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;

6.22.(C) analyze the role of hormones related to growth and development and personal health;

DRAFT

Today's Objective

- Define puberty
- Describe the physical and emotional changes that can happen during puberty
- Analyze the role of hormones related to growth and development

Review the objectives with the class.

Group Brainstorm

Make a list of things that...

- *Change* during puberty
- *Stay the same* during puberty



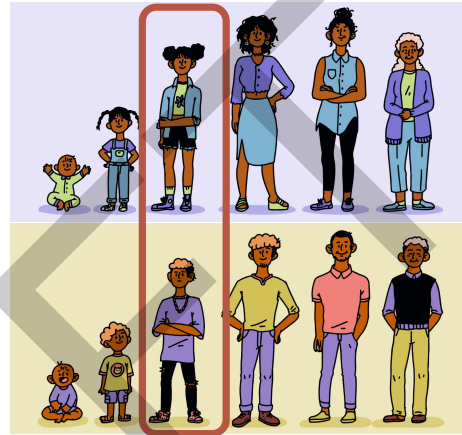
vector created by freepik - www.freepik.com

Ask students to break into groups of two or three people. Within their group, have the students come up with a list of things that change during puberty and things that stay the same. This introductory activity can help you gauge what the students already know and dispel any myths they may believe.

Images: <https://www.freepik.com/vectors/people> People vector created by freepik - www.freepik.com

What Does Puberty Mean?

Puberty is the period of time when your body begins to develop and change as you move from child to adult.



Ask: What does puberty mean? Write some of the responses on the board. Create a definition the class agrees on.

Click to reveal the official definition and life cycle images:

“Puberty is the period of time when your body begins to develop and change as you move from child to adult.”

Ask students to point out where on the lifecycle images the period of puberty might be represented.

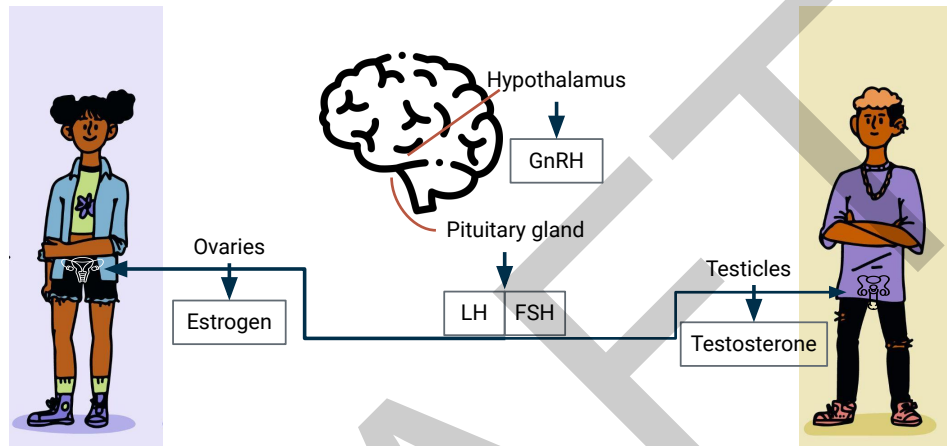
Click to highlight the third person as about where students are at this point in their lives.

Transition by noting that there are several hormones produced by the body that get this process of change going.

Images:

[Hand drawn vector created by freepik - \[www.freepik.com\]\(https://www.freepik.com\)](https://www.freepik.com/vectors/hand-drawn)

Hormones



Ask: What have you heard about the hormones that are produced in our bodies?

Explain the following:

Click: When your body reaches a certain age, your brain signals the body to start producing the **hormones** that are responsible for the changes of puberty.

Click: This starts specifically in a brain region called the **hypothalamus**.

Click: The hypothalamus releases a hormone called gonadotropin-releasing hormone, or **GnRH** for short.

Click: When GnRH reaches the **pituitary gland** (a pea-shaped gland that sits just under the brain), this gland releases into the bloodstream two more puberty hormones:

Click: Luteinizing hormone (**LH** for short) and follicle-stimulating hormone (**FSH** for short).

Click: For people with a penis and testicles, these hormones travel through the blood

and give the **testes** the signal to begin the production of

Click: testosterone and **sperm**. Testosterone is the hormone that causes most of the changes in a body with a penis during puberty. Sperm cells are produced for reproduction.

Click: In people with a uterus, FSH and LH target the **ovaries**, which contain eggs that have been there since birth. The hormones stimulate the ovaries to begin producing another hormone called

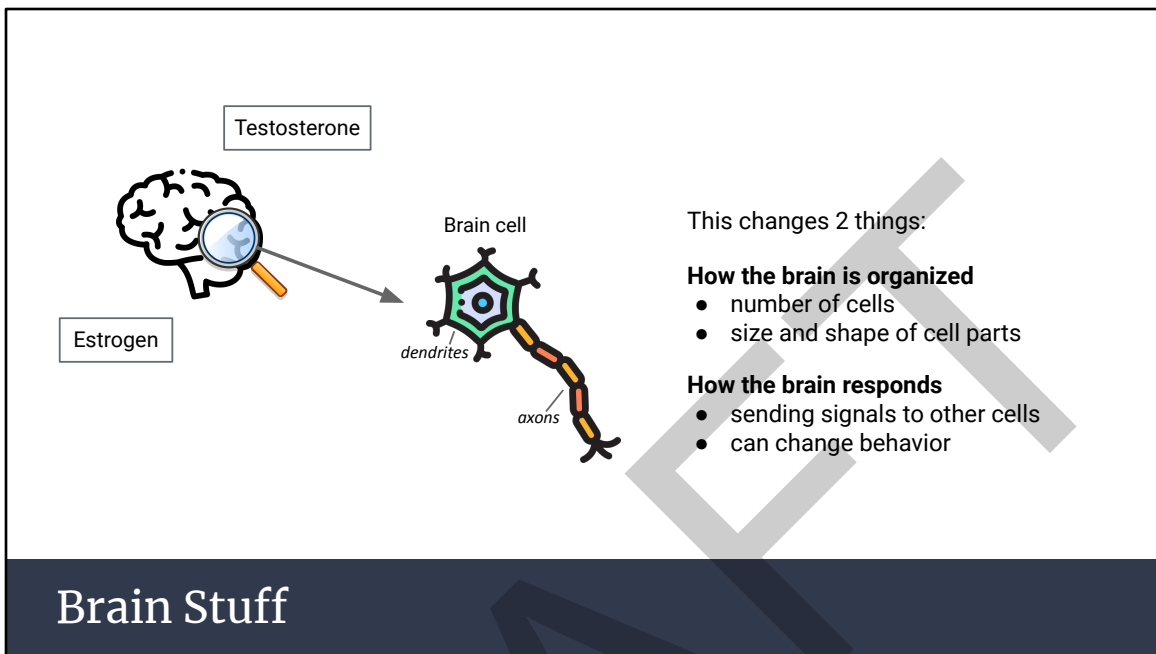
Click: estrogen. Estrogen, along with FSH and LH, causes a body with a uterus to mature and prepare for pregnancy.

So that's what's really happening during puberty — it's all these new chemicals moving around inside your body, turning you from a teen into an adult with adult levels of hormones.

(source: <https://kidshealth.org/en/teens/puberty.html#catcontraception>)

Images:

Brain, ovary/uterus, penis/testicles: flaticon.com



Hormones like testosterone and estrogen can attach to your **(click)** brain cells.

Click:

There are two main ways that hormones can influence your brain cells.

Click:

First, hormones can influence **how the brain is organized**. Changes in brain organization can include changes in the number of cells, or changes in the size and shape of dendrites or axons. Testosterone, for example, influences the development of new cells in a brain region called the medial amygdala (a small region near the bottom of the brain that is important for processing emotions like fear). This region of the brain can actually become physically bigger in people who have more testosterone than in those who don't. This was found in animal research, but studies on humans that looked at hormone levels and the size of the amygdala suggest it works the same in humans.

Click:

Second, a hormone can influence **the way that brain cells become activated in response to a situation or environment**. Hormones might help or prevent a cell from

exchanging signals with other cells. This can lead to long-term changes in brain cells. For example, the levels of testosterone in mice (and humans) increase during a competition or fight. One study showed that mice who win a fight develop more receptors for testosterone in brain regions that are important for reward and social behavior. These new receptors might also change the behavior of the mouse in the next fight. This shows a process where experiences, like winning a fight, and hormones work together to shape brain development. This process is especially important during puberty, when the hormone levels are higher than during childhood and the brain is still developing.

There is still a lot we do not know about how hormones influence the organization and actions of brain cells in humans. We do know that these effects are different in some ways between people who make more testosterone and people who make more estrogen, and between regions of the brain. Researchers are just starting to figure out how the hormone-related changes in the brain are important for behavior and learning, so there are a lot of unanswered questions.

Teacher resources:

For more info on the adolescent brain: <https://youtu.be/001u50Ec5eY>
See Your Brain on Puberty RESOURCE in your curriculum folder.

Source: Barendse M, Cheng T and Pfeifer J (2020) Your Brain on Puberty. Front. Young Minds. 8:53. doi: 10.3389/frym.2020.00053
(<https://kids.frontiersin.org/articles/10.3389/frym.2020.00053>)

Images: flaticon.com

Adolescent Development – The Art Of Growing Up



Watch the video and ask students to pay attention to ways to cope with all of the changes of puberty.

Module 2.1s Adolescent Development: The Art of Growing up-YouTube, MindMattersAustralia- YouTube, 26 Mar. 2015, <https://www.youtube.com/watch?v=0BJFoGK5GIY&feature=youtu.be>. (Accessed October 8, 2019)

Coping with all the changes

A word cloud containing various coping strategies for changes. The items are: Dental hygiene, Physical activity, Razors and shaving gel, Laundry soap, Antiperspirant/Deodorant, Face soap/cleanser, Acne cream, Menstruation supplies, Healthy eating, Hot compress, Athletic support (cup or bra), Meditation/deep breathing, Soap/Shower gel, Shower/bathe daily, Shampoo, and Drink water.

Ask: what did you hear in the video about how to cope with the changes?

Take a few responses and then point out that the video encouraged them to talk to someone - a friend, a teacher, or another trusted adult.

Ask: What are some other tools we can use to manage the changes? Particularly the physical changes.

Take several minutes to discuss the students' responses. After covering several, **click** to reveal the options and discuss whatever was not suggested by the students.

Examples might include:

- **Acne Cream:** Some lotions and creams have ingredients/medication in them to help prevent and clear up minor acne like pimples and blackheads. Be sure to follow the directions exactly. Some people experience serious acne and can get help from a doctor who can prescribe stronger medication or cream.
- **Face soap/cleanser:** Using a mild soap or cleanser for the face twice daily in order to help prevent acne
- **Active Living:** Physical and recreational activities such as sports, walking and having fun with friends outside can improve energy as well as physical and mental well-being.

- **Antiperspirant and/or Deodorant:** Can be used in addition to daily washing of the underarms. Antiperspirant stops sweat from forming and deodorant is an absorbent odor remover. Check ingredient list for allergies or other concerns.
- **Athletic support:** An athletic support cup can be worn as support or protection for genitals during contact sports (e.g., hockey, football). People can wear a bra for comfort, modesty and support as their breasts develop.
- **Healthy Eating:** Eating healthy food choices improves energy, physical and mental well-being. Work towards increasing fruits, vegetables, and whole grains while minimizing high fat and high sugar foods/drinks. May reduce menstrual symptoms such as bloating and cramping.
- **Hot Compress:** Exercise and warmth may help with menstrual cramps. Good alternative to pain medications.
- **Laundry Soap** Wear clean socks and underwear every day and wash clothes often. If a person has had a wet dream and semen is ejaculated on bedding and/or pajamas, wash the bedding and/or pajamas.
- **Menstruation Supplies** (pads, panty liners, period panties, tampons, menstrual cups): Used to manage menstrual flow. You can keep extra menstruation supplies handy in a locker or bag. Pads and sometimes tampons are usually available at school offices. Menstruation supplies can be bought at drug, grocery, convenience and health stores or online. Choose products that are unscented. Always put used menstrual supplies in the garbage, not the toilet.
- **Razors and Shaving Foam/Gel:** Some people remove the hair on their face and parts of their body; others do not. Never share razors, as the used blades can spread bacteria, fungus or a virus that could cause an infection. Pubic hair (on genitals) is normal and healthy. Some people may choose to remove pubic hair, if you have questions about this talk to a trusted adult. Shaving with moisture feels better as it reduces friction. It also lowers the risk of razor burn or skin irritation. Some people use soap and water instead of shaving foam/gel.
- **Shampoo:** Used to wash hair to clean away oil and dirt. Some people wash their hair every day or two; some less often. Over-washing can increase oil production and irritate the scalp.
- **Soap/Shower Gel:** A mild or unscented soap in bar or liquid form is used for showering or bathing and for washing the face twice daily. If a person doesn't shower or bath daily, it is important to remember to wash the feet, neck/ears, armpits and genital-anal area daily. Scented, deodorant soaps can cause dry skin.
- **Dental hygiene:** Brush and floss teeth at least twice a day. Also brush the tongue and inside of the cheeks. Visit the dentist once or twice a year for

- checkups. Do not share toothbrushes.
- **Wearing clothing made of natural fibers** such as cotton allow the skin to breath. Clothes made from these fabrics may be more comfortable to wear. It is important to wash clothes often. Choose cotton or natural fiber underwear as they allow the skin to “breathe” and keep moisture away from the body. It is important to wear clean underwear every day. Synthetic underwear (e.g., nylon, polyester, rayon) and very tight underwear may increase the risk of yeast infections. Underwear should be comfortably loose. This allows the scrotum to move close to or away from the body to adjust the temperature of the testicles, to promote the growth of healthy sperm.
- **Wash daily:** A clean washcloth or sponge can be used twice daily to wash the face with warm water and mild soap. Generally, no other skin care products are necessary unless advised by a doctor or parents.
- **Drinking water** is important especially during physical activity and hot weather. Plain water is the easiest, least expensive and doesn't cause tooth decay. Drinks that are high in caffeine, sugar or artificially sweetened such as pop, energy drinks, coffee, sports drinks and juice should not replace water in a healthy diet.

Students may have questions about:

Douches – douching (squirting water or other liquid) into the vagina is *unnecessary and not recommended* as it may lead to infection. The vagina cleans itself naturally with vaginal discharge.

Feminine deodorant spray – using perfume or deodorant in the genital area is *unnecessary and not recommended* as it may lead to infection. Washing the vulva, labia and vaginal areas with water and a mild soap daily is all that is needed.

Yeast infections - a yeast infection is an infection of the vagina. Anytime there is itching, pain or unusual discharge from the vagina it is important to talk to a parent or trusted adult. There are treatments available.

You Are Not Alone!!!



Explain the following talking points in your own words:

People are all a little different from each other, so it makes sense that they don't all develop in the same way. During puberty, everyone changes at their own pace. Maybe some of your friends are getting their period, and you haven't developed breasts yet. Maybe your best friend's voice has changed, and you think you still sound like a kid. Or maybe you're sick of being the tallest girl in your class or the only boy who has to shave.

In a few cases, kids who are developing very early or who are very late in starting have a problem that may need to be checked or treated. If you are concerned about that possibility, talk with your parents and schedule a visit with your doctor. Your doctor knows all about puberty and can help determine if you are developing normally.

But just about everyone catches up eventually, and most differences between you and your friends will even out. Until then, hang in there. Puberty can be quite a wild ride!

Talking points content: <https://kidshealth.org/en/kids/puberty.html#catbody-stuff>

Image: People vector created by pikisuperstar - www.freepik.com

DRAFT

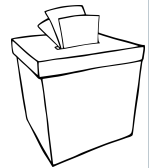
Puberty

Wrap Up

1. What is one thing you learned today about puberty, adolescent development, and the brain?
2. Why is it important to know about how your body is (or will be) changing?
3. What are some things you are looking forward to about growing up?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to answer the wrap up questions individually or in pairs or small groups. Give them several minutes to respond then ask for any volunteers to share their answers.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

NAME _____ DATE _____

Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

2. What are some things you think I should know about puberty and growing up?



Homework

HOMEWORK:

Students will select an adult they know and trust, such a parent, grandparent, or family friend, and interview that person about their experiences with puberty (see **HOMEWORK_Puberty** handout)

Image: <https://pixabay.com/illustrations/homework-studying-family-child-6666003/>

Physical Changes

Social and Emotional Changes

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair gets oily

**Hair grows in
armpits**

**Pubic hair grows
on genitals**

**Sweat glands
develop**

Breasts develop

**Start making
sex hormones**

Mood swings

Sexual thoughts

Sexual feelings

**Interested in
having a romantic
partner**

**Friendships
become more
important**

**Sometimes feel
lonely and
confused**

**Stronger feelings
of wanting to be
liked**

Stronger
feelings of
wanting to fit in

Want more
independence

Thinking about
the future

Concerned about
appearance
(looks)

Hair grows on
face

Shoulders get
wider

**Start producing
sperm**

**Penis grows
bigger**

**Testicles grow
bigger**

Nocturnal
emissions (wet
dreams)

Erections (penis
gets hard)

Ejaculation
(sperm released
from penis)

Hips get wider

Ovulation (eggs
released from
ovaries)

Menstruation
(periods) begins

Vaginal
discharge

NAME _____

DATE _____

Puberty: Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

2. What are some things you think I should know about puberty and growing up?

Sex, Abstinence, and Making Healthy Decisions

What is all the hubbub and how do I decide what is right for me?

TEKS:

- 6.23.(A) identify teen pregnancy as a possible outcome of sexual activity;
- 6.23.(D) identify what emotional risks are associated with sexual activity between unmarried persons of school age;
- 6.23.(E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent;
- 6.23.(F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- 6.23.(H) list the benefits of abstinence from sexual activity such as increased self-esteem, selfconfidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values

TODAY'S OBJECTIVES

- Define abstinence and explore the benefits
- Identify possible outcomes of sexual activity
- Describe strategies for making and communicating decisions related to abstinence

Review the objectives.

Defining Abstinence

the practice of **NOT** doing or having something that is wanted or might be enjoyable

Can apply to lots of things:

- TV
- Video games
- Sugar
- Alcohol or other drugs
- Sex



Ask students how they would define the word “Abstinence”. Take a few responses, then **click** to reveal the definition.

Students likely focused on not having sex, but point out that abstaining can apply to lots of things.

Ask for some examples, then **click** to reveal the list.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13559502.htm#query=question&position=27&from_view=search

People vector created by freepik - www.freepik.com

Defining *Sexual* Abstinence

A conscious decision not to participate in *sexual activity* and the skills needed to support that decision.



Ask students to then define “Sexual Abstinence”.

Click to reveal the definition.

Explain that if a person has decided to not participate in *sexual activity*, they need to understand what sexual activity is so that they understand what to avoid.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13559502.htm#query=question&position=27&from_view=search

People vector created by freepik - www.freepik.com

Defining Sexual Activity

“Sex” can mean different things to different people.

The intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to arouse or gratify the sexual desire of any person.



Common terms:

- intercourse
- masturbation
- vaginal sex
- oral sex
- anal sex

Click:

Explain that “sex” can mean different things to different people. Legally, the government considers sexual contact to be the *“intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to ... arouse or gratify the sexual desire of any person.”*

[https://www.justice.gov/archives/jm/criminal-resource-manual-1987-definitions-18-usc-2241-2245#:~:text=Paragraph%20\(3\)%20defines%20the%20term,sexual%20desire%20of%20any%20person.](https://www.justice.gov/archives/jm/criminal-resource-manual-1987-definitions-18-usc-2241-2245#:~:text=Paragraph%20(3)%20defines%20the%20term,sexual%20desire%20of%20any%20person.))

Click:

Some common terms associated with sexual activity are: (**click** to reveal and define each)

- **intercourses:** Some people refer to “sexual intercourse” as the reproductive process in which the penis is inserted into the vagina and through which a new human life may begin.
- **masturbation:** refers to touching oneself for the purpose of sexual arousal or pleasure.
- **vaginal sex:** usually refers to the inserting of a penis in the vagina
- **oral sex:** typically refers to using the mouth or tongue to stimulate another

- person's genitals (either penis/testicles or vulva)
- **anal sex:** typically refers to inserting a penis in an anus

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13559502.htm#query=question&position=27&from_view=search

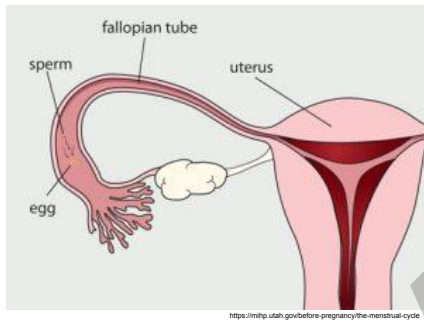
People vector created by freepik - www.freepik.com

DRAFT

Possible Outcomes

Pregnancy

Sperm enters the vagina, travels to the fallopian tube, meets an egg. They join and implant into the uterus.



Sexually Transmitted Infections

Infections that can be passed from one person to another through sexual contact.

- sharing sexual fluids
- skin-to-skin contact



It's important to note that not all outcomes of sexual activity are negative.

We are going to focus on two possible outcomes and that is pregnancy and sexually transmitted infections.

Click to *briefly* explain how a pregnancy can occur:

If sperm get into the vagina (typically via vaginal sex), they make their way through the uterus and up to the fallopian tube. If an egg has been ovulated/released from the ovary, the sperm can "fertilize" the egg. That could result in a pregnancy - which is when the joined cells start to multiply and implant/attach to the uterus.

Click to *briefly* explain how sexually transmitted infections are transmitted:

Sexually transmitted infections, or STIs, are infections that can be passed from one person to another by way of sexual contact. This can happen either with fluid exchange or skin-to-skin contact. Explain that we will go into more detail about each of these in future lessons.

Ask: What is the one way we can be 100% sure that we won't get pregnant or get an STI? *Abstinence.*

Images:

Pregnancy: <https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>

STI: <https://www.freepik.com/vectors/bacteria>>Bacteria vector created by pch.vector - www.freepik.com

DRAFT

Benefits of Choosing Abstinence

No sexually transmitted infections or pregnancy

What else?

- The freedom to pursue a variety of friendships
- Less complicated relationships
- The ability to focus on interpersonal aspects of relationships
- Avoiding being manipulated or used by others

State: Not having sex or engaging in sexual activity in any way means no sexually transmitted infections or chance of pregnancy.

Click

Ask: What are some other benefits?

Take responses from students. Note that there are many benefits and that **any reason to choose abstinence is a good and valid reason.**

Click to reveal and discuss some common themes related to why people might want to choose abstinence.

Teacher note: avoid any discussions that may lead to shaming or stigmatizing those students who may have already had sex. For example, talking about how having sex can hurt someone's reputation tends to foster the belief that having sex makes someone "dirty" or "bad" or "less than" in some way. In this conversation, focus on how the benefits are going to vary from person to person, but that ultimately anyone can benefit from having less stress or worry about outcomes like pregnancy or STIs.

Transition:

So we are talking about *choosing* abstinence. That means we are talking about making a decision.

Let's look more closely at what it takes to make a decision and how we can make decisions that keep us healthy.

DRAFT

Making Decisions

What are some things that we have to make decisions about every day?



Ask students to think about some of the decisions that they make every day. Take a few responses, then point out that each day we decide:

click

to wake up in the morning

click

to go to school and do our work (if it's a school day)

click

and we decided how to communicate with the people in our lives.

State: these things may be decided for us (in the case of waking up and going to school) or may seem to come naturally (how we communicate), but our brains are making decisions about how we go through each and every part of our day. And the process is pretty much the same, regardless of the decision needing to be made.

Images:

Alarm clock: Background vector created by photoroyalty - www.freepik.com

Studying: School vector created by storyset - www.freepik.com

Friends: People vector created by pikisuperstar - www.freepik.com

DRAFT

Making Decisions

1. Identify the decision
2. Brainstorm options
3. List possible outcomes
4. Make a decision
5. Reflect (and change course, if needed)



Let's Practice

In order to make any decision:

Click

We start by identifying the decision to be made.

Click

We brainstorm the options.

Click

We make a list of the possible outcomes.

Click

We make a decision based on how we feel about those possible outcomes.

Click

Then we reflect on how that went and make changes, if needed, the next time that decision comes up.

Click

Now, let's practice.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>

Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

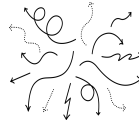
<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

DRAFT

Decision-Making



1. Waking up for school



2. Possible options



3. List outcomes



4. Make a decision



5. Reflect

Let's practice by thinking about **Waking up for school**.

Walk through each of the steps. This can be done as a whole class, in small groups/pairs, or individually.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>

Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

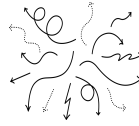
Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

More Practice



1. Identify another decision



2. Possible options



3. List outcomes



4. Make a decision



5. Reflect

ACTIVITY:

Have the students use the Decision-Making Handout to work through another decision. You can choose to use the same decision for the whole class to work on or let them choose individually. This decision can be about sexual activity or not.

Give students about 20 minutes. Once everyone has completed the Decision-Making Handout Activity, ask for some individuals or groups to share. Take a few minutes to discuss then conclude.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>

Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

Decision-Making and Abstinence

Abstinence is the safest and healthiest choice for you and your peers!



People vector created by pikisuperstar - www.freepik.com

State: At this age, abstinence is the safest and healthiest choice for you and your peers. One day, you will be ready to consider having sex and the more you practice the process of making healthy decisions, the more likely you are to feel good about the choices you make throughout your life.

Image: <https://www.freepik.com/vectors/people> People vector created by pikisuperstar - www.freepik.com

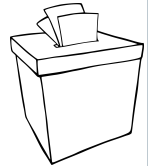
Sex, Abstinence, and Making Healthy Decisions

Wrap Up

1. What is one thing I learned about sex and abstinence?
2. Why is it important to practice the process of making healthy decisions?
3. How will someone know if they are ready for sex when they are older?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



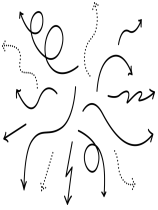
Have the students respond to these questions individually or in small groups or pairs. Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Decision-Making Practice

Use the 5 steps to practice working through a decision.



1. Identify the decision to be made.



2. Brainstorm possible options



3. List potential outcomes for each option



4. Make a decision



5. Reflect

Pregnancy

Where do babies come from?

TEKS:

- 6.22.(B) describe the process, characteristics, and variations of the menstrual cycle;
- 6.22.(D) describe the cellular process of fertilization in human reproduction; and
- 6.22.(E) explain [identify] significant milestones of fetal development.
- 6.23.(A) identify teen pregnancy as a possible outcome of sexual activity;

Today's Objective

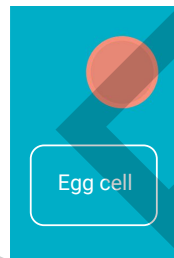
- Review the menstrual cycle
- Describe the process of fertilization and human reproduction, or pregnancy
- Explain the process of fetal development

Review the objectives with the class.

Reproduction

the action or process of making a copy of something

In humans...



Ask: What does it mean to “reproduce”?

Click to reveal the definition.

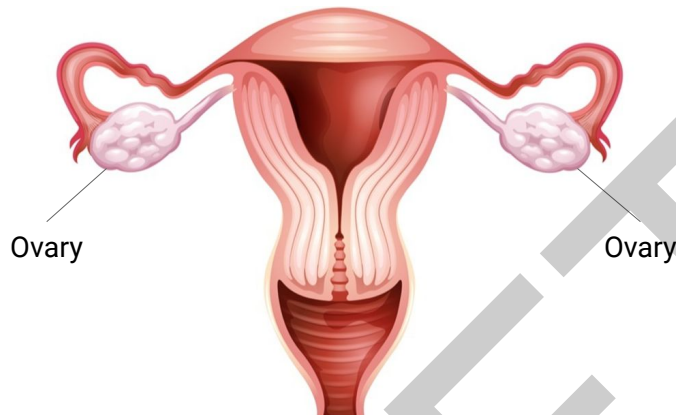
Click:

In humans, we need (**click**) a human egg cell and (**click**) some human sperm cells.

Click:

Let’s start by looking at the journey of the egg cell.

Image: <https://pixabay.com/vectors/fertilization-sperm-medical-6918867/>



Where are the egg cells stored?

Ask: Who can tell me what you remember from our previous anatomy lesson about where egg cells are stored?

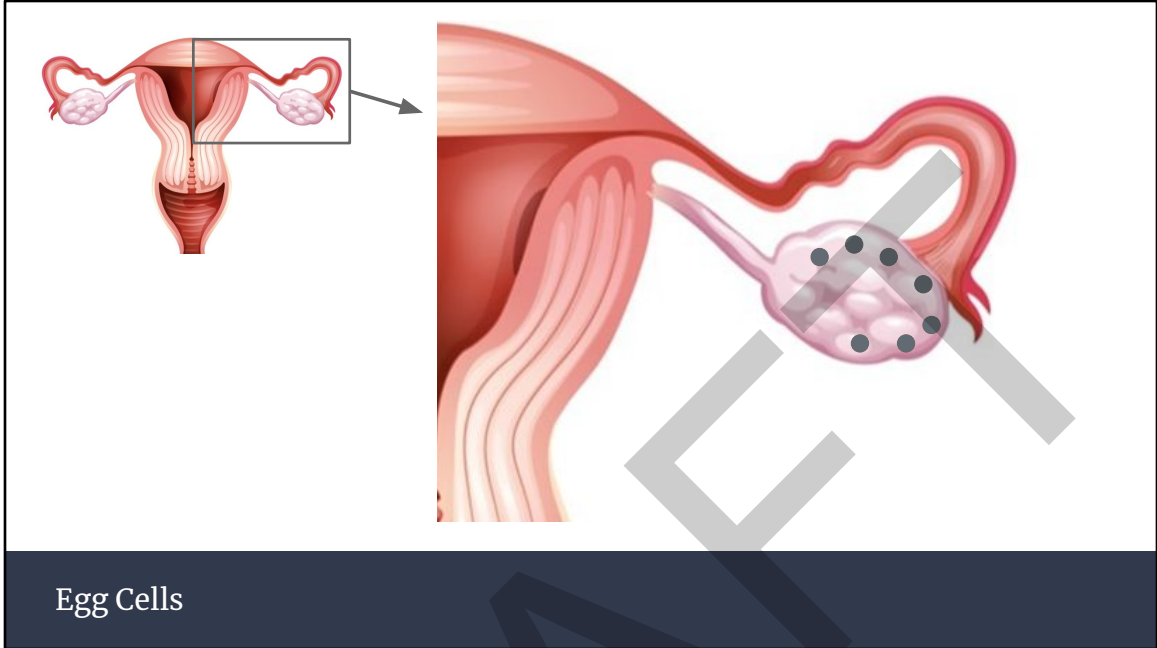
Click:

In the ovaries.

People who are born with ovaries are also born with all the egg cells they will ever have - about 7 million!

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Egg Cells

So what happens to those millions of eggs?

Click:

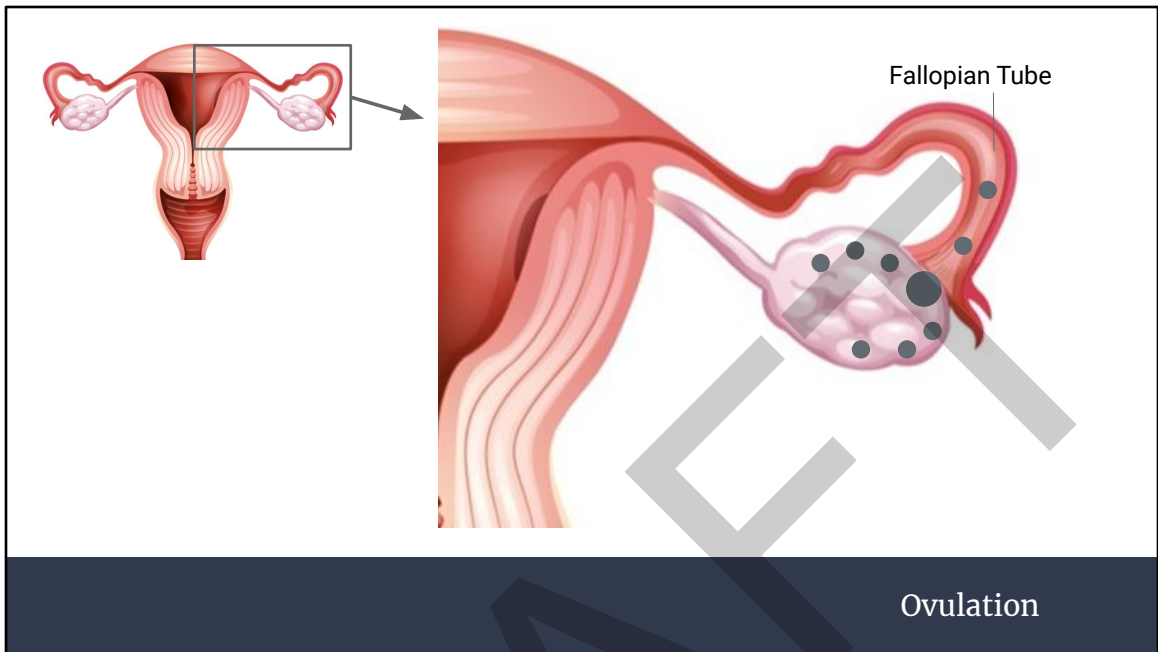
Let's look more closely at the job of an ovary.

Click:

Each month, several egg cells race to see which one is going to mature enough to be released from the ovary.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Usually, only one egg is able to develop enough to be released.

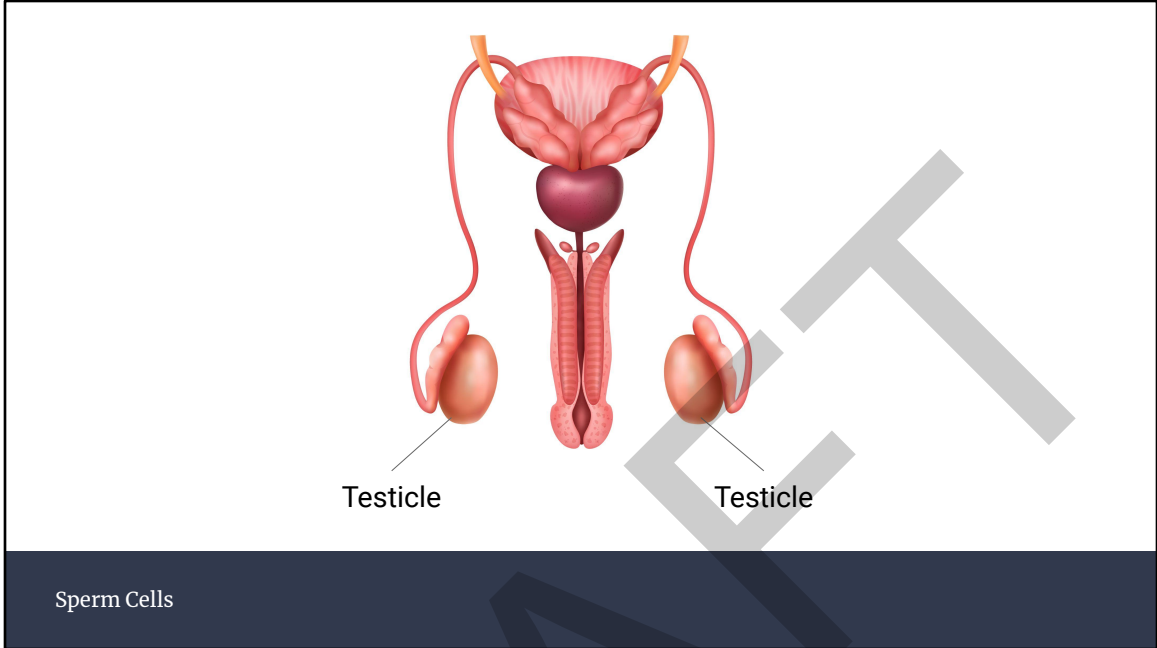
As it moves to the edge of the ovary to be released, (**click**) the others that were in the race are absorbed back into the body.

Click:

The mature egg is then released out of the ovary, this is called **ovulation**, and travels into the fallopian tube.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



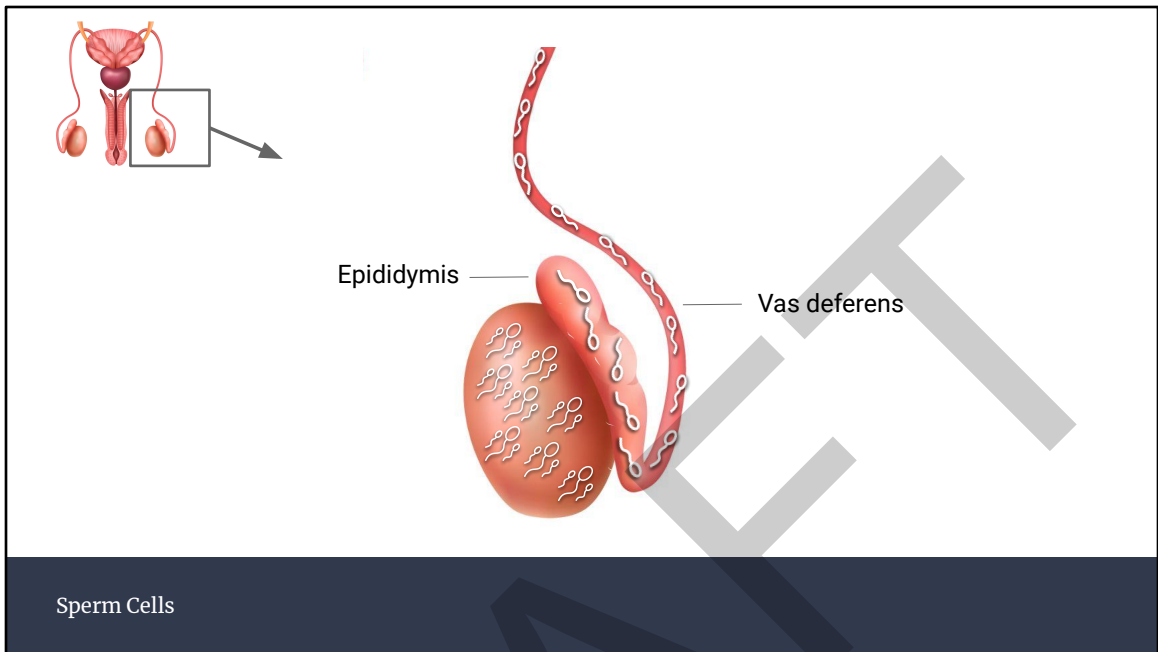
Remember that in humans, we need both a human egg cell and some human sperm cells to reproduce. So let's look at the sperm cells.

Ask: Who remembers what part of the body makes sperm?

Click:

In the testicles.

Image: <https://www.freepik.com/vectors/anatomy> Anatomy vector created by macrovector - www.freepik.com

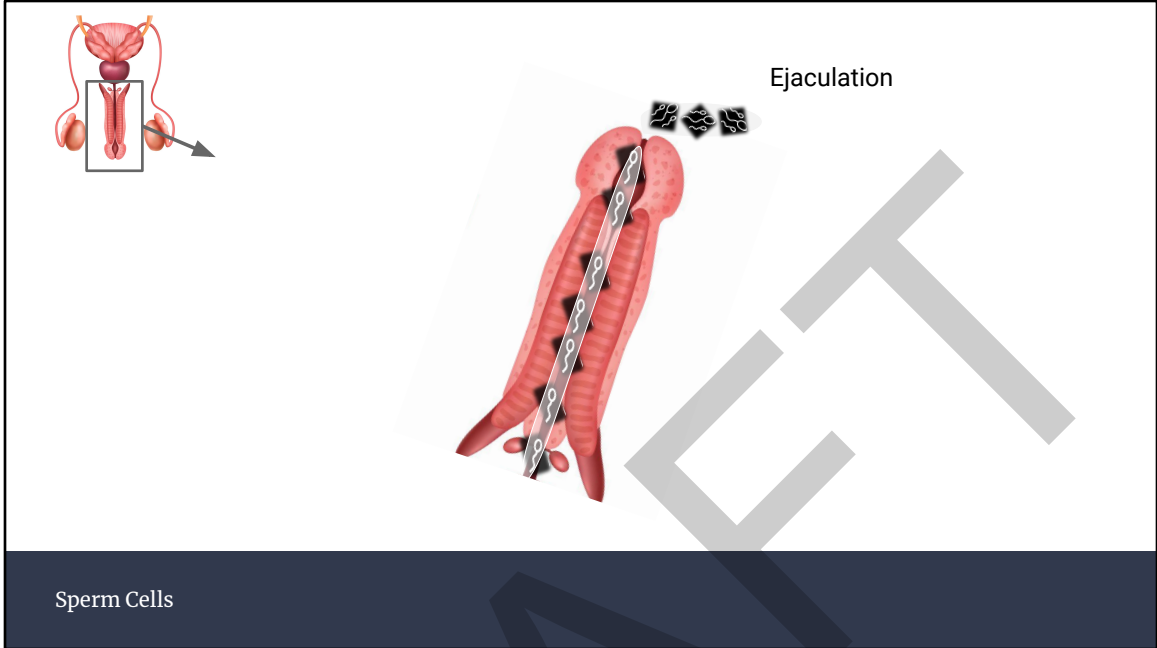


Starting in puberty, testosterone acts in the testicles to produce **(click)** millions of sperm cells every day. Sperm cells resemble tadpoles with a head and a short tail, in total measuring about 0.002 inches (0.05 millimeters) long.

The tails push the sperm into a tube behind the testes called the **(click) epididymis**. For about five weeks, the sperm travel through the epididymis, completing their development.

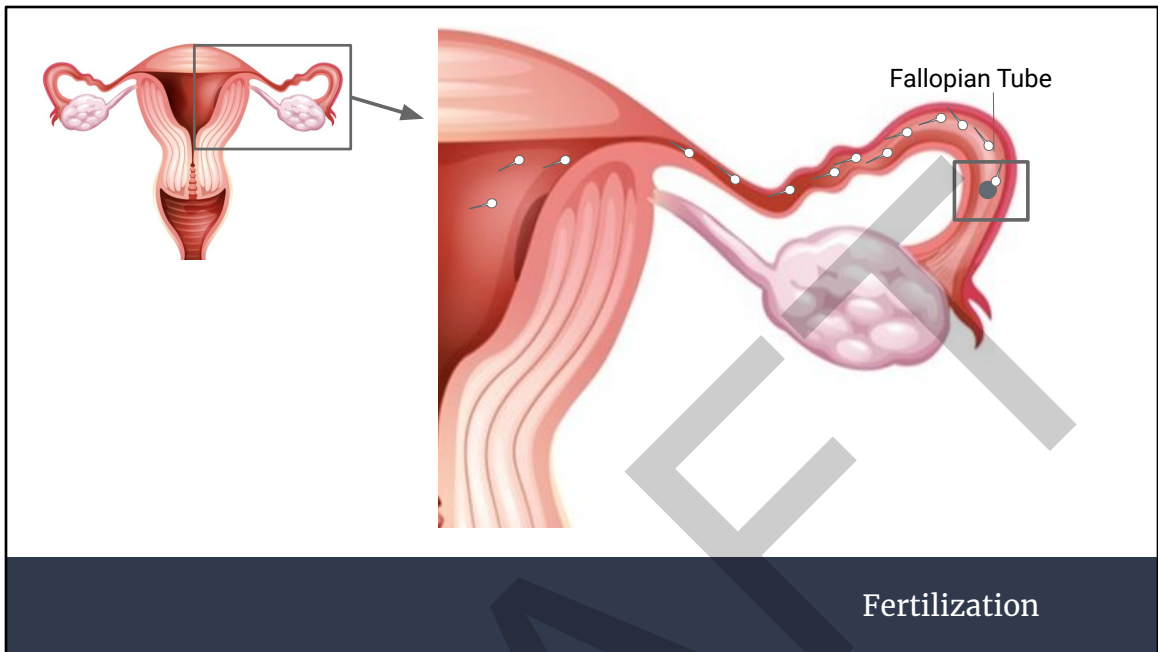
Once out of the epididymis, **(click)** the sperm move to the **vas deferens**.

Image: Anatomy vector created by macrovector - www.freepik.com



When a person with a penis is stimulated for sexual activity, the sperm are mixed with seminal fluid — a whitish liquid produced by the seminal vesicles and the prostate gland — to form semen. As a result of the stimulation, the semen, which contains up to 500 million sperm, is pushed out of the penis through the urethra. **Click** This is called **Ejaculation**.

Image: Anatomy vector created by macrovector - www.freepik.com



If there are sperm cells in the body...

Ask: How would sperm be in the body of a person with a uterus? Most likely through vaginal sex (putting a penis in the vagina and ejaculating).

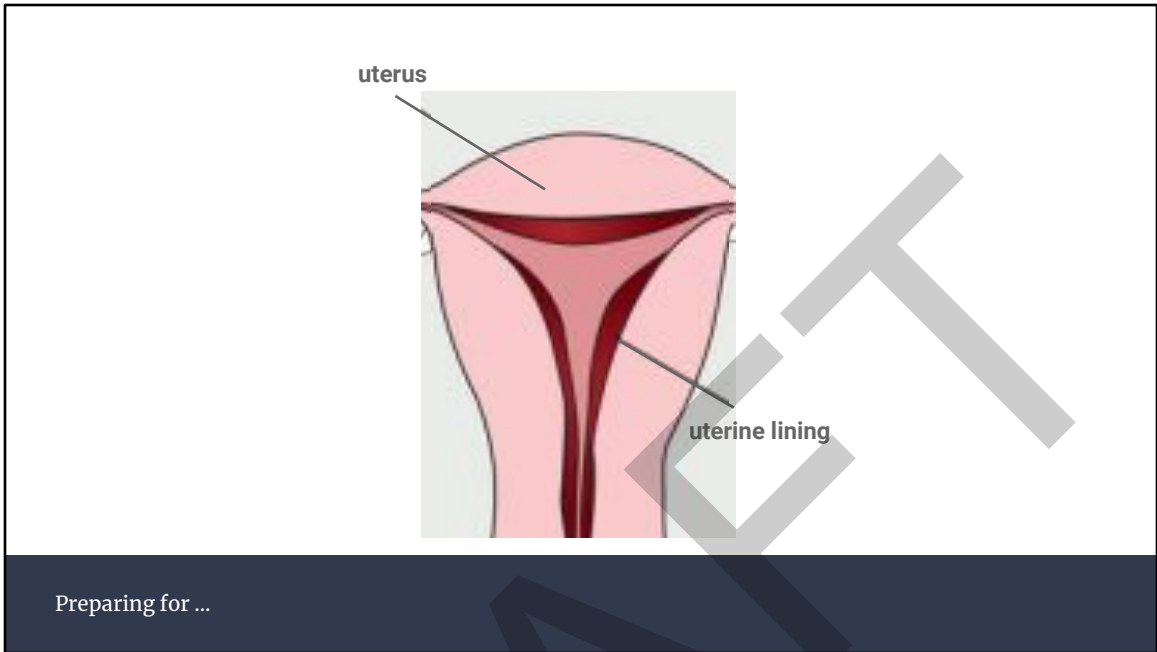
Sperm travels up through the vagina, through the cervix, and into the fallopian tubes, where, if ovulation has occurred, they would find an egg. This is where 1 lucky sperm would be able to join up with the egg.

Click:

This is called **fertilization**.

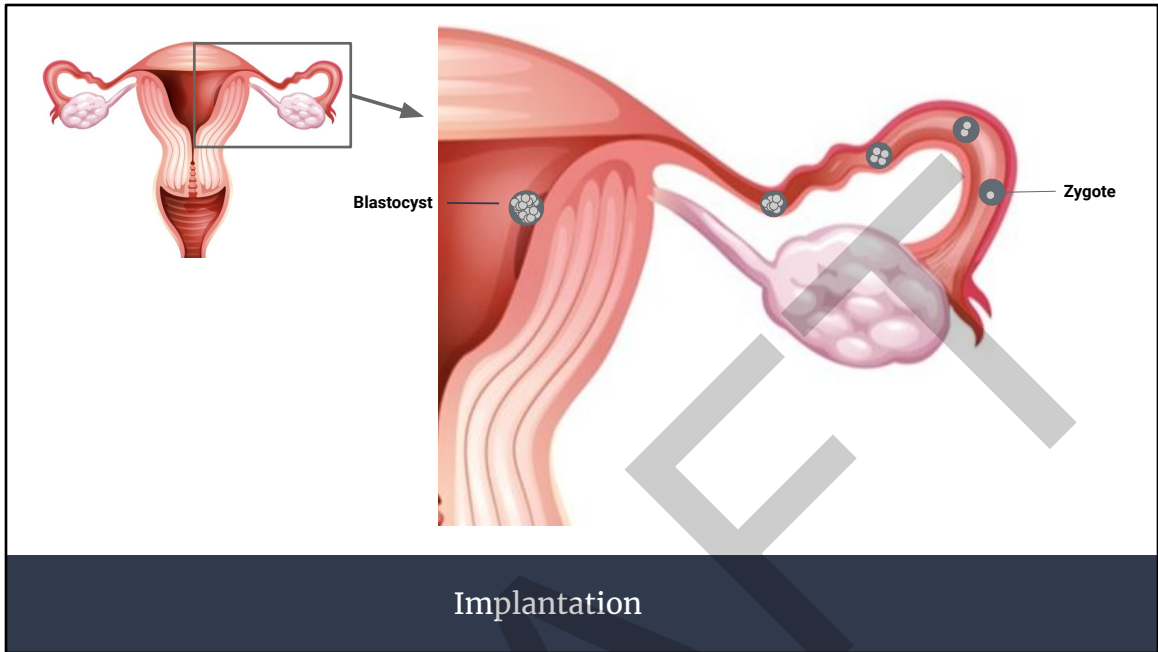
Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Meanwhile, (**click**) the lining of the uterus is building up with the nutrients and cushioning that is needed to support the growth and development of a baby.

Image: <https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>



The joining of an egg cell and sperm cell forms a **zygote**.

Click:

Then the zygote travels down the fallopian tube.

Once it reaches the uterus, it becomes (**click**) a **blastocyst**. The blastocyst then burrows into the uterine lining — a process called (**click**) **implantation**.

Implantation happens about 8-9 days after fertilization and is the official start of a pregnancy.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



9-10 Months (40 weeks)

- **1st Trimester** includes the first three months (0-13 weeks).
- **2nd Trimester** includes months 4-6 (weeks 13-26).
- **3rd Trimester** includes months 7-9 (weeks 26-40).

Stages of Fetal Development - ACTIVITY

Activity Instructions:

Preparation:* Print the **Fetal Development cards onto separate sheets of paper. (Consider laminating the pages.)

1. **Explain** that a pregnancy takes approximately nine months, and that it is divided into three stages, called trimesters.
 - Trimester one includes the first three months (0-13 weeks).
 - Trimester two includes months 4-6 (weeks 13-26).
 - Trimester three includes months 7-9 (weeks 26-40).
2. **Give out just the images** to the students, and have them work together to match the image with the correct trimester heading. With a large class, you could print out multiple sets of images and give one set to each group to arrange.
3. **Hand out the description cards** and ask the students to place each card in the correct trimester.

See *Introduction to Fetal Development Teacher Resource* for answer key.

Image:

https://www.freepik.com/free-vector/stages-human-embryonic-development_4279318.htm#query=embryo&position=25&from_view=search

[Abstract vector created by macrovector - www.freepik.com](https://www.freepik.com/vectors/abstract)

DRAFT

Exploring Fetal Development

Group Project

Exploring Fetal Development

Role	Name(s)
Leader	
Reader	
Recorder	
Presenter	

1. The leader makes sure recorder, or presenter, role.
2. The reader will read out.
3. The recorder will write down.
4. The recorder will place research.
5. As a group, research if have been assigned.
6. Answer the questions b recorder will write down.
7. Work together to help if presentation includes it.
8. The presenter will pres turn.

Our group is researching:

- First Trimester (months 1-3)
- Second Trimester (months 4-6)
- Third Trimester (months 7-9)

This is a group research project. Together your group must learn about one of the stages of fetal development. Research the stage you have been assigned. Everyone must share in the research.

Answer the following questions using complete sentences.

1. What is the developing baby called during this part of the pregnancy?
2. How big is the developing baby during this trimester?
3. What are the major changes the developing baby undergoes during this trimester?
4. What are the changes the mother experiences during this trimester?

Students research the stages of fetal development and share their findings with the class. You can have research material already prepared, or let groups do their own research, depending on the skills of the class.

****Be aware that internet searches for fetal development may bring up pro-life and pro-choice websites. Be prepared to use your Responding to Challenging Questions skills by responding to the facts and refraining from voicing your personal opinions.****

1. Divide students into groups of 4.
2. Explain that each group will be given a stage of fetal development to research, and will be asked to report back to the class on their findings. There may be more than one group researching each stage.
3. Ask students to choose a role within the group: leader, reader, recorder, or presenter. In groups of more than four students, there can be two of any role.
4. Give each group a copy of the **Exploring Fetal Development Handout**, and explain that the leader of each group needs to help the group follow the tasks in order.
5. Allow groups to research the stage of fetal development they have been assigned. Research can be done using research materials from your school library or the Internet.

6. Ask the presenter of each group to present the group's findings. This should be done in order, so that students who have researched trimester one present first, trimester two present second and trimester three present third.

DRAFT

Pregnancy

Wrap Up

1. What is one thing you learned about human reproduction and fetal development?
2. Why do you think it is important for all people to know and understand about the menstrual cycle?
3. Why is it important for a fetus to spend as much of the nine months as possible inside the uterus?

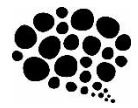
Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



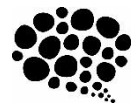
Debrief this lesson by asking the students to answer the questions either individually or in small groups. Ask for volunteers to share.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

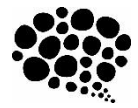


First

Trimester

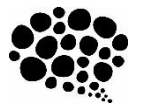


Second Trimester

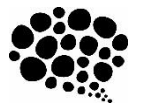


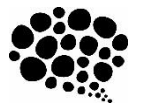
Third

Trimester



DRYFFET







**Baby called an
embryo, is about
6 mm long.**



Arm and leg buds starting to grow. Baby is about 2.5 cm long.



**Baby called a
fetus. Eyes, ears,
nose are formed.
Baby sucks their
thumb.**

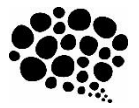


**Baby has
fingernails and
toenails.**

**Baby can hear
sounds.**



**Baby will kick,
twist and turn in
uterus. Baby
about 25 cm
long.**



**Baby can hiccup,
and open and
close eyes.
Weighs about
1 kg.**



**Baby has
eyelashes and
eyebrows. Kicks
can be seen by
others.**



**Baby is building
layers of fat to
stay warm after
birth. About
46 cm long.**



**Baby's skin is
pinker and less
wrinkled. Baby
weighs about
3-4 kg.**

Exploring Fetal Development

Role	Name(s)
Leader	
Reader	
Recorder	
Presenter	

1. The **leader** makes sure all group members are assigned a job: leader, reader, recorder, or presenter. In groups of more than four students, there can be two of any role.
2. The **reader** will read out loud the instructions and questions.
3. The **recorder** will write everyone's names in the correct spot on the handout.
4. The **recorder** will place a checkmark beside the trimester your group is assigned to research.
5. As a **group**, research the development that takes place during the trimester you have been assigned.
6. Answer the questions below together. The **reader** will read each question, and the **recorder** will write down everyone's ideas.
7. Work together to help the **presenter** practice their presentation to the class. The presentation includes your group's answers to each question.
8. The **presenter** will present your group's findings to the class when it is your group's turn.

Our group is researching:

- First Trimester (months 1-3)
- Second Trimester (months 4-6)
- Third Trimester (months 7-9)




This is a group research project. Together your group must learn about one of the stages of fetal development. Research the stage you have been assigned. Everyone must share in the research.

Answer the following questions using complete sentences.

1. What is the developing baby called during this part of the pregnancy?
2. How big is the developing baby during this trimester?
3. What are the major changes the developing baby undergoes during this trimester?
4. What are the changes the mother experiences during this trimester?

Grade 6 Growing a Baby

Answer Key

Picture	Timeline	Card
First Trimester		
 <p>2 Months</p>	First month	Baby called an embryo, is about 6 mm long.
	Second month	Arm and leg buds are starting to grow. Baby is about 2.5 cm long.
	Third month	Baby called a fetus. Eyes, ears, nose are formed. Baby sucks their thumb.
Second Trimester		
 <p>6 Months</p>	Fourth month	Baby has fingernails and toenails. Baby can taste and hear sounds.
	Fifth month	Baby will kick, twist and turn in uterus. Baby about 25 cm long.
	Sixth month	Baby can hiccup, and open and close eyes. Weighs about 1 kg.
Third Trimester		
 <p>9 Months</p>	Seventh month	Baby has eyelashes and eyebrows. Kicks can be seen by others.
	Eighth month	Baby is building layers of fat to stay warm after birth. About 46 cm long.
	Ninth month	Baby's skin is pinker and less wrinkled. Baby weighs about 3-4 kg.

Sexually Transmitted Infections (STIs) (*aka: STDs*)

What are they and how are they transmitted?

TEKS:

6.23.(C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity;

6.23.(G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs, including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;

NSES:

SH.8.CC.5 Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted

SH.8.CC.6 Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV)

SH.8.CC.7 Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission

Today's Objective

- Define Sexually Transmitted Infection/Disease.
- Describe the types of STIs and how they are transmitted.
- Develop a plan for avoiding infection with STIs.

Definitions...let's break it down

Sexually



sexual contact: genital fluids (vaginal fluids, semen) or skin-to-skin

Transmitted



to transfer, pass, or spread from one person to another

Infection



when a **germ** enters and grows in or on the body; *viruses, bacteria, & parasites*

Disease



when the cells in your body are damaged – as a result of the infection – and signs and symptoms of an illness appear

State: Let's break it down and define each word, starting with **(click) Transmitted**.

Ask for someone to explain what it means to transmit something.

Take a few responses, then **click** to reveal the definition “to transfer, pass, or spread from one person to another”

Click:

Ask: so if we are talking about something that is passed from one person to another **Sexually**, what are we talking about?

Take a few responses then **click** to reveal the explanation and Remind students about the discussion in Lesson 6 about how we defined sexual contact as various things, but in this case we are talking about anything that exchanges genital fluids (meaning vaginal fluids and semen) or anything that involves direct skin-to-skin contact.

Summarize: So we are talking about something that is passed from one person to another by way of sexual contact.

Ask: (click) What is an Infection?

Take a few responses then **click** to reveal the definition of “when a germ enters and

grows in or on the body". Note that for sexually transmitted infections we are mostly talking about bacteria, viruses, and parasites.

Ask: Why do we sometimes hear it called "Sexually Transmitted *Disease*" and other times "Sexually Transmitted *Infections*"?

Click: What is the difference between infection and disease?

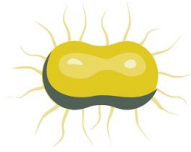
Take a few responses then **click** and explain. Infection is the first step - when it enters and grows in the body. Disease occurs when the cells in your body are damaged — as a result of the infection — and signs and symptoms of an illness appear.

Summarize:

So, germs that are passed from one person to another by sexual contact are the infections that can cause disease. Now let's look at the details of those infections, how they are transmitted and what kind of disease they may cause.



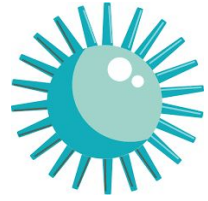
Chlamydia



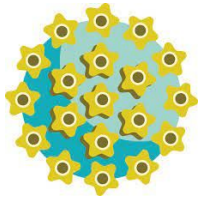
Gonorrhea



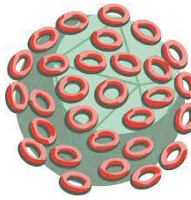
Syphilis



Herpes



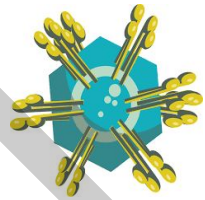
HPV



HIV



Trichomoniasis



Hepatitis B

Sexually Transmitted Infections

Ask students which STI/STDs they've heard of.

Explain that we are going to spend some time looking at 8 different infections: **Click** to reveal each

1. Chlamydia
2. Gonorrhea
3. Syphilis
4. Herpes
5. HPV
6. HIV
7. Trichomoniasis
8. Hepatitis B

Review the following about sexually transmitted infections:

Some STIs can be cured and some STIs cannot be cured. For those STIs that cannot be cured, there are medicines to manage the symptoms.

Nearly 20 million people in the United States get an STI each year. These infections affect people of all backgrounds and economic levels. But **half of all new infections are among young people 15 to 24 years old.**

Resources:

<https://teachingsexualhealth.ca/teachers/resource/stis/>

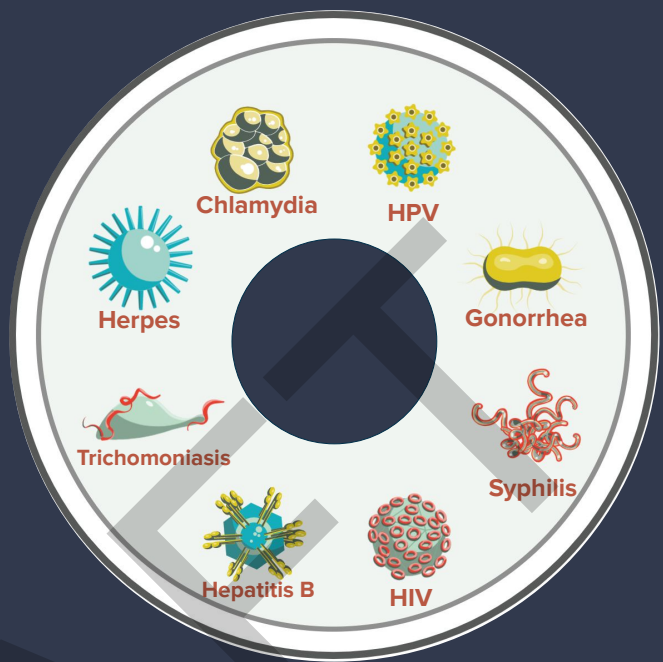
<https://www.womenshealth.gov/a-z-topics/sexually-transmitted-infections>

<https://www.mayoclinic.org/diseases-conditions/infectious-diseases/in-depth/germs/art-20045289#:~:text=Infection%2C%20often%20the%20first%20step,symptoms%20of%20an%20illness%20appear>

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STI Information Stations

Let's look at some of the details



Set up 5 stations (see poster example):

1. Type of Infection (Bacteria, Virus, Other)
2. Vaccine
3. Transmission
4. Curable
5. Symptoms

Station Activity Instructions

- Distribute the **Sexually Transmitted Infections Handout**
- Break class into 5 groups, one for each station.
- Give students 5 minutes to discuss and list the STIs in the appropriate categories for their respective stations.
- Then ask groups to rotate through the stations to review and make any comments or changes as necessary.
- Once all stations have been visited by all groups, ask the students to return to their seats and review.

Prevention

100% effective?

Abstinence

Exchange of body fluids:

- vaginal fluid
- semen
- blood

Skin-to-skin sexual contact

Reducing the risk

- Delay the age of first sexual contact.
- Limit the number of sexual partners.
- Use condoms.
- Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.
- Get tested for STIs.

Ask: What is the only 100% effective way to preventing becoming infected with a sexually transmitted infection?

Take a few responses then **click** to reveal **Abstinence**.

Ask: Thinking about how these different germs are transmitted, what would someone need to abstain from in order to prevent infection?

Click

Explain that a fluid that carries the germ must find its way into the body of another person if transmission is going to take place. That means that getting someone else's blood, for example, on your healthy skin is not going to result in a transmission of germs. The skin is able to keep that infection out.

Similarly, skin-to-skin contact means coming in direct contact with skin that is infected with a germ. STI germs don't live on the hands, for example. So something like holding hands is considered safe. STIs can live on the mouth, like herpes, and the genital areas - the vulva, inside the vagina, or on or around the penis.

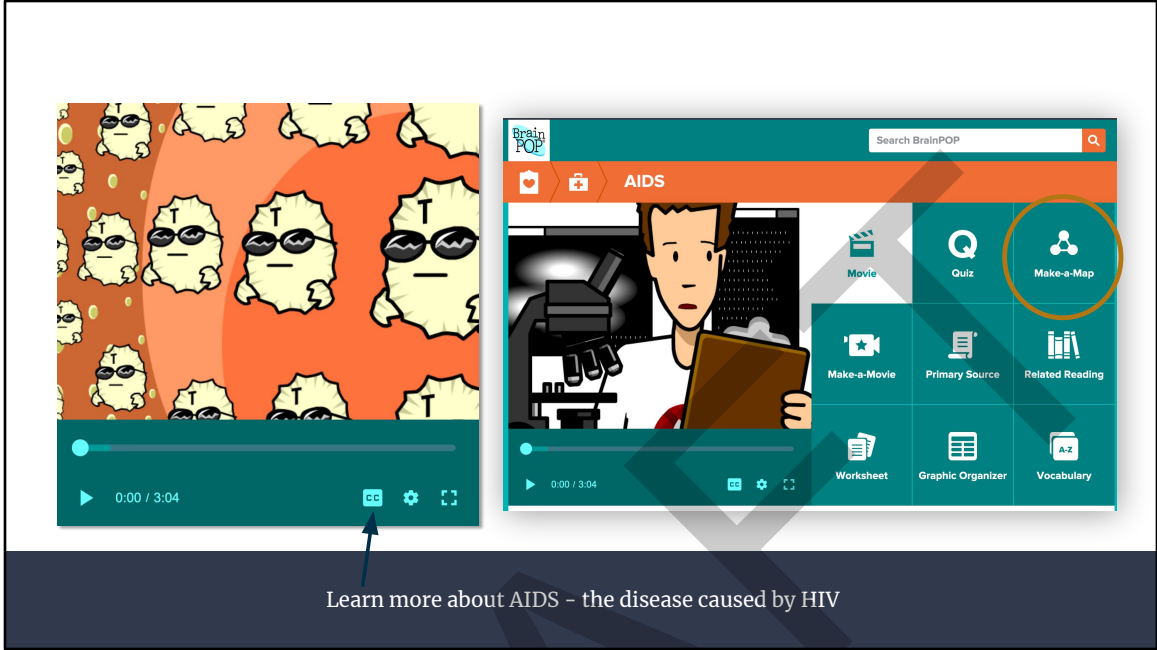
Click

Ask: What about when someone decides to become sexually active? What can they do to reduce the risk of becoming infected with an STI?

Take a few responses then *click* to reveal and discuss the concepts.

- **Delay the age of first sexual contact.** Waiting to have sex til a person is older makes it more likely that they will have fewer lifetime partners. It also helps to ensure that the reproductive system is fully developed and healthy.
- **Limit the number of sexual partners.** Fewer partners means fewer possible exposures.
- **Use condoms.** A condom is a barrier, usually made of latex, that is put on a penis before engaging in sexual contact. This decreases the possibility of fluid exchange and covers the skin to reduce the skin-to-skin contact during sex.
- **Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.**
- **Get tested for STIs.** Getting tested won't prevent a person from getting it, but it can prevent a person from spreading it to someone else. And since most STIs can have no symptoms at all, the only way to know for sure if someone has an STI is to get tested.

**Note to teachers: Comparing these steps to the ways we have worked to prevent the spread of COVID could be a good way to help students understand the concepts.*



Optional: Students watch the video on AIDS then create a mind map to organize the information.

Screenshots from BrainPop website

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Sexually Transmitted Infections

3-2-1 Wrap Up

- What are 3 things you learned today about sexually transmitted infections?
- What are 2 ways someone can reduce the risk of getting an STI?
- What is the 1 way to completely prevent becoming infected with an STI?

Reminder:




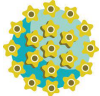
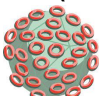



Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the 3-2-1 questions either individually or in small groups. Ask for volunteers to share their responses.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Sexually Transmitted Infections (STIs) Handout

Infection	Type	How Common	Symptoms	Treatment	Transmission	Vaccine
Chlamydia 	Bacteria	Very common	Often none; discharge; burning when urinating; painful sex	Antibiotic	Genital fluids	No
Gonorrhea 	Bacteria	Very common	Often none; discharge from penis; pain in tummy/pelvis; burning when urinating	Antibiotic	Genital fluids	No
Herpes 	Virus	Very common	Often none; pain, itching, blisters	Can treat symptoms	Skin-to-skin; genital fluids	No
Human Papillomavirus (HPV) 	Virus	Very common	Often none; warts	Can treat symptoms*	Skin-to-skin	Yes
Human Immunodeficiency Virus (HIV) 	Virus	Less common	Often none; flu-like symptoms early in infection	Antiretroviral therapy (ART) [°]	Blood, genital fluids, breast milk	No
Trichomoniasis 	Parasite	Very common	Often none; foul-smelling discharge; genital itching; painful urination	Antibiotic	Genital fluids	No
Syphilis 	Bacteria	Less common	Often none; small painless sore; rash; flu-like symptoms	Antibiotic	Blood, genital fluids, direct contact	No
Hepatitis B 	Virus	Less common	Often none; fatigue; stomach pain; jaundice	Depends on severity*	Blood, genital fluids	Yes

*While there is no specific cure for HPV or HepB, both of these viruses are often cleared by the immune system without treatment. Long term symptoms or complications can arise.

[°]There is no cure for HIV, but ART can lower the amount of the virus in the body, making it less likely to transmit the virus to someone else.

Type of Infection

Bacteria	Virus	Other

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TEACHER RESOURCE

Type of Infection

Bacteria	Virus	Other
Chlamydia Gonorrhea Syphilis	Hep B HIV Herpes HPV	Trichomoniasis

Curable

Treatable, not curable

Can go away on its own

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TEACHER RESOURCE

Curable	Treatable, not curable	Can go away on its own
Chlamydia Gonorrhea Syphilis Trichomoniasis	HIV Herpes	Hep B HPV

Has a Vaccine

No Vaccine

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TEACHER RESOURCE

Has a Vaccine	No Vaccine
Hep B HPV	Chlamydia Gonorrhea Syphilis Herpes HIV Trichomoniasis

Transmission

Fluids (which ones)	Direct Contact

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TEACHER RESOURCE

Transmission

Fluids (which ones)	Direct Contact
Chlamydia - genital fluids Gonorrhea - genital fluids Herpes - genital fluids Syphilis - blood, genital fluids HIV - blood, genital fluids, breast milk Trich - genital fluids Hep B - blood, genital fluids	HPV Herpes Syphilis

Always has symptoms	Often has no symptoms

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TEACHER RESOURCE

Always has symptoms	Often has no symptoms
<p data-bbox="116 403 211 436">None!</p>	<p data-bbox="818 403 993 436">All of them!</p>

Goals, Boundaries, and Healthy Relationships

What do I want in life and how do boundaries help get me there?

TEKS:

- 6.21.(E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
- 6.21.(F) identify communication and refusal skills and how they can be applied in dating/romantic relationships; and
- 6.21.(G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing.
- 6.23.(B) identify life goals that one wishes to achieve prior to becoming a parent;

NSES:

- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others

TODAY'S OBJECTIVE

- Explain how setting and achieving goals can increase a healthy sense of self
- Define personal boundaries
- Describe how respecting the boundaries of others promotes healthy relationships

What is a “Sense of Self”?

an individual’s feeling of
identity, uniqueness, and
self-direction.



Ask if anyone can explain what the phrase “sense of self” means.
Take a few responses then **click** to reveal the definition: an individual’s feeling of
identity, uniqueness, and self-direction.

Healthy Sense of Self

Identify your emotions.

See yourself honestly.

Recognize your strengths and weaknesses.

Work toward growth.

Having a healthy sense of self means being able to: (**Click** to reveal and discuss each of the concepts)

Identify your emotions. Learning the difference between frustration and anger, for example, can help people navigate their emotions. By recognizing the link between feelings, thoughts, and actions, we can then address the feelings and react appropriately.

See yourself honestly. Take in compliments, feedback, and criticism openly and earnestly. This helps us to see and acknowledge both the positive and negative things in our nature.

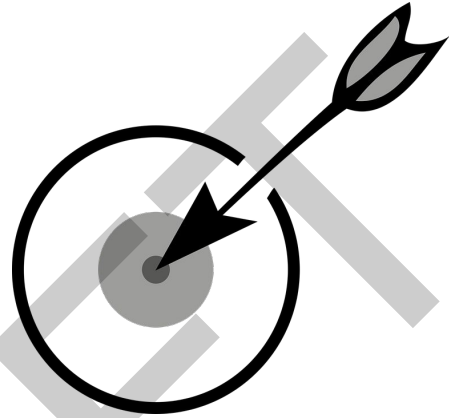
Recognize your strengths and weaknesses. Both acknowledging our shortcomings and embracing our strengths is a great confidence booster. Knowing that it's okay to admit when we're wrong or don't understand something sets us up for growth.

Work toward growth. All of these skills lead us to self-efficacy, which is the feeling that we CAN achieve the things we want to achieve.

What are the things we want to achieve?

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Goals and Dreams



Ask students to name some goals they have for their lives. If students are struggling to come up with personal goals, encourage them to maybe list goals SOME PEOPLE may have, even if not them.

Barriers to Reaching Our Goals

Unintended Pregnancy	Sexually Transmitted Infection

Abstinence is the most effective way to prevent unintended pregnancy or sexually transmitted infections.

Create a T-Chart with **Unintended Pregnancy** on one side and **Sexually Transmitted Infections** on the other.

Ask students to think about the last two lessons where you talked about pregnancy and STIs.

Ask: How might having a baby before being ready make it harder for a person to reach their goals?

How might becoming infected with a sexually transmitted infection impact a person's life in pursuit of their goals?

Make a list of the things students come up with and discuss.

Some responses might include:

Unintended Pregnancy

having a baby could make it harder to focus on studies in order to do well/finish school

the cost of raising a child, like diapers, childcare, healthcare, etc.

not having time to spend with friends/missing out on social events

added stress of being responsible for another human

Sexually Transmitted Infections

having a life-long medical issue

cost of treatment

added stress of worrying about passing on the infection to a partner

Remind students that **Abstinence** is the most effective way to prevent unintended pregnancy or sexually transmitted infections.

State that setting **boundaries about abstinence** can help us avoid the unintended consequences of sexual activity and therefore help us reach our goals.

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Setting Boundaries Helps Us Reach Our Goals

Personal Boundaries are the limits or rules we set for ourselves in terms of our level of comfort around others.

- Physical contact
- Verbal interactions
- Personal space

Ask: Who has heard the term “personal boundary”? Several students probably have, as this is covered in SEL/Counseling lessons in elementary school.

Then ask for a volunteer to give a definition of what a boundary is.

Take a few responses then **click** to reveal the definition: *Personal boundaries are the limits and rules we set for ourselves in terms of our level of comfort around others.*

These boundaries may have to do with:

physical contact: like not feeling comfortable hugging a person you’ve just met

verbal interactions: like not wanting a friend or family member to speak down to you

your own personal space: like choosing to not have others in your room when you aren’t there

Boundaries Scenarios

- Physical contact
- Verbal interactions
- Personal space

Divide the class into small groups or no more than 3-4 students each.

Give each group one of the three scenarios to read, discuss, and respond, as a group, to the questions about how the characters handled the situation.

Remind the groups to keep the 3 types of boundaries in mind as they discuss the scenarios.

See **Boundaries Scenarios** Handout.

After about 10 minutes of small group discussion, read aloud and discuss each scenario.

Boundaries and Healthy Relationships

Unselfish

Kind

Respectful

Honest

Patient

Trustworthy

Communicates well

Likes the same things



Ask the class to think back to the very first lesson in this unit on human sexuality. Ask for volunteers to remind the class about characteristics of healthy relationships. Take a few responses then **click** to reveal the list that was used in Lesson 1.

Ask: Which of these characteristics were missing in the scenarios?

Discuss how setting and respecting boundaries is a part of building and maintaining healthy relationships.

Image:

Couple illustration vector created by freepik - www.freepik.com

Goals, Boundaries, and Healthy Relationships

Wrap Up

1. What are two things you learned about boundaries and relationships?
2. How can having a healthy sense of self support setting and respecting boundaries?
3. What boundaries are important to you in order to help you reach your goals?

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Human Sexuality and Responsibility

Wrap Up

DRAFT

The Changes in Our Bodies and Brains

1. Healthy Relationships
2. Unhealthy Relationships and Abuse
3. Trafficking and Exploitation
4. Reproductive Anatomy
5. Sex, Abstinence, and Making Healthy Decisions
6. *Puberty, Adolescent Development, and the Brain*
7. Pregnancy
8. Sexually Transmitted Infections
9. Setting Goals, Boundaries, and Healthy Relationships

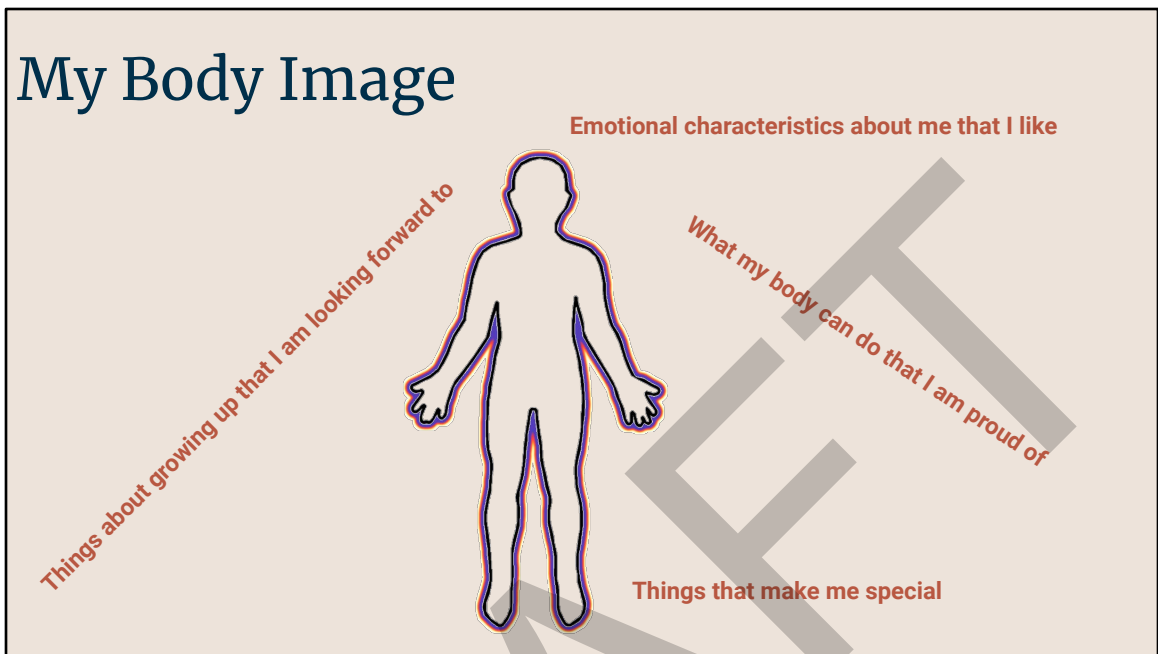
Ask students to recall all the topics you talked about over the course of this unit on human sexuality and responsibility.

Click

Point out that while “puberty” was only the title of one lesson, that all of the lessons were related to the development of adolescent bodies and brains.

Ask students to share what some of those changes were. Write them up on the board. Make a list of physical and emotional changes.

My Body Image



Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about our body and sometimes our sense of self overall. Thinking about things that you like about your body, what you can do with your body, and things that you like about yourself in general can help you feel better about going through puberty.

Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner's silhouette on the paper with a marker. If this isn't feasible, use the **My Body Image Worksheet** instead.

Click

Ask students to use markers to draw or write positive characteristics they have. Explain that these can be both physical and emotional characteristics that they are proud of or that make them feel good. Students can also include things they can do with their bodies that they are proud of. Encourage students to include characteristics related to puberty and growing up that they might be looking forward to, but be sure to let them know that they don't have to include anything that they are uncomfortable with or that feels private.

Put up the drawings in a "My Body Image" gallery and invite students to briefly

present why they are special and what they are proud of.

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Conclude that bodily and emotional changes are a natural part of puberty. These changes are representations of our growth toward becoming adults. Feeling proud about these changes can help us appreciate our bodies, feel confident, and celebrate our uniqueness. It's important to respect and appreciate all body types.

Image: Success vector created by pikisuperstar - www.freepik.com

Boundaries Scenarios

Read the scenario and respond to the questions about how the characters handled the situation.

Amy and Jesse are one of the first couples in 7th grade. Amy loves that everyone knows they're a couple, and always holds Jesse's hand in the hallway or puts her arm around Jesse. Jesse really likes Amy, but has never been a really physical person and doesn't like the public touching. The next time Amy sees Jesse at school, she wraps her arm around Jesse's waist, gives a gentle squeeze and says, "Hi!" Jesse, embarrassed, says, "You don't have to do that every time we see each other." Amy pulls back immediately, says "fine" and walks away.

→ How do you think Jesse handled this? What could/should Jesse have done differently?

→ How do you think Amy handled this? What could/should Amy have done differently?

Boundaries Scenarios

Read the scenario and respond to the questions about how the characters handled the situation.

Max and Julia spend a lot of time together now that they're a couple. When they find some private time alone, they like to kiss a lot. Max really wants to do something more, and so the next time they're alone together, he tries to pull Julia's shirt up and reach for one of her breasts. She pulls it back down and says, "No," but keeps kissing Max. He tries again, and she says, "Max, no." Max remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so he tries again. Julia pushes him off, stops kissing him, and says, "I'm going home" and leaves.

→ How do you think Max handled this? What could/should Max have done differently?

→ How do you think Julia handled this? What could/should Julia have done differently?

Boundaries Scenarios

Read the scenario and respond to the questions about how the characters handled the situation.

Tarrin and Robin have been dating for three months. Tarrin has started texting Robin constantly to see where they are and who they're with. Robin thinks it's annoying, but doesn't know how to ask Tarrin to chill out. Then Tarrin starts cruising Robin's social media page a lot and asks what the deal is when someone posts on Robin's page. Tarrin suggests that it would feel more comfortable if they had the password to Robin's social account, just so he can make sure none of the people posting on Robin's wall are flirting. Robin does not feel comfortable with this and just ignores the request.

→ How do you think Tarrin handled this? What could/should Tarrin have done differently?

→ How do you think Robin handled this? What could/should Robin have done differently?


What my body can do that I am proud of	Emotional characteristics about me that I like
	
Things that make me special	Things about growing up that I am looking forward to

Image: Wellness icons created by Becris - Flaticon

Human Sexuality and Responsibility

What does all of this mean and why is it important?

Click

In this first lesson of the Human Sexuality and Responsibility unit, we are going to start by defining Human Sexuality and discussing the importance of it.

TEKS:

7-8.20.(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;

7-8.20.(B) explain how friendships provide a foundation for healthy dating/romantic relationships;

7-8.20.(C) describe healthy ways to express friendship, affection, and love;

7-8.20.(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;

7-8.20.(F) describe behaviors in dating/romantic relationships that enhance dignity and respect;

Today's Objectives

- Determine class guidelines for respectful discussions
- Define human sexuality.
- Analyze messages about sexuality

Review the objectives

Talking about sex and sexuality can feel...



Talking about sex and sexuality can feel...

Sex and sexuality are not topics that we usually discuss freely in our schools and communities. Because of that, how might it feel to ask you to talk about it now? Take a few responses then **click** to reveal the image.

Talk about how it can feel awkward or uncomfortable, exciting or silly, or any other kind of feeling. However, it's really important to be able to learn about these topics because they are a part of every human being.

Image:

https://www.freepik.com/free-vector/emoji-emoticons-set-face-expression-feelings-collection_2610009.htm#query=feelings&position=3&from_view=search

Icon vector created by rawpixel.com - www.freepik.com

Class Guidelines

Existing Rules

What do we want to add?

In order to help everyone feel as comfortable as possible with these discussions, we need to look at our class guidelines.

We already have **click** existing class rules. What are some of the expectations that are already in place?

Take a few responses and note that these expectations are absolutely still in place!

Click

Then ask the students to think about anything that they might want to add.

****Teacher note: it's best to come up with a unique, student-driven list of guidelines for this unit. This will help with buy-in and therefore classroom management. These guidelines should be posted for each class for each lesson.****

Be sure the following are represented in some way:

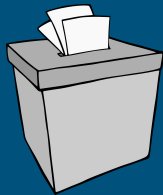
- **Treat the subject seriously.** This subject can sometimes make us feel nervous or embarrassed and that could make us giggle or laugh. It's okay to feel that way, as long as it isn't disrupting the class or being used to make fun of someone.
- **Use the correct terms for body parts and functions.** We will learn the correct terms and practice saying them.

- **Get the facts straight.** There are a lot of myths and misunderstandings out there about human sexuality. It's important to avoid spreading those and learn the facts.
- **Respect other people and their ideas.** No making fun of or laughing at others, or putting other people down. Avoid gossiping by not repeating what other people have said or shared. It is fine to talk about what you learn with your parents and other trusted adults.
- **Avoid personal questions and stories.** I will not ask you to share personal things, and I will not answer personal questions about myself. It's important NOT to tell personal stories or use people's names when asking questions. Instead of using someone's name, say "someone I know."
- **Right to Pass.** Some topics can be challenging to talk about and may bring up strong and uncomfortable feelings. If you are uncomfortable sharing, then everyone has the right to pass.
- **Confidentiality.** Don't share what others say in this class. As an adult, the teacher may need to break this rule if they hear that someone is being hurt, thinking of hurting themselves, or hurting another person.
- **Protect the space by encouraging your peers to follow these guidelines.** That way everyone can feel comfortable learning this information.
- **Ask questions; questions are good.** If you have a question, there are probably other students who have it too.

Transition by saying something like: Speaking of questions....

Questions Box

Have a question about something?



Write it down on a piece of paper/sticky/index card/etc. and place it into the box.

We will ANONYMOUSLY answer any questions at the end or the beginning of the next lesson.

Who are your trusted adults?

For any questions that you may have that you don't want to say out loud, we will be using an anonymous question box.

Explain the process for putting questions in the box and that you will respond to all questions either at the end of the current lesson or at the beginning of the next one.

If you have a personal question or concern, you can always go to a trusted adult such as your mom, dad, another family member, teacher, counselor, or an adult friend.

Click and ask students to THINK about who the trusted adults are in their life that they can go to for personal questions. Ask if anyone wants to share.

WORD SPLASH: Human Sexuality

pregnancy

boundaries

puberty

relationships

health

anatomy

safety

reproduction

Word Splash: Human Sexuality

Ask students to look at the word splash and consider what topic might be considered a part of “human sexuality”.

Ask students to write their answers and reveal them on whiteboards.

Click to reveal topics on the slide

Lessons in this Unit

1. Introduction and Healthy Relationships
2. Unhealthy Relationships and Abuse
3. Trafficking and Exploitation
4. Communication and Boundaries
5. Reproductive Anatomy and Adolescent Development
6. Pregnancy and Abstinence
7. Consequences of Sexual Activity
8. Digital Communication
9. Putting It All Together

Click for each lesson title and discuss

Messages about Human Sexuality



Adults

Peers

Media

Let's talk about some of the messages we hear about these topics.

(Click)

What are some things that **adults** say about these topics?

(Click)

What are some things that your **peers** say about these topics?

(Click)

What are some things you hear in the **media** about these topics?

****Teacher note: This can be done as a large group discussion, in 3 groups where each group is assigned a category, or as a think-pair-share. Make a list of each and discuss the differences and similarities.****

Image: <https://pixabay.com/photos/social-media-communication-network-6557345/>

Human Sexuality & Responsibility

What are some things you are expecting to learn in this unit?

Why do you think it is important to learn about these topics?

Before moving to the next topic (Healthy Relationships), ask students to answer the two questions on the slide. This can be done independently, in a student journal, or in pairs. Ask for volunteers to share with the group.

Healthy Relationships

Who do we have relationships with and how do we keep them healthy?

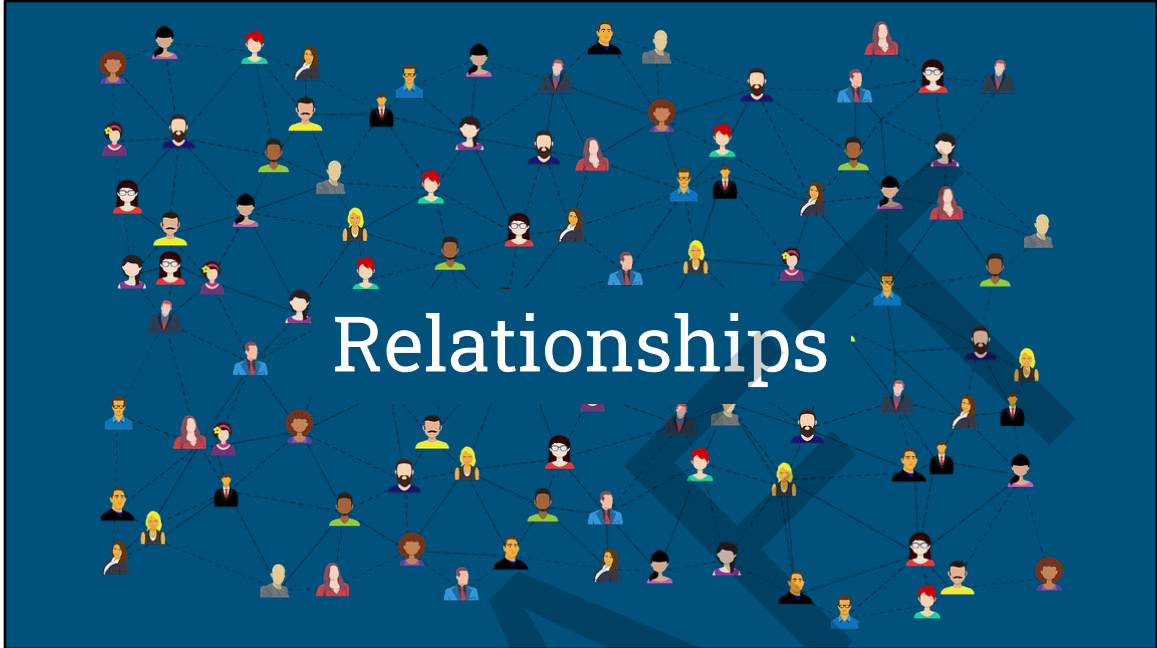
TEKS:

- 7-8.20.(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;
- 7-8.20.(B) explain how friendships provide a foundation for healthy dating/romantic relationships;
- 7-8.20.(C) describe healthy ways to express friendship, affection, and love;
- 7-8.20.(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;
- 7-8.20.(F) describe behaviors in dating/romantic relationships that enhance dignity and respect; and

Lesson Objectives

- Compare and contrast different types of relationships
- Examine qualities of healthy relationships

DRAFT



Ask students to think about the word RELATIONSHIP

Direct students to individually write out a definition of “relationship” in their own words.

After a few minutes to write, ask students to discuss definition they wrote with a partner of their choice.

Ask for volunteers to share what they came up with and as a whole group, work to develop of common definition of relationship. Once complete, review the definitions on the next slide and compare what the class came up with to the dictionary definitions.

Images:

<https://pixabay.com/vectors/social-media-connections-networking-3846597/>

Defining Relationship

- The state of being related or interrelated (Merriam-Webster)
- A connection, association, or involvement; connection between persons by blood or marriage; an emotional or other connection between people (Dictionary.com)
- The way in which things are connected or the way they behave toward each other (Cambridge)

Click to reveal each definition and compare with what the class came up with.

dating/romantic

friendship

Types of Relationships

marriage

family

acquaintance

Working with a partner, have students create a list of different types of relationships. After about 3 minutes, ask for each pair of students to report out one type of relationship from their list. Go around the room until everyone has had a chance to list something, without repeating what a previous pair stated.

Then **click** to reveal some examples on the slide. Note how in each example, there are even different types. For example, in a family you have a different kind of relationship with your parents than with your siblings, than with your cousins, etc.

Characteristics of Healthy Relationships

Equality

Honesty

Respect

Comfort

Independence

Trust

Kindness

Taking Responsibility

Healthy Conflict

Fun

Regardless of the type of relationship, all HEALTHY relationships share similar qualities or characteristics.

Ask students to list what they think of as characteristics of healthy relationships.

Click to reveal the list and discuss any that the students didn't list.

Ask students to point out ways in which these characteristics apply specifically to romantic relationships.

See the **10 Signs of a Healthy Relationship** for talking points.

Summarize by saying something like: Healthy relationships bring out the best in you and make you feel good about yourself. A healthy relationship does not mean a "perfect" relationship, and no one is healthy 100% of the time, but these are characteristics that you should strive for in all of your relationships.

Compare and Contrast

Infatuation vs. Love

Friendship vs. Dating

Dating vs. Long-Term (like Marriage)

To dig in a little more to what relationships look like, let's compare and contrast some different types or stages of relationships.

Activity setup:

Create 6 T-charts, 2 of each:

Infatuation vs. Love

Friendship vs. Dating

Dating vs. Long-Term (like marriage)

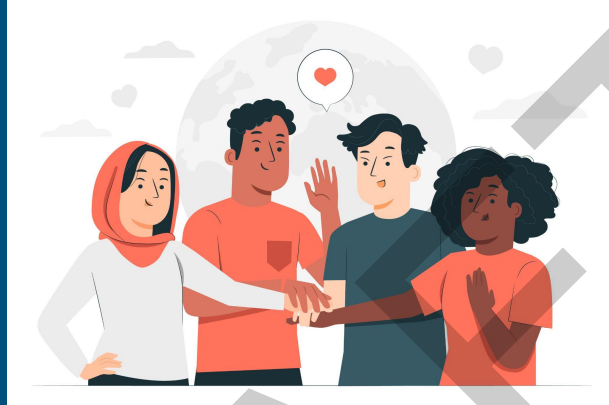
Divide the class in half, then divide each half into 3 groups (making 6 groups with about 4-5 students each)

For each half, students will be working in their small groups on one of the three T-charts.

List feelings, behaviors, expectations and other characteristics of the concepts on the chart. How are they the same? How are they different?

Give students about 10 minutes to discuss and write, then report out and discuss.

Dignity and Respect



Regardless of the stage of relationship we are in, all people deserve to be treated with dignity and respect. In other words, all people have the right to be recognized for their inherent humanity and treated ethically.

Relationships can be complicated, especially when you are new at navigating them. Friendships and loves will likely come and go, in and out of our lives, as we grow and change; and that is ok. Navigating relationships in a respectful way helps us to build stronger bonds with the people around us.

Healthy Relationships

Wrap Up

1. What is one thing you learned about healthy relationships?
2. What are 2 ways show affection in a friendship? How might that be different in a dating/romantic relationship?
3. How can friendship provide a solid foundation for dating/romantic relationships?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



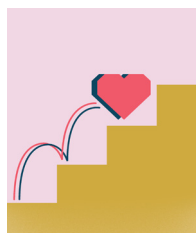
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10 Signs of Healthy Relationship

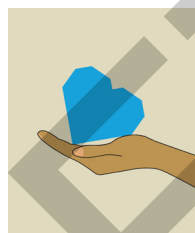
Healthy relationships bring out the best in you and make you feel good about yourself. A healthy relationship does not mean a “perfect” relationship, and no one is healthy 100% of the time, but the signs below are behaviors you should strive for in all of your relationships.

Healthy relationships manifest themselves as healthy communication, but in order to have a healthy relationship, you need to love yourself first. Here are some characteristics and behaviors of a healthy relationship.



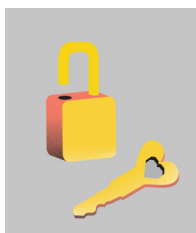
Comfortable Pace

The relationship moves at a speed that feels enjoyable for each person.



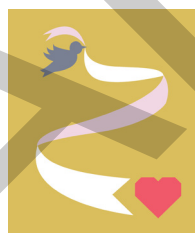
Trust

Confidence that your partner won't do anything to hurt you or ruin the relationship.



Honesty

You can be truthful and candid without fearing how the other person will respond.



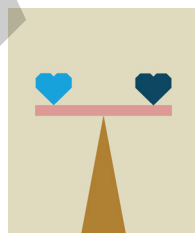
Independence

You have space to be yourself outside of the relationship.



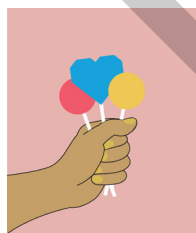
Respect

You value one another's beliefs and opinions, and love one another for who you are as a person.



Equality

The relationship feels balanced and everyone puts the same effort into the success of the relationship.



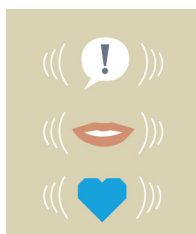
Kindness

You are caring and empathetic to one another, and provide comfort and support.



Taking Responsibility

Owning your own actions and words.



Healthy Conflict

Openly and respectfully discussing issues and confronting disagreements non-judgmentally.



Fun

You enjoy spending time together and bring out the best in each other.



10 Signs of Unhealthy Relationship

While everyone does unhealthy things sometimes, we can all learn to love better by recognizing unhealthy signs and shifting to healthy behaviors. If you are seeing unhealthy signs in your relationship, it's important to not ignore them and understand they can escalate to abuse.

If you think you are in a dangerous situation, trust your gut and get help.



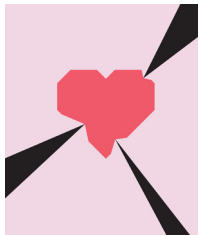
Intensity

When someone expresses very extreme feelings and over-the-top behavior that feels overwhelming.



Possessiveness

When someone is jealous to a point where they try to control who you spend time with and what you do.



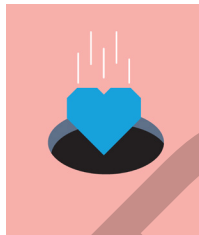
Manipulation

When someone tries to control your decisions, actions or emotions.



Isolation

When someone keeps you away from friends, family, or other people.



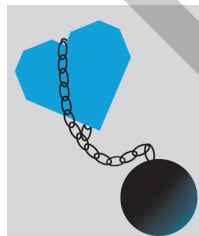
Sabotage

When someone purposely ruins your reputation, achievements, or success.



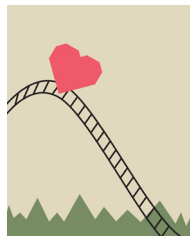
Belittling

When someone does and says things to make you feel bad about yourself.



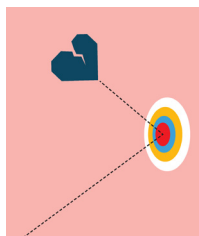
Guilt

When someone makes you feel responsible for their actions or makes you feel like it's your job to keep them happy.



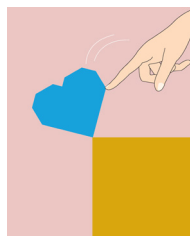
Volatility

When someone has a really strong, unpredictable reaction that makes you feel scared, confused or intimidated.



Deflecting Responsibility

When someone repeatedly makes excuses for their unhealthy behavior.



Betrayal

When someone is disloyal or acts in an intentionally dishonest way.

Unhealthy Relationships and Abuse

What are characteristics of harmful relationships and how do I stay safe?

TEKS:

- 7-8.21.(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
- 7-8.21.(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
- 7-8.21.(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
- 7-8.21.(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;
- 7-8.21.(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others

Today's Objectives

- Define dating violence and the characteristics unhealthy relationships
- Identify types of abuse
- Explore the consequences of abuse
- Describe ways to avoid abusive relationships

Review the lesson objectives

Healthy vs. Unhealthy Romantic Relationships

Healthy

- Comfort
- Trust
- Honesty
- Independence
- Respect
- Equality
- Kindness
- Taking Responsibility
- Healthy Conflict
- Fun

Unhealthy

- Intensity
- Possessiveness
- Manipulation
- Isolation
- Sabotage
- Belittling
- Guilt
- Volatility
- Deflecting Responsibility
- Betrayal

Remind students of previous lesson about the characteristics of healthy dating/romantic relationships.

Ask: If this is the list of things that are important to a healthy relationship, what are some characteristics that might constitute an unhealthy relationship?

Take responses from the group, then **click** to reveal some examples of unhealthy characteristics.

Because these words may be new to students, here's an activity to help students better understand what these words mean. (Click)

Content from 10 Signs of Healthy and Unhealthy Relationships Handout; One Love <https://www.joinonelove.org/>

Match Game

Unhealthy Characteristics Cards



Each student has either a word or a definition.

Find your match.

Discuss examples of what that characteristic might look like in a relationship.

ACTIVITY

Print and cut out the 20 word and definition **Unhealthy Characteristics Cards**.

Give one card to each student and instruct them to make matches with the word and its definition.

After each pair has made a match, give them 2-3 minutes to discuss examples of what this might look like in a relationship.

Process by having each group read their word and definition out loud to the class and give a brief example of what they discussed.

Wrap up by saying something like this: While everyone does unhealthy things sometimes, we can all learn to love better by recognizing these unhealthy signs and working to shift to healthy behaviors. If you are seeing unhealthy signs in your relationship, it's important to not ignore them and understand they can escalate to abuse. If you think you are in a dangerous situation, trust your gut and get help.

Content and talking points from 10 Signs of Healthy and Unhealthy Relationships Handout; One Love <https://www.joinonelove.org/>

Image:

https://www.freepik.com/free-vector/teamwork-people-creating-puzzle_6660728.htm#page=5&query=puzzle%20teamwork&position=6&from_view=search

What is Dating Violence?

any physically, sexually, or psychologically violent behavior, including stalking, directed toward a current or former dating partner

- Physical abuse
- Emotional (or psychological) abuse
- Stalking
- Sexual abuse
- in person
- online
- through other technology

Ask the class if anyone can explain what “dating violence” is. Take a few responses then **click** to reveal the definition.

Click to reveal and **explain**:

- **Physical violence** is when a person hurts or tries to hurt a partner by hitting, kicking, or using another type of physical force.
- **Emotional or Psychological aggression** is the use of verbal and non-verbal communication with the intent to harm a partner mentally or emotionally and exert control over a partner.
- **Stalking** is a pattern of repeated, unwanted attention and contact by a current or former partner that causes fear or safety concern for an individual victim or someone close to the victim.
- **Sexual violence** is forcing or attempting to force a partner to take part in a sex act and or sexual touching when the partner does not consent or is unable to consent or refuse. It also includes non-physical sexual behaviors like posting or sharing sexual pictures of a partner without their consent or sexting someone without their consent.

Dating violence can take place **(click)** in person, **(click)** online, or **(click)** through technology.

Sexual Abuse and Consent

Consent means people *agree* to participate in an activity

AND

understand what they are agreeing to

The legal age of consent in Texas is:

17

Note that the definition of Sexual Abuse/violence used the word “consent” several times:

Repeat the definition: ***Sexual violence*** is forcing or attempting to force a partner to take part in a sex act and or sexual touching when the partner does not consent or is unable to consent or refuse. It also includes non-physical sexual behaviors like posting or sharing sexual pictures of a partner without their consent or sexting someone without their consent.

Ask if anyone can define consent.

Take a few responses then **click** to reveal the definition

Consent means people agree to participate in an activity and understand what they are agreeing to.

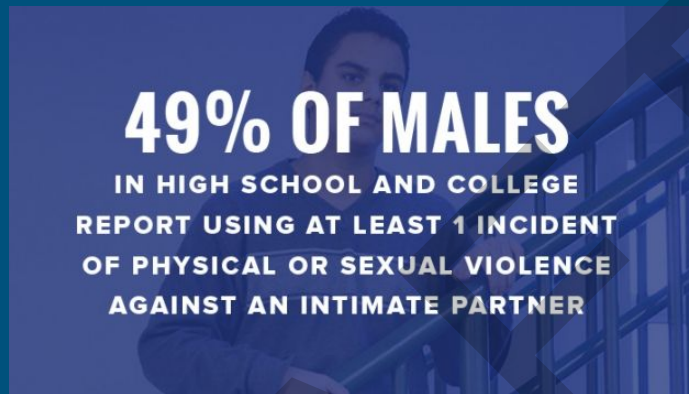
- Consent is voluntary, affirmative, freely given and part of an ongoing conversation about mutual agreement to do something.
- Consent cannot be assumed or implied by silence, previous sexual history or clothing.
- Permission to do any type of sexual activity needs to be asked for and clearly given before proceeding.
- A person can only consent to activities if they are aware of the risks. If the

- risks are hidden, the full consent conversation cannot happen.
- Sex without consent is sexual assault.

Click The legal age of consent is 17 in Texas.

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How common is dating violence?

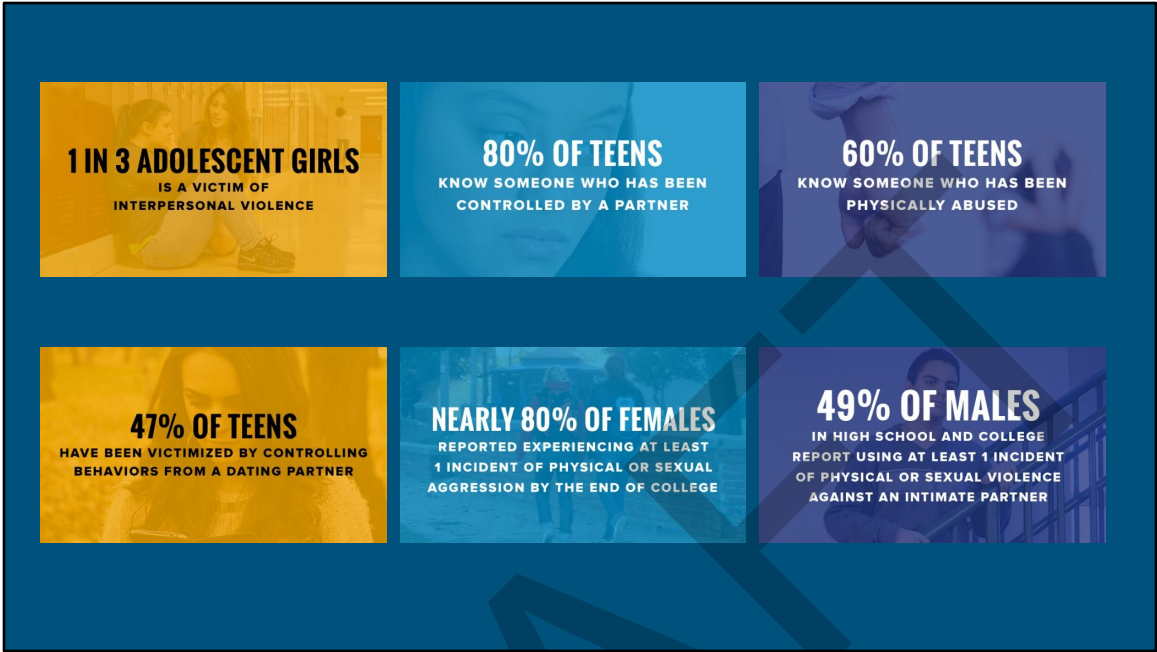


Click to reveal a series of images with different dating violence statistics.

- 1 in 3 adolescent girls is a victim of interpersonal violence
- 80% of teens know someone who has been controlled by a partner
- 60% of teens know someone who has been physically abused
- 47% of teens have been victimized by controlling behaviors from a dating partner
- Nearly 80% of females reported experiencing at least 1 incident of physical or sexual aggression by the end of college
- 49% of males in high school and college report using at least 1 incident of physical or sexual violence against an intimate partner

Images:

<https://www.ny.gov/teen-dating-violence-awareness-and-prevention/what-dating-a-buse>



Images used on previous slide

<https://www.ny.gov/teen-dating-violence-awareness-and-prevention/what-dating-a-buse>

DRAFT

What is Dating Abuse?

a pattern of controlling and/or violent behavior: the violence happens again and again, and it gets worse over time.

THERE IS **NOTHING** THAT
YOU CAN DO OR SAY TO
DESERVE BEING **ABUSED**.
THE ABUSE IS **NEVER**
YOUR FAULT. EVERYONE HAS
THE **RIGHT** TO A SAFE
AND HEALTHY RELATIONSHIP.



Even a one-time incident of dating violence is NOT ok. In abusive relationships, there is a pattern of controlling and/or violent behavior: the abuse happens again and again, and it gets worse over time.

The abusive behavior can be physical, verbal, emotional, or technological. Sometimes it's subtle, and sometimes it's extreme. But it is **(click)** never the fault of the person being abused.

Content: <https://www.dayoneny.org/dating-abuse>

Types of Abuse - Verbal

- Calling someone names, insulting them and putting them down
- Telling someone what to wear, what to do
- Calling, texting or emailing constantly
- Always demanding to know who you're with and where you are
- Threatening to hurt you



Content: <https://www.dayoneny.org/dating-abuse>

Types of Abuse - Emotional

- Going through your things behind your back
- Acting extremely jealous
- Accusing you of cheating
- Not letting you hang out with friends and family
- Blaming you for everything

Verbal abuse and emotional abuse often lead to physical violence. Just because a relationship is not physically violent does not mean that it is healthy.

Content: <https://www.dayoneny.org/dating-abuse>

Types of Abuse - Physical

- Shaking, grabbing
- Pulling hair
- Slapping, punching, kicking
- Using objects to hurt you
- Choking, strangling
- Sexual Abuse
- Touching or kissing you when you don't want to
- Pressuring or forcing you to have sex or do other sexual things
- Preventing you from using birth control

Content: <https://www.dayoneny.org/dating-abuse>

Types of Abuse - Technological

- Tells you who you can or can't be friends with on social media
- Sends you negative, insulting or threatening messages online
- Uses social media sites to keep constant tabs on you
- Puts you down in their status updates
- Sends you unwanted, explicit pictures and/or demands you send some in return
- Pressures you to send explicit video or sexts
- Steals or insists on being given your passwords
- Constantly texts you and makes you feel like you can't be separated from your phone for fear that you will be punished
- Looks through your phone frequently, checks up on your pictures, texts and outgoing calls
- Tags you unkindly in pictures on social media
- Uses any kind of technology (such as spyware or GPS in a car or on a phone) to monitor you

Content: <https://www.dayoneny.org/dating-abuse>



Image: <https://www.dayoney.org/dating-abuse>

Avoiding Unhealthy Relationships

Staying Safe

1. Communicating Effectively
2. Managing Conflict
3. Stepping In

Now that we know more about what healthy and unhealthy relationships look like, how can we avoid the unhealthy and stay safe by building healthy relationships?

Three strategies for this are: (**Click** to reveal and discuss each)

1. **Communicating effectively** to make sure you are on the same page.
2. **Managing conflict:** conflict can be healthy, as long as it's managed in appropriate ways.
3. **Stepping in:** when we see unhealthy or abusive behaviors among our friends, it's important to step in and support them.

Effective Communication

Find the right time

Talk face-to-face

Don't attack

Be honest

Check your body language

Use the 48-hour rule

Steps to take if you get angry:

- Stop
- Think
- Talk
- Listen

Open, honest communication should be part of every healthy relationship. It's okay to get angry in a relationship—everyone does at some point! What's important is to resolve conflict in a healthy way. It is important to open up the channels of communication between partners. Communicating isn't always easy. Some of the tips that we will discuss this lesson may feel unnatural or awkward at first, but they will help students communicate better and build healthy relationships. As you are discussing this lesson, you should highlight that if someone listening is in an unhealthy or an abusive relationship, they must be careful. Remind them that they know their relationship best and if any of these tips would put them in danger, don't try them.

For healthier communication, try to: *(Click to reveal and discuss each tip)*

- **Find the Right Time.** If something is bothering you and you would like to have a conversation about it, it can be helpful to find the right time to talk. Try to find a time when both you and your partner are calm and not distracted, stressed or in a rush. You might even consider scheduling a time to talk if one or both of you is really busy!
- **Talk Face to Face.** Avoid talking about serious matters or issues in writing. Text messages, letters and emails can be misinterpreted. Talk in person or on the

- phone so there aren't any unnecessary miscommunications.
- **Do Not Attack.** Even when we mean well, we can sometimes come across as harsh because of our word choice. Using "you" can sound like you're attacking, which will make your partner defensive and less receptive to your message. Instead, try using "I" or "we." For example, say "I feel like we haven't been as close lately" instead of "You have been distant with me."
- **Be Honest.** Agree to be honest. Sometimes the truth hurts, but it's the key to a healthy relationship. Admit that you aren't always perfect and apologize when you make a mistake instead of making excuses. You will feel better and it will help strengthen your relationship.
- **Check Your Body Language.** Make eye contact when speaking face-to-face. Sit up and face your partner. Let your partner know you're listening. Show them you really care. Don't take a phone call, text or play a video game when you're talking. Listen and respond.
- **Use the 48 Hour Rule.** If your partner does something that makes you angry, you need to tell them about it. But you don't have to do so right away. If you're still hurt 48 hours later, say something. If not, consider forgetting about it. But remember your partner can't read your mind. If you don't speak up when you're upset, there is no way for them to apologize or change. Once you do mention your hurt feelings and your partner sincerely apologizes, let it go. Don't bring up past issues if they're not relevant.

If you get angry with your partner, here are a few steps to take: (*Click to reveal and discuss each step*)

- **Stop.** If you get really angry about something, stop, take a step back and breathe. Give yourself time to calm down by watching TV, talking to a friend, playing a video game, taking a walk, listening to some music or whatever helps you relax. Taking a break can keep the situation from getting worse.
- **Think.** After you're no longer upset, think about the situation and why you got so angry. Was it how your partner spoke or something they did? Figure out the real problem then think about how to explain your feelings.
- **Talk.** Finally, talk to your partner and when you do, follow the tips under Key Themes.
- **Listen.** After you tell your partner how you feel, remember to stop talking and listen to what they have to say. You both deserve the opportunity to express how you feel in a safe and healthy environment.

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

Managing Conflict

Set boundaries

Find the real issue

Agree to disagree

Compromise when possible

Consider everything

Still arguing?

- Consider if the relationship is right for both of you
- If you can't express yourself without fear of retaliation, you might be experiencing abuse.

There is conflict in all relationships. And by “conflict,” we specifically mean verbal disagreements and arguments. People disagree and that isn't necessarily a bad thing. In fact, everyone has the right to a different opinion from their partner. In a healthy relationship, communication is key. When partners communicate effectively, they understand each other better and that makes their relationship stronger. When they can resolve conflicts successfully, they are developing a healthy, mature relationship. But, while conflict is normal, it can also be a sign that parts of the relationship aren't working.

If your conflict is based on which movie to see, what friends to hang out with or who should do the dishes, then use the tips below to help resolve these arguments in a healthy way: (*Click to reveal and discuss each tip*)

- **Set Boundaries.** Everyone deserves to be treated with respect—even during an argument. If your partner curses at you, calls you names or ridicules you, tell them to stop. If they don't, walk away and tell them that you don't want to continue arguing right now.
- **Find the Real Issue.** Typically, arguments happen when one partner's wants are not being met. Try to get to the heart of the matter. If your partner seems needy, maybe they are just feeling insecure and need your encouragement.

- Learn to talk about the real issue so you can avoid constant fighting.
- **Agree to Disagree.** If you and your partner can't resolve an issue, sometimes it's best to drop it. You can't agree on everything. Focus on what matters. If the issue is too important for you to drop and you can't agree to disagree, then maybe you're not really compatible.
- **Compromise When Possible.** Easy to say but hard to do, compromising is a major part of conflict resolution and any successful relationship. So your partner wants Chinese food and you want Indian? Compromise and get Chinese tonight, but Indian next time you eat out. Find a middle ground that can allow both of you to feel satisfied with the outcome.
- **Consider Everything.** Is this issue really important? Does it change how the two of you feel about each other? Are you compromising your beliefs or morals? If yes, it's important that you really stress your position. If not, maybe this is a time for compromise. Also, consider your partner's arguments. Why are they upset? What does the issue look like from their point of view? It is unusual for your partner to get this upset? Does your partner usually compromise? Are you being inconsiderate?

(Click to reveal and discuss each point

Still arguing?

If you try these tips but still argue constantly, consider whether the relationship is right for both of you. You both deserve a healthy relationship without constant conflict.

While conflict is normal, arguments shouldn't turn into personal attacks and neither partner should try to lower the other's self-esteem. If you can't express yourself without fear of retaliation, you may be experiencing abuse. Remember, one of the main signs of an abusive relationship is a partner who tries to control or manipulate you.

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

Stepping In - Warning Signs

- Checking someone's cell phone or email without permission
- Constantly putting someone down
- Extreme jealousy or insecurity
- Explosive temper
- Isolating someone from family or friends
- Making false accusations
- Mood swings
- Physically hurting someone in any way
- Possessiveness
- Telling someone what to do

Watching a friend go through an abusive relationship can be very scary, and it can seem difficult to figure out how to help them. The decision to leave can only be made by the person experiencing the abuse, but there are a lot of things that someone can do to help a friend stay safe. If a friend is undergoing the serious and painful effects of dating abuse, they may have a very different point of view than you. They may have heard the abuse was their fault and feel responsible. If they do choose to leave, they may feel sad and lonely when it's over, even though the relationship was abusive. They may get back together with their ex many times, even though you want them to stay apart. It may be difficult for them to even bring up a conversation about the abuse they're experiencing.

It can be hard to tell when a behavior crosses the line from healthy to unhealthy or even abusive. Some of the warning signs of abuse to see if a relationship is going in the wrong direction are as follows: **(Click to reveal and discuss)**

- Checking someone's cell phone or email without permission
- Constantly putting someone down
- Extreme jealousy or insecurity
- Explosive temper
- Isolating someone from family or friends

- Making false accusations
- Mood swings
- Physically hurting someone in any way
- Possessiveness
- Telling someone what to do

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

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Stepping In - How to Help a Friend

- Don't be afraid to reach out.
- Be supportive and listen patiently.
- Help your friend recognize that abuse is not "normal" and it is NOT their fault.
- Focus on your friend, not the abusive partner.
- Help them develop a safety plan.
- Don't contact the abuser or publicly post negative things about them online.
- Connect them to community resources.
- Encourage them to talk to a trusted adult.

Even when you feel like there's nothing you can do, don't forget that by being supportive and caring, you're already doing a lot.

How you can help a friend: (*Click to reveal and discuss each tip*)

- **Don't be afraid to reach out** to a friend who you think needs help. Tell them you're concerned for their safety and want to help.
- **Be supportive and listen patiently.** Acknowledge their feelings and be respectful of their decisions.
- **Help your friend recognize that the abuse is not "normal" and is NOT their fault.** Everyone deserves a healthy, nonviolent relationship.
- **Focus on your friend, not the abusive partner.** Even if your friend stays with their partner, it's important they still feel comfortable talking to you about it.
- **Help them develop a safety plan** if you believe that they are in an abusive relationship. If they break up with the abusive partner, continue to be supportive after the relationship is over.
- **Don't contact their abuser or publicly post negative things about them online.** It'll only worsen the situation for your friend.
- **Connect your friend to resources** in their community that can give them information and guidance. Remember, loveisrespect.org can help.
- **Encourage them to talk to a parent or trusted adult.**

Click

Even when you feel like there's nothing you can do, don't forget that by being supportive and caring, you're already doing a lot.

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

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Scenarios

Review your scenario and discuss the questions.



30 minutes

Break students into small groups. Give each group a scenario and 10 minutes for them to review, discuss, and take notes. After 10 minutes, ask groups to report out.

Activity adapted from the Healthy Relationships Middle School Educators Toolkit:
<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

Relationships Wrap Up

- What is one thing that stood out to me about unhealthy relationships and abuse?
- How do abusive online conversations impact me and my peers?
- What is one way I can communicate effectively with my peers or a partner?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Unhealthy Characteristics Cards - Activity Instructions

Print and cut out the 20 word and definition cards.

Give one card to each student and instruct them to make matches with the word and its definition.

After each pair has made a match, give them 2-3 minutes to discuss examples of what this might look like in a relationship.

Process by having each group read their word and definition out loud to the class and give a brief example of what they discussed.

Remind students of previous lesson about the characteristics of healthy dating/romantic relationships.

Ask: If this is the list of things that are important to a healthy relationship, what are some characteristics that might constitute an unhealthy relationship?

Take responses from the group, then **click** to reveal some examples of unhealthy characteristics.

Intensity

When someone expresses very extreme feelings and over-the-top behavior that feels overwhelming.

DRAFT

Manipulation

When someone tries to control
your decisions, actions or
emotions.

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Sabotage

Manipulation When someone purposely ruins your reputation, achievements, or success.

DRAFT

Guitling

When someone makes you feel responsible for their actions or makes you feel like it's your job to keep them happy.

DRAFT

Deflecting Responsibility

When someone repeatedly makes
excuses for their un-healthy
behavior.

DRAFT

Possessiveness

When someone is jealous to a point where they try to control who you spend time with and what you do.

DRAFT

Isolation

When someone keeps you away from friends, family, or other people.

DRAFT

Belittling

When someone does and says things to make you feel bad about yourself.

DRAFT

Volatility

When someone has a really strong, unpredictable reaction that makes you feel scared, confused or intimidated.

DRAFT

Betrayal

When someone is disloyal or acts in an intentionally dishonest way.

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Communicating Effectively

Scenario

After a disagreement, Sam, the person that you are dating, uses the silent treatment and won't talk to you for days. During that time, you have a sporting event that's important to you. Usually, Sam is there to cheer you on, but this time decides not to. You become extremely frustrated, and that night, you send them a text with insulting words demanding a call immediately, even though you have both already gone to bed. Sam responds by saying that it would be best to talk at school in the morning.

Discuss the following:

1. Is the silent treatment an effective way to resolve a conflict? If yes, for how long? If no, why not?
2. Is it okay to communicate by text to try to resolve a conflict? Why or why not?
3. Does anger due to a disagreement excuse using insulting words or behavior? Why or why not?
4. Do you think it is appropriate to demand an immediate response during a fight? Why or why not?
5. Was the text suggesting talking in the morning dismissive or a good idea? Why or why not?
6. Is this behavior healthy, unhealthy or abusive?
7. What are healthy and unhealthy ways to communicate during a disagreement?

Resolving Conflict Scenario

Alex, the person that you are dating, says that you don't really like them because you want to go to the mall with your friend instead of you two spending time alone together. While at the mall, you run into a group of friends from school and post a picture on social media. After seeing your post, Alex becomes very upset with you. They usually get really angry with you when you post pictures with other people. The next time that you are together, Alex accuses you of cheating with someone from the picture on your social media post and tells you to choose between them and your friends, by saying: "If we are going to remain in a relationship, you can no longer hang-out with your friends." Alex also demands that you spend more time alone together.

Discuss the following:

1. Are the accusations in this scenario reasonable? Why or why not?
2. Are there healthy boundaries in this relationship? Why or why not?
3. What are the real issues in this relationship?
4. Are there possible compromises for this situation? If so, what?
5. Is this behavior healthy, unhealthy or abusive?
6. How would you manage and resolve this conflict?

Stepping In Scenario

You are at the movies with your friend, Taylor. On your way to the movies, you heard Taylor tell the person that they are dating, Jesse, where they were going and that they would see each other later. The entire time you are at the movies, your friend receives repeated text messages from this person. As you are leaving, Taylor admits to you that Jesse was furious that they went to the movies. Later that night, you see that Jesse posted an insulting comment and photo about your friend on Instagram while you two were at the movies. You also know that this person checks Taylor's phone every day at school to see who they have been texting.

Discuss the following:

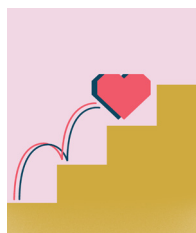
1. Is it okay that the person your friend is dating did not stop texting them? Why or why not?
2. How do you feel about this person's reaction to your friend going to the movies with you?
3. What do you think about this person's motives for posting the negative comment about your friend on Instagram?
4. Is it okay for this person to check your friend's text messages every day? Why or why not?
5. Is this behavior healthy, unhealthy or abusive?
6. As a friend, how can you support them?



10 Signs of Healthy Relationship

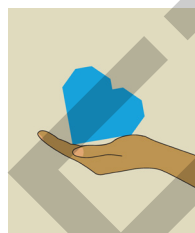
Healthy relationships bring out the best in you and make you feel good about yourself. A healthy relationship does not mean a “perfect” relationship, and no one is healthy 100% of the time, but the signs below are behaviors you should strive for in all of your relationships.

Healthy relationships manifest themselves as healthy communication, but in order to have a healthy relationship, you need to love yourself first. Here are some characteristics and behaviors of a healthy relationship.



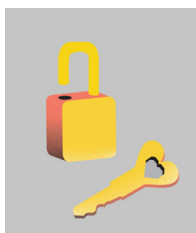
Comfortable Pace

The relationship moves at a speed that feels enjoyable for each person.



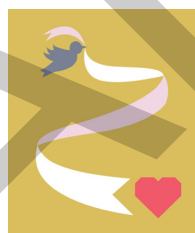
Trust

Confidence that your partner won't do anything to hurt you or ruin the relationship.



Honesty

You can be truthful and candid without fearing how the other person will respond.



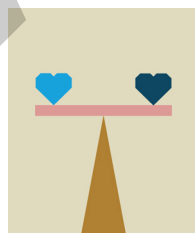
Independence

You have space to be yourself outside of the relationship.



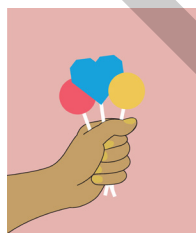
Respect

You value one another's beliefs and opinions, and love one another for who you are as a person.



Equality

The relationship feels balanced and everyone puts the same effort into the success of the relationship.



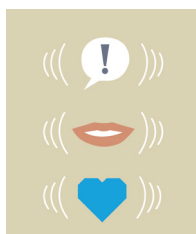
Kindness

You are caring and empathetic to one another, and provide comfort and support.



Taking Responsibility

Owning your own actions and words.



Healthy Conflict

Openly and respectfully discussing issues and confronting disagreements non-judgmentally.



Fun

You enjoy spending time together and bring out the best in each other.



10 Signs of Unhealthy Relationship

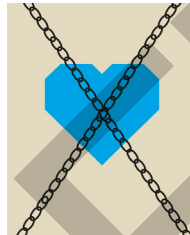
While everyone does unhealthy things sometimes, we can all learn to love better by recognizing unhealthy signs and shifting to healthy behaviors. If you are seeing unhealthy signs in your relationship, it's important to not ignore them and understand they can escalate to abuse.

If you think you are in a dangerous situation, trust your gut and get help.



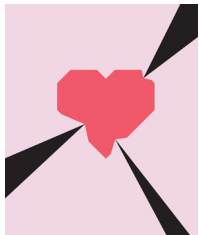
Intensity

When someone expresses very extreme feelings and over-the-top behavior that feels overwhelming.



Possessiveness

When someone is jealous to a point where they try to control who you spend time with and what you do.



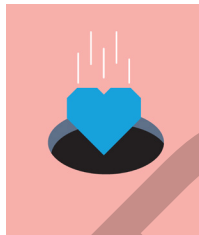
Manipulation

When someone tries to control your decisions, actions or emotions.



Isolation

When someone keeps you away from friends, family, or other people.



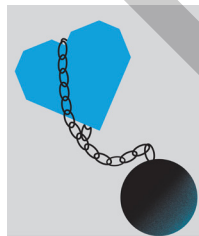
Sabotage

When someone purposely ruins your reputation, achievements, or success.



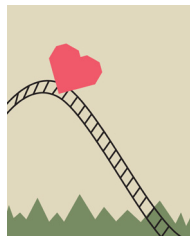
Belittling

When someone does and says things to make you feel bad about yourself.



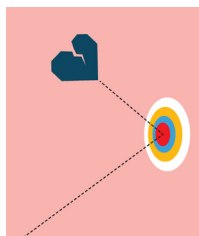
Guilt

When someone makes you feel responsible for their actions or makes you feel like it's your job to keep them happy.



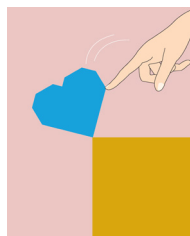
Volatility

When someone has a really strong, unpredictable reaction that makes you feel scared, confused or intimidated.



Deflecting Responsibility

When someone repeatedly makes excuses for their unhealthy behavior.



Betrayal

When someone is disloyal or acts in an intentionally dishonest way.

Trafficking and Exploitation

What is it and how is technology used to manipulate people into it?

TEKS:

7-8.12.(A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking;

7-8.13.(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

7-8.13.(B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

7-8.13.(D) identify how technology is used to recruit or manipulate potential victims of sex trafficking;

7-8.21.(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;

7-8.21.(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;

7-8.21.(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;

7-8.21.(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or

others

DRAFT

Today's Objectives

- Describe the use of technology in recruiting young people for trafficking
- Explore strategies for staying safe online
- Discuss the importance of telling a trusted adult if you think that you or someone you know is being targeted for exploitation or trafficking

Review the lesson objectives

What is Trafficking?

Human Trafficking

A crime that **exploits**, or uses, someone for someone else's personal gain.

Labor trafficking: making someone work for little or no money

Sex trafficking: when someone is forced to perform sexual activities in exchange for something of value.

Ask: How many of you have heard the term (**click**) human trafficking? (Raise of hands)

Ask: What do you think human trafficking is? (Elicit several responses)

Click to reveal the definition and ask for a volunteer to read it aloud.

Remind students that they learned about types of abuse in the previous lesson (verbal, emotional, physical, and technological) and note that **exploitation** is another form of abuse.

Say: There are two types of human trafficking. (**Click** to reveal each)

- **Labor Trafficking:** making someone work for little or no money
- **Sex trafficking:** when someone is forced to perform sexual activities in exchange for something of value.

How do teens get involved?

Online enticement

When someone uses the internet to make friends with a young person in order to exploit them.

May promise:

- affection
- money
- gifts
- drugs

Sexting

Sending sexually explicit messages or images to someone via digital technology.

SEXTING → TRAFFICKING?

Say: One of the most common ways teens become involved in human trafficking is through **(click)** online enticement.

Click

Explain that **online enticement** is when a predator, someone who takes advantage of others for personal gain, uses the internet to make friends with a young person in order to exploit them.

Click

The predator may promise affection, money, gifts, or drugs, to win their trust. They try and trick a young person into sharing inappropriate images, videos or words by text, email, messaging apps or even through gaming sites. Sharing these images and words is called **(click) sexting**.

Ask: How many of you have heard the term sexting? (Raise of hands)

Ask: What do you think sexting is? (Elicit several responses)

Click

Say: Sexting involves sending sexually explicit messages or images to someone via

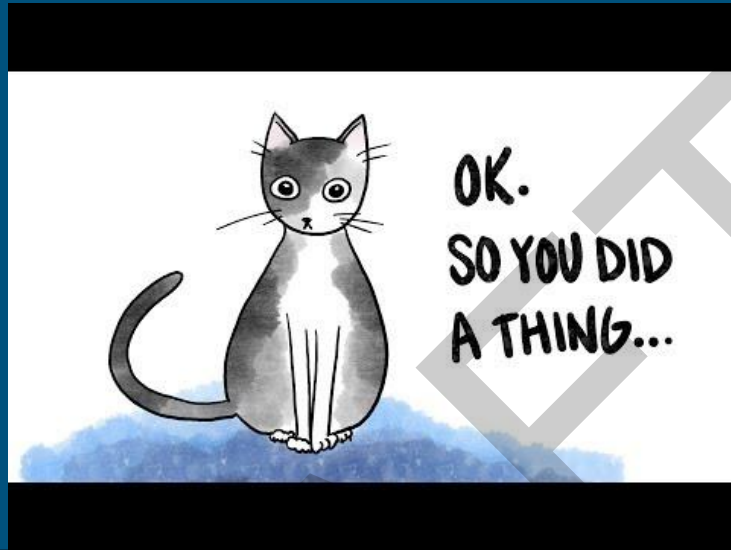
digital technology. Many people send these explicit messages thinking their pictures would remain private. But pictures and texts may be forwarded and sent to a lot of people, and they can also be put online for everyone to see.

Click

Ask: “So, how would sexting lead to trafficking?”

DRAFT

Sextortion



Play the video

*Video and additional resources from <https://www.stopsextortion.com/>

Sextortion

When someone is making threats to expose a sexual image or video in order to make a person do something.

- more pictures
- money
- get back into a relationship
- sex
- something else you aren't comfortable doing

Sextortion is **blackmail**.

Ask: "So, what is **Sextortion**?"

Take a few responses then **click** to reveal the definition

Sextortion is when someone is making threats to expose a sexual image or video in order to make a person do something.

Ask: "In this video, what was the perpetrator asking for?"

Take a few responses then **click once** to reveal the "more pictures."

Ask: "What else might someone ask for if they think you'll be willing to do anything to keep the original image or video from getting out?"

Take a few responses then **click** to reveal some other possible things:

- money
- to get back into a relationship
- sex
- something else you aren't comfortable doing

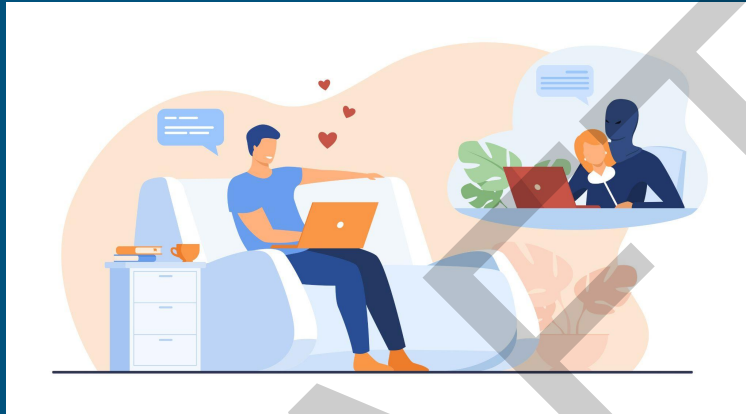
Click

Sextortion is blackmail. And when someone is being blackmailed, the perpetrator relies on you feeling ashamed and keeping quiet. This can lead to them demanding

that you do any kind of sexual thing. And this can lead to being trafficked.

DRAFT

So, how'd we get here?!?



Ask: So, how does someone get here?
It often starts with meeting someone online who is not who they say they are.

Red Flag Phrases



Distribute the **Red Flags Handout**.

Instruct students to work in pairs or triads to talk through the the red flag messages and determine why they are problematic.

Give students about 10 minutes to discuss and take notes. Then review each using the **Red Flags Teacher Resource**.

**Activity content adapted from [Love146, online safety](#)*

Tips for Avoiding Becoming a Target

Don't trust the default privacy settings

Have an exit plan

Be a tiny bit paranoid

Stay in safe online places

Tell someone

CyberTipline
1-800-843-5678

<https://love146.org/online-safety/>

DON'T TRUST THE DEFAULT PRIVACY SETTINGS

Think of it this way: When you're hanging out online it's like being in your own room. But if you want privacy in your room, you can shut your door. Unfortunately, most websites, social media apps, or gaming devices come to you with the door wide open so that anybody, even creeps, can chat with you. (Worst of all, sometimes it's almost impossible to tell that they're creeps.) But you can take steps to help keep them out. Most of these websites, apps, and games have settings that allow you to shut the door. You just need to change your privacy settings so that only your real friends can connect with you. If you need help learning how to do this, here's a page with quick links to the privacy settings pages for common apps, websites, and gaming devices.

HAVE AN EXIT PLAN

If someone is bugging you or talking to you in a way you don't like, you can unfriend or block them, and you shouldn't hesitate to! (Report them through the app, too, if something is getting really sketchy). If you're talking to or being followed by people who aren't your close friends, avoid posting things that reveal how to find you in real life (like the name of your school, where your soccer team practices, etc). It could also be smart to make sure that your user name or handle is different from your real name, that way if you get into a conversation that's making you uncomfortable you

can exit it without the fear of someone tracking you down.

BE A TINY BIT PARANOID

If you send or post a picture, you can't always control how it's being seen—or how it's being shared by others. If you feel like there's any chance that the picture could get into the wrong hands, don't risk it, don't share or post it.

STAY IN SAFE ONLINE PLACES

Just as you wouldn't walk down dark alleys alone at night, you should avoid creepy places online and creepy apps. You could stumble on photos or videos you don't want to see (or maybe are even illegal!), or end up connecting with people who are looking to take advantage of you. Follow your gut, and don't walk down the alleyways of the Internet.

TELL SOMEONE

If you ever feel uncomfortable or think that something is sketchy, tell an adult you trust! Whether it's a teacher, a parent or a school counsellor. It's better to talk to someone about it now, even if it means you have to confess something you did or it's difficult to share. If you wait it could become a bigger problem. If you'd like, you can also talk to someone anonymously by calling the **(click) CyberTipline at 1-800-843-5678**.

**Content from from [Love146](#), [online safety](#)*

What if it's someone you know?



Say: It's one thing to be targeted by a stranger online who is pretending to be someone they are not, but what if someone you know is asking for a nude picture or video? Or what if someone sends you a nude that you did not want to see!

Ask students to find a funny gif or meme that they could use to diffuse the tension and for the other person to get the message that they don't want to sext.

Use a shared workspace like jamboard or padlet for students to add their images.

Trust Your Instincts

Be clear in your own mind about your boundaries (*next lesson*)

Remove yourself from the conversation

Understand your safety settings

Block and report

Say: If something seems off, trust your instincts.

- It's hard to make a good decision when you're feeling confused, so you should **be as clear as possible in your own mind about what is and isn't in your own interests.**
- If you receive any unwanted sexual comments or communication online, the best thing you can do is **remove yourself from the conversation.**
- **Understand your safety settings.** If it doesn't stop immediately, you should **block the person and consider reporting it** to the safety team of whatever website you are on. You should also consider talking about it with an adult you trust.

Getting Help

- **Talk to someone you know and trust** - a friend or sibling can help you talk to an adult, like a teacher, counselor, or parent
- **CyberTipline** has advisers available 24/7 if someone is pressuring you to engage in sexual activities **1-800-843-5678**
- If the person pressuring you is a relative or someone in your household, go to **RAINN.org** or call the **National Sexual Assault Hotline** at **1-800-656-HOPE (4673)**

- If you need help with this, talk to someone you trust such as a friend, sibling, teacher or parent. If you'd rather talk to someone anonymously, you can text "LISTEN" to 741-741.
- If you're under 18 and someone is pressuring you to engage in sexual activities (e.g. cybersex, photos, webcamming) or is sending you explicit material, don't hesitate to call the police or the CyberTipline at 1-800-843-5678. They have advisers available 24/7 to help.
- If this person's a relative or someone in your household and you need help, contact the police, go to [RAINN.org/online](https://www.rainn.org) or call the National Sexual Assault Hotline at 1-800-656-HOPE (4673).

Trafficking and Exploitation Wrap Up

- What is one thing that you learned about trafficking and exploitation?
- Why do you think some people feel pressured into sending nude images or videos?
- If a sexually explicit photo of you were being passed around, how would you want others to react?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

8 RED FLAG PHRASES

Red Flag Message	Why is this a problem?
<p>1</p> <p>DM me</p> <p>let's go private</p>	
<p>2</p> <p>are you alone?</p>	
<p>3</p> <p>send me a face pic</p>	
<p>4</p> <p>you seem sad. what's bothering you?</p>	
<p>5</p> <p>I know a way you can earn money fast</p>	
<p>6</p> <p>what's ur number?</p> <p>text me</p>	
<p>7</p> <p>i love you</p>	
<p>8</p> <p>If you don't do what I ask, I'll show everyone the pics you've sent me.</p>	

8 RED FLAG PHRASES - Teacher Resource

Red Flag Message	Why is this a problem?
<p>1</p> <p>let's go private</p> <p>DM me</p>	<p>Leaving the comments section, or public thread, and talking on a private messaging app gives people a chance to learn more personal information about you or to talk to you knowing that they're safe from being "overheard."</p>
<p>2</p> <p>are you alone?</p>	<p>Someone may ask if you're alone to send you content they wouldn't want your parents or other people seeing. They may also want you alone to get you to share more pictures or information. If someone you don't know is specifically seeking out ways to talk to you in private, be extra careful. It's okay to end a conversation or block a user that makes you feel uncomfortable.</p>
<p>3</p> <p>send me a face pic</p>	<p>There are some pictures that seem harmless to share with someone you trust, but once you share a photo with someone, you can't always control who else they share it with. Pictures might also communicate more information than you intend to—for example, a photo of you and your friends at your volleyball tournament can tell someone where you go to school.</p>
<p>4</p> <p>you seem sad. what's bothering you?</p>	<p>We all enjoy having someone offer a listening ear. While it can be helpful for you to talk about what you're going through, it also gives the other person a chance to learn about your thoughts and private life. It's possible that the person is asking personal, seemingly caring questions to find out ways to take advantage.</p>
<p>5</p> <p>I know a way you can earn money fast</p>	<p>Anyone offering you a way to make money fast should probably not be trusted. It's a good idea to avoid getting caught up in dealing with money with someone you don't know, especially if it includes sending photos of yourself or talking on a webcam. Even if it sounds like what they're asking you to do is no big deal, it's probably smart to avoid these situations all together.</p>
<p>6</p> <p>what's ur number?</p> <p>text me</p>	<p>Not only does giving someone your phone number create an opportunity for them to build more trust and a false sense of intimacy, a phone number also reveals your location, and oftentimes, your home address.</p>
<p>7</p> <p>i love you</p>	<p>Everyone enjoys hearing the words "I love you," but sometimes, people will use this to make it feel safe to do things that you might not otherwise do.</p>
<p>8</p> <p>If you don't do what I ask, I'll show everyone the pics you've sent me.</p>	<p>As someone learns more and more about you, they might threaten to reveal a private photo or tell your parents about something you've shared if you don't do what they ask. Even if you're afraid of what they might think, tell a parent, teacher, or another adult you trust right away if someone is trying to intimidate you. It's better to put a stop to threats right away than to hope that they'll stop after you do what they ask.</p>

Communication and Boundaries

What are characteristics of harmful relationships and how do I stay safe?

TEKS:

7-8.20.(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage;

7-8.21.(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact .

Today's Objectives

- Describe methods of communicating in relationships
- Discuss setting and respecting boundaries
- Examine the importance of clearly communicating and respecting boundaries

Review the lesson objectives

What is communication?



Think - Pair - Share

Ask students to first come up with their own definition of “communication” (what it might say in a dictionary). Then have them turn to a partner to discuss. Then ask for volunteers to share.

Image:

https://www.freepik.com/free-vector/flat-people-talking-pack_17053899.htm#query=conversation&position=25&from_view=search

Review: Effective Communication

Find the right time

Talk face-to-face

Don't attack

Be honest

Check your body language

Use the 48-hour rule

In Lesson 2, Healthy Relationships, we talked about ways to communicate effectively, especially when resolving a conflict.

Ask for volunteers to share what they remember about those strategies. Take a few responses then *click* to reveal the list and briefly review as needed.

- **Find the Right Time.** If something is bothering you and you would like to have a conversation about it, it can be helpful to find the right time to talk. Try to find a time when both you and your partner are calm and not distracted, stressed or in a rush. You might even consider scheduling a time to talk if one or both of you is really busy!
- **Talk Face to Face.** Avoid talking about serious matters or issues in writing. Text messages, letters and emails can be misinterpreted. Talk in person or on the phone so there aren't any unnecessary miscommunications.
- **Do Not Attack.** Even when we mean well, we can sometimes come across as harsh because of our word choice. Using "you" can sound like you're attacking, which will make your partner defensive and less receptive to your message. Instead, try using "I" or "we." For example, say "I feel like we haven't been as close lately" instead of "You have been distant with me."
- **Be Honest.** Agree to be honest. Sometimes the truth hurts, but it's the key to

- a healthy relationship. Admit that you aren't always perfect and apologize when you make a mistake instead of making excuses. You will feel better and it will help strengthen your relationship.
- **Check Your Body Language.** Make eye contact when speaking face-to-face. Sit up and face your partner. Let your partner know you're listening. Show them you really care. Don't take a phone call, text or play a video game when you're talking. Listen and respond.
- **Use the 48 Hour Rule.** If your partner does something that makes you angry, you need to tell them about it. But you don't have to do so right away. If you're still hurt 48 hours later, say something. If not, consider forgetting about it. But remember your partner can't read your mind. If you don't speak up when you're upset, there is no way for them to apologize or change. Once you do mention your hurt feelings and your partner sincerely apologizes, let it go. Don't bring up past issues if they're not relevant.

Now let's back up and get down to some details about communication. Starting with a definition.

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

What is Communication?

The transfer of information from one person to another.

- Verbal
- Non-verbal
- Written
- Visual

After students report out what they discussed, **click** to reveal the simple definition of communication.

State: It may be done in many ways:

- **Verbal:** vocally (using voice),
- **Non-verbally** (using body language, gestures and the tone and pitch of voice).
- **written** (using printed or digital media such as books, magazines, websites or emails),
- **visually** (using logos, maps, charts or graphs)

In practice, it is often a combination of several of these.

Content from: <https://www.skillsyouneed.com/ips/communication-skills.html>

Communicating means both:

Giving

- Being clear
- Being assertive
- Being kind

Receiving

- Listening
- Respecting
- Asking clarifying questions

Communicating is about both **click** giving the information and **click** receiving the information.

When giving information, it's important to be: (**click** to reveal)

Clear

Assertive

Kind

and when receiving information, we must be: (**click** to reveal)

Listening

Respectful

Asking clarifying questions when needed

3 Types of Communication



Watch the video and pay attention to the characteristics of the 3 types of communication.

3 Types of Communication

- Passive -- does not offer opposition when challenged or pressured
- Aggressive -- hostile, unfriendly, always has to be right
- Assertive -- direct and respectful

After the video, ask for volunteers to describe the 3 types. Discuss and then **click** to reveal/summarize the discussion.

Communication Scenarios

Complete the worksheet

Types of Communication Scenarios

There are three types of communication styles.

Directions: Use the descriptors of each type of communication style to write a response for each scenario.

	Passive Communicator	Aggressive Communicator	Assertive Communicator
	<i>Does not offer opposition when challenged or pressured</i>	<i>Aggressive, hostile, & unfriendly</i>	<i>Communicates with a direct and respectful way</i>
Your best friend tells someone else one of your secrets.			
Your partner tells you that you can't hang out with one of your friends.			

Working in small groups (3-4 students), direct students to write three responses for each scenario: 1 passive response, 1 aggressive response, and 1 assertive response.

Give students about 10 minutes to complete. Ask for volunteers to report out.

Optional (if time permits): have students act out the **ASSERTIVE** responses.
DO NOT ACT OUT PASSIVE OR AGGRESSIVE RESPONSES.

Receiving Information: Listening



How can you show or tell someone you are listening?

- Active Listening:
 - letting the speaker know you are listening and clarifying any confusion
 - verbal or non-verbal
- Paraphrasing:
 - using your own words to restate what the speaker has said

Now let's talk a little bit about receiving the information, or Listening.

Click

Ask: How can you show or tell someone you are listening?

Take responses then **click**.

- Active listening means letting the speaker know that you are listening and clarifying any confusions by asking questions as needed.
 - What might this sound like if verbal? (“i hear you”, “mmhmm”, “that sounds frustrating”)
 - What might this look like if non-verbal? (nodding, using hand gestures, facial expressions)
- Paraphrasing means using your own words to restate what someone has said.
 - For example: “It sounds like you are wanting more communication. Is that right?”

Image: <https://pixabay.com/illustrations/ear-sound-audio-hearing-listen-5458996/>

Using communication skills to navigate relationships

—
Boundaries

DRAFT

Define Boundaries

the rules or limits we set for ourselves and others in our life

Types of Boundaries

- Physical
- Emotional
- Digital

Elicit a definition of “boundaries” from the students.

Click to reveal the simple definition.

Boundaries are limits someone establishes in order to protect themselves in some way from being hurt, manipulated, or taken advantage of. As an expression of self-worth, boundaries let other people know who you are, what you value, and how you want to be treated. Additionally, boundaries help to create space between you and other people when you need it.

Continue to **click** to reveal the types of boundaries and discuss.

- **Physical boundaries** cover everything from holding hands and kissing to sexual intercourse. Setting physical boundaries says that you are in control of your body. Being in a relationship does not give the other person the right to pressure or force you to do anything you do not want to do. If your partner pressures you to engage in sexual acts when you say no, it is a sign that you are not in a healthy relationship.
- **Emotional boundaries** are an important part of making sure you feel safe and comfortable in your relationship. Trusting someone means you think that they’re reliable, you have confidence in them, and you feel safe with them physically and emotionally. Real trust takes time to build and requires that

- partners decide for themselves when they trust each other: you can't demand or prove it.
- **Digital Boundaries** covers things like tagging a partner in social media posts, making a relationship status public, following or friending other people in your lives. It also is about the expectations for how you will communicate with each other through texting or social media and how or if it is ok to use each other's device.

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Some examples of boundaries:

- I'm cool with following each other on social media, but not with sharing passwords
- I'm comfortable kissing and holding hands, but not in public
- I'm okay with regularly texting, but I don't want to text multiple times in an hour
- I want to spend time with my friends/family on weekends
- I need quiet time to myself every day
- I'm comfortable with some cuddling, but I'm not ready to have sex

Click through the examples of boundaries and discuss which type - physical, emotional, or digital - each example might be.

Creating your relationship boundaries

What makes you feel comfortable?

What is important to you?

What do you want to keep private?

Is there any type of behavior or trait that would not fly with you, ever (sometimes called a “dealbreaker”)?

It can be helpful to think through your own boundaries, no matter what your relationship status is. Start by paying attention to how you feel about and react to situations around you, whether in real life or in shows or movies you watch.

Click to reveal the questions.

Direct students to write down these 4 questions and take some time to think them over, privately.

Explain that there are no right or wrong answers! This is just about you thinking about how you feel. Explain that it is a good idea to revisit these questions over time because our feelings can change, and that’s ok.

Every person has the right to change their mind about what their boundaries are at any time.

Ask for a volunteer to read this slide aloud to the class.

State: It's normal for boundaries to shift as we gain more life experience or get more comfortable in our relationships. We might not be okay with something at the beginning of a relationship, but we might be totally cool with it a few months down the line. On the other hand, we might realize something crosses a boundary for us after experiencing it for the first time. Every person has the right to change their mind about what their boundaries are at any time. What's important is that you're communicating any boundary changes to your partner and you're making changes because YOU want to, not because you're being pressured, forced or manipulated into making them.

You deserve to be safe and respected, and boundaries play a big part in creating healthy relationships that let you be YOU.

Ask, Listen, Respect



When you aren't sure of someone's boundaries - what they want or don't want - it's always best to ask.
Play the video.

Video: <https://youtu.be/n6X5I7xoxEY>

Communication and Boundaries

Wrap Up

- What is one thing you learned about communicating in a healthy relationship?
- How does communicating boundaries help to navigate relationships?
- What is one way you can respect someone else's boundaries?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

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Types of Communication Scenarios

There are three types of communication styles.

Directions: Use the descriptors of each type of communication style to write a response for each scenario.

	Passive Communicator	Aggressive Communicator	Assertive Communicator
	<i>Does not offer opposition when challenged or pressured</i>	<i>Aggressive, hostile, & unfriendly</i>	<i>Communicates with a direct and respectful way</i>
Your best friend tells someone else one of your secrets.			
Your partner tells you that you can't hang out with one of your friends.			

Reproductive Anatomy & Adolescent Development

What are the reproductive parts of my body and
how are they changing right now?

A note for teachers:

Understandings of gender are evolving rapidly, and today's youth are part of a generation that view the complexity of gender as a fact of life. This lesson on anatomy and puberty will use gender-inclusive language and you are encouraged to do the same. Gender-inclusive anatomy and puberty education benefits all youth because it recognizes and affirms all students.

What this looks like: *When discussing puberty processes, use terms such as “can”, “may”, or “might” to avoid excluding certain students such as those who are intersex, transgender, or gender non-conforming. For example, “people with a penis may grow hair on their face” or “some people with a vagina may develop breasts”. It can be helpful to explain to students that being a boy, a girl, or in-between is mostly about how someone feels, not their body parts. When talking about sexual feelings, it's important to not be specific about the gender that people might be attracted to. This lets you include anyone who could be or become attracted to boys, girls, non-binary genders, or more than one of these. Again, it's good to use “can”, “may” or “might” when you talk about people developing romantic and/or sexual feelings.*

For more information on inclusive language, see the [Inclusive Language Resource](https://www.teachingsexualhealth.ca/inclusive-language-resource) from [TeachingSexualHealth.ca](https://www.teachingsexualhealth.ca).

TEKS:

7-8.22.(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;

NSES:

AP.8.CC.1 Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)

DRAFT

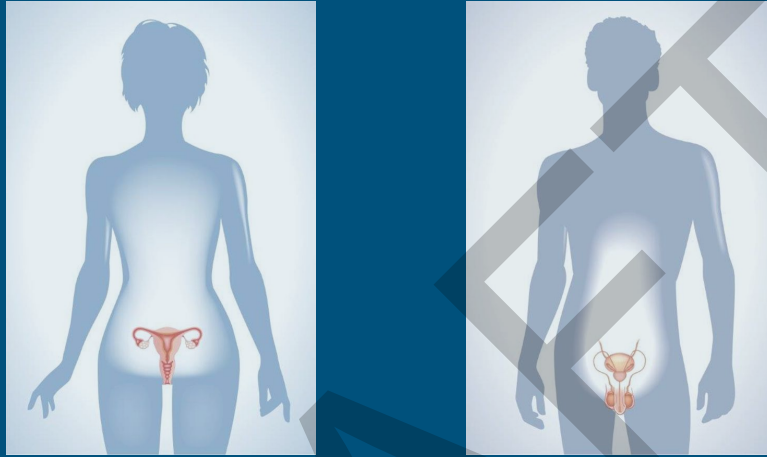
Today's Objectives

- Describe the parts of the human reproductive system
- Describe the physical, hormonal, and emotional changes that can happen during puberty
- Explain the body's process of preparing for pregnancy

Review lesson objectives

DRAFT

Reproductive Anatomy - Worksheets



Use this slide to help students to understand the relationship of the reproductive organs to the rest of the body. Discuss the difference between **internal** and **external**. Then introduce the difference between **frontal views** and **side views** of the body. The egg-producing reproductive organs are shown primarily using the frontal view, while the sperm-producing reproductive organs are shown primarily using the side view.

Explain: In this lesson, we may use the terms ‘male’ and ‘female’ when discussing reproductive anatomy, referring to the sex someone was assigned at birth. A person’s reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person’s internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

ACTIVITY:

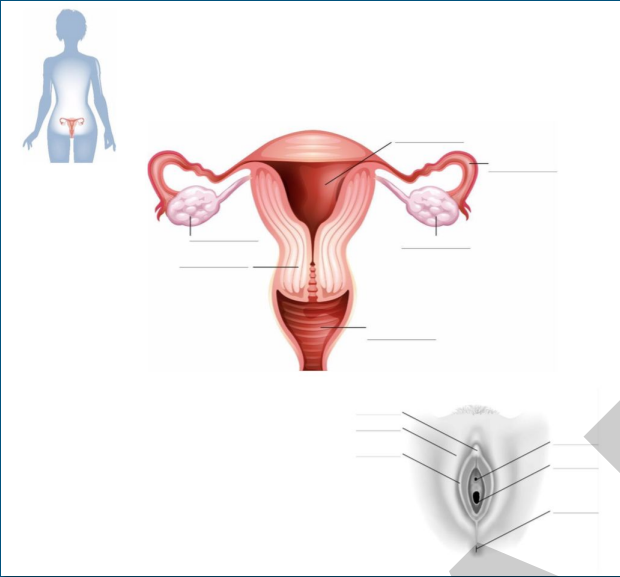
1. Distribute the **Reproductive System Diagrams** handouts. Explain the

1. relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.

Images:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr5-Diagrams-ENGLISH-FINAL.pdf>

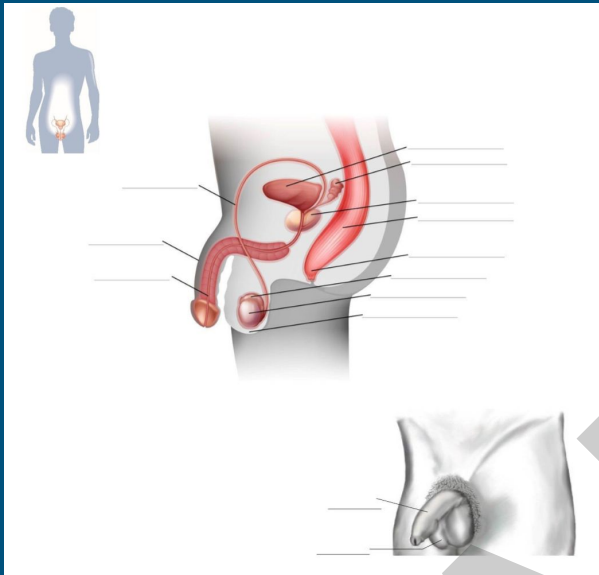


Word Bank

- Fallopian Tube
- Cervix
- Ovary
- Uterus
- Clitoris
- Urethra
- Anus
- Vaginal Opening
- Labia Majora
- Labia Minora

1. Distribute the **Reproductive System Diagrams** handouts. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
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To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.



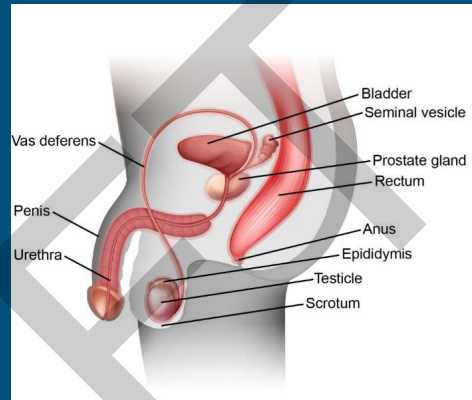
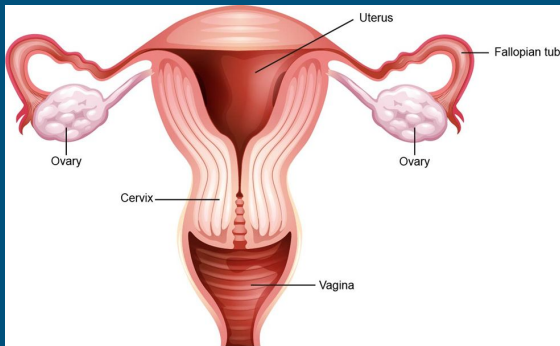
Word Bank

- Scrotum
- Penis
- Urethra
- Bladder
- Prostate Gland
- Rectum
- Testicle
- Vans deferens
- Anus
- Seminal Vesicle

1. Distribute the **Reproductive System Diagrams** handouts. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.

Internal Anatomy

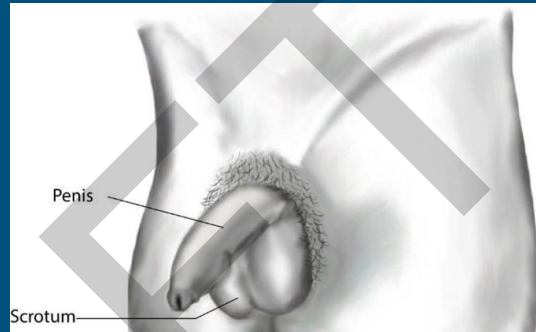
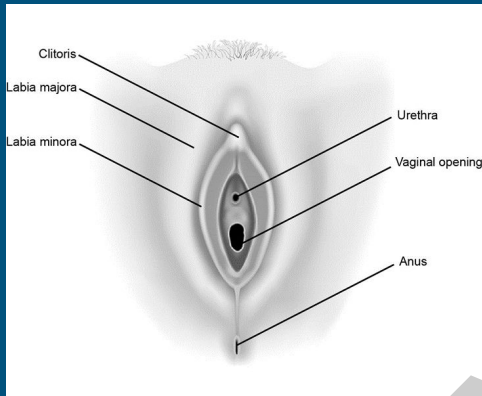


After giving students about 5 minutes to fill in their worksheets, display the correct answers to the internal anatomy and discuss. Start with the egg-producing system, then **click** and discuss the sperm-producing system.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

External Anatomy

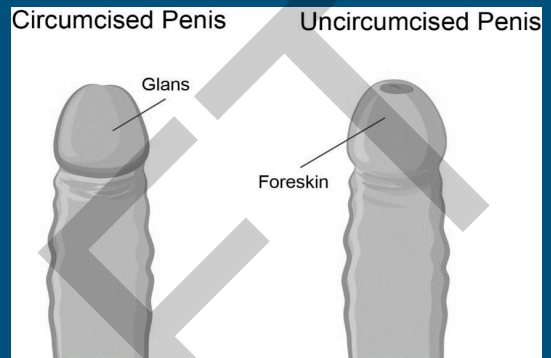
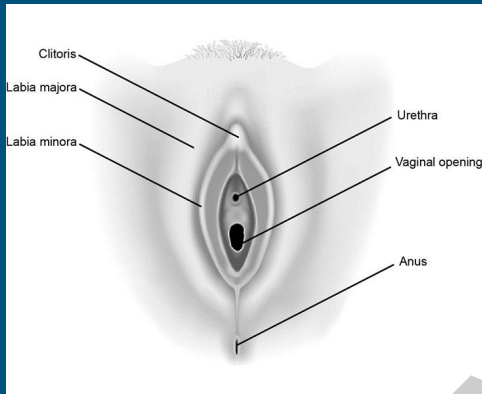


First review the external anatomy of the vulva, then **click** and review the external anatomy of the penis.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

External Anatomy



Note that while the worksheet shows an uncircumcised penis, many people are circumcised as infants and without the foreskin (which is removed during the procedure), the glans of the penis is exposed.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

Puberty: True or False

- T** Puberty is the process through which our bodies become adults.
- F** If all of my friends have started puberty except me, I'm way behind.
- T** I will start to notice more hair grow in places like my genitals and armpits.
- F** We only experience physical changes during puberty.
- T** Puberty is caused by hormonal changes in the body.
- F** Everyone goes through puberty at the same speed.

So, now that we know about what body parts we have, let's look at ways that the body (and brain) changes during puberty.

Let's see what you already know about puberty.

Click to reveal each statement, give students a chance to respond/discuss, then **click** to reveal the answer.

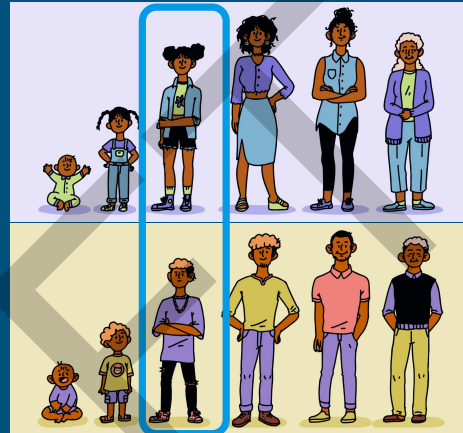
1. Puberty is the process through which our bodies become adults.
True The hormones released during puberty target our reproductive systems and trigger them to begin functioning so that our bodies can reproduce.
2. If all of my friends have started puberty except me, I'm way behind.
False Everyone's bodies are different! Different people start puberty at different times, and it's okay to start later.
3. I will start to notice more hair grow in places like my genitals and armpits.
True Most people experience hair growth in these places during puberty.
4. We only experience physical changes during puberty.
False During puberty, we experience both physical and emotional changes. Puberty can often come with mood swings, sexual feelings, and a desire for more independence.
5. Puberty is caused by hormonal changes in the body.
True The brain releases hormones during puberty that cause the changes people go through during puberty.
6. Everyone experiences puberty at the same rate.

1. **False** Everyone's body is different, so people will go through changes at a different rate, and some people may not experience them at all.

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What Does Puberty Mean?

Puberty is the period of time when your body begins to develop and change as you move from child to adult.



Ask: What does puberty mean?

Click to reveal the official definition and life cycle images:

“Puberty is the period of time when your body begins to develop and change as you move from child to adult.”

Ask students to point out where on the lifecycle images the period of puberty might be represented.

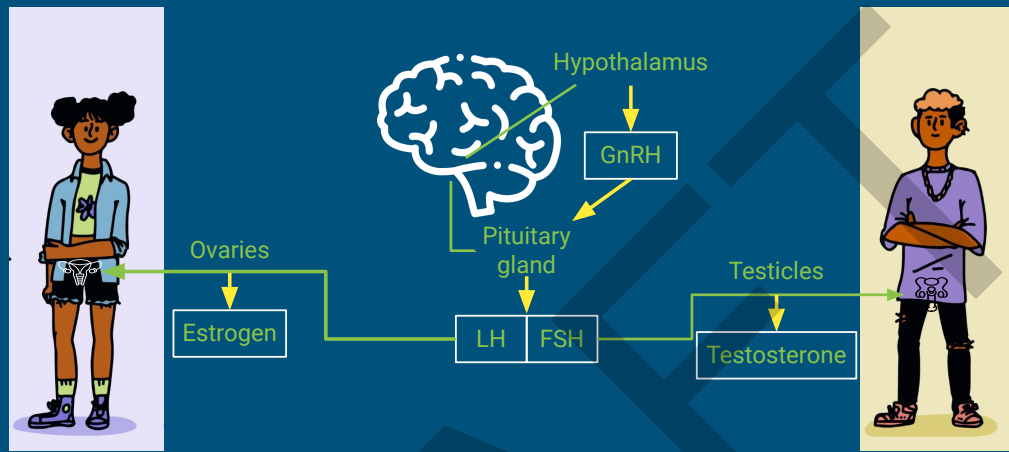
Click to highlight the third person as about where students are at this point in their lives.

Transition by noting that there are several hormones produced by the body that get this process of change going.

Images:

Hand drawn vector created by freepik - www.freepik.com

Hormones



Ask: What have you heard about the hormones that are produced in our bodies?

Explain the following:

Click: When your body reaches a certain age, your brain signals the body to start producing the **hormones** that are responsible for the changes of puberty.

Click: This starts specifically in a brain region called the **hypothalamus**.

Click: The hypothalamus releases a hormone called gonadotropin-releasing hormone, or **GnRH** for short.

Click: When GnRH reaches the **pituitary gland** (a pea-shaped gland that sits just under the brain), this gland releases into the bloodstream two more puberty hormones:

Click: Luteinizing hormone (**LH** for short) and follicle-stimulating hormone (**FSH** for short).

Click: For people with a penis and testicles, these hormones travel through the blood

and give the **testes** the signal to begin the production of

Click: testosterone and **sperm**. Testosterone is the hormone that causes most of the changes in a body with a penis during puberty. Sperm cells are produced for reproduction.

Click: In people with a uterus, FSH and LH target the **ovaries**, which contain eggs that have been there since birth. The hormones stimulate the ovaries to begin producing another hormone called

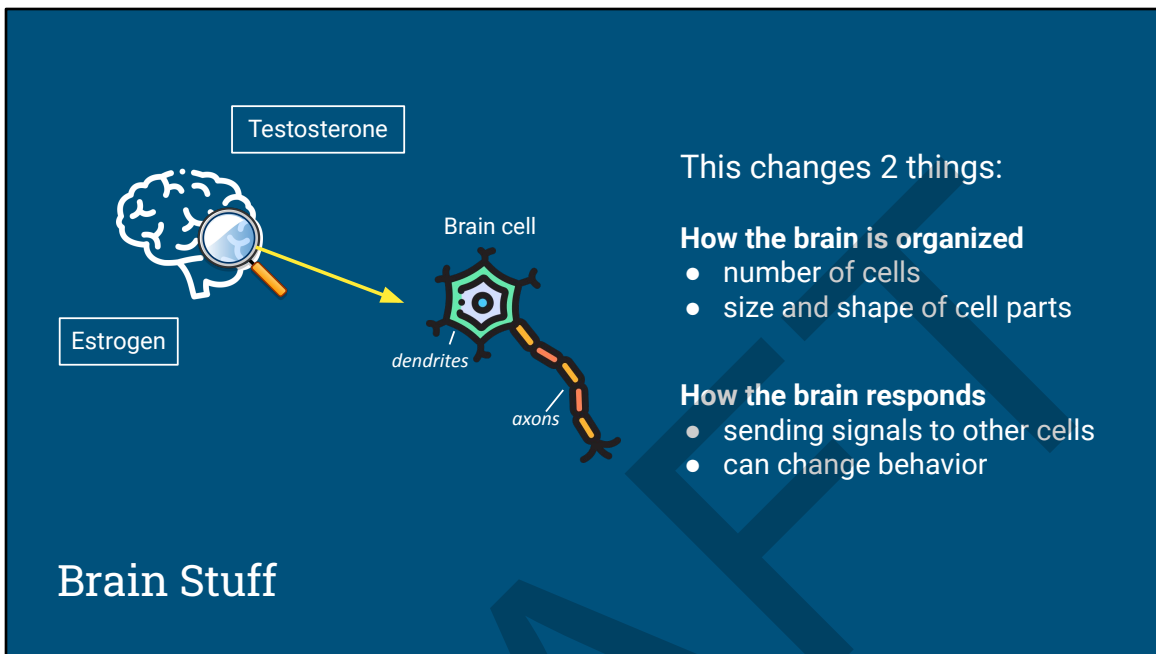
Click: estrogen. Estrogen, along with FSH and LH, causes a body with a uterus to mature and prepare for pregnancy.

So that's what's really happening during puberty — it's all these new chemicals moving around inside your body, turning you from a teen into an adult with adult levels of hormones.

(source: <https://kidshealth.org/en/teens/puberty.html#catcontraception>)

Images:

Brain, ovary/uterus, penis/testicles: flaticon.com



Hormones like testosterone and estrogen can attach to your **(click)** brain cells.

Click:

There are two main ways that hormones can influence your brain cells.

Click:

First, hormones can influence **how the brain is organized**. Changes in brain organization can include changes in the number of cells, or changes in the size and shape of dendrites or axons. Testosterone, for example, influences the development of new cells in a brain region called the medial amygdala (a small region near the bottom of the brain that is important for processing emotions like fear). This region of the brain can actually become physically bigger in people who have more testosterone than in those who don't. This was found in animal research, but studies on humans that looked at hormone levels and the size of the amygdala suggest it works the same in humans.

Click:

Second, a hormone can influence **the way that brain cells become activated in response to a situation or environment**. Hormones might help or prevent a cell from

exchanging signals with other cells. This can lead to long-term changes in brain cells. For example, the levels of testosterone in mice (and humans) increase during a competition or fight. One study showed that mice who win a fight develop more receptors for testosterone in brain regions that are important for reward and social behavior. These new receptors might also change the behavior of the mouse in the next fight. This shows a process where experiences, like winning a fight, and hormones work together to shape brain development. *This process is especially important during puberty, when the hormone levels are higher than during childhood and the brain is still developing.*

There is still a lot we do not know about how hormones influence the organization and actions of brain cells in humans. We do know that these effects are different in some ways between people who make more testosterone and people who make more estrogen, and between regions of the brain. Researchers are just starting to figure out how the hormone-related changes in the brain are important for behavior and learning, so there are a lot of unanswered questions.

Teacher resources:

For more info on the adolescent brain: <https://youtu.be/001u50Ec5eY>
See Your Brain on Puberty RESOURCE in your curriculum folder.

Source: Barendse M, Cheng T and Pfeifer J (2020) Your Brain on Puberty. Front. Young Minds. 8:53. doi: 10.3389/frym.2020.00053
(<https://kids.frontiersin.org/articles/10.3389/frym.2020.00053>)

Images: flaticon.com

Ch... Ch... Changes

The Physical and Emotional
Changes of Puberty

ACTIVITY



Preparation:

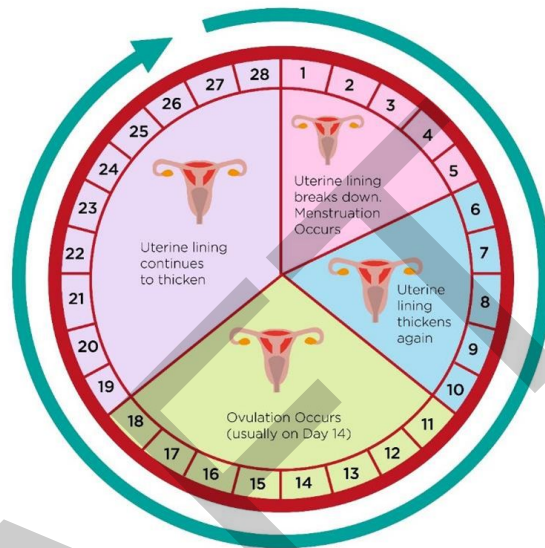
Print the Puberty Changes Cards

Cut out (and laminate if possible) the change cards.

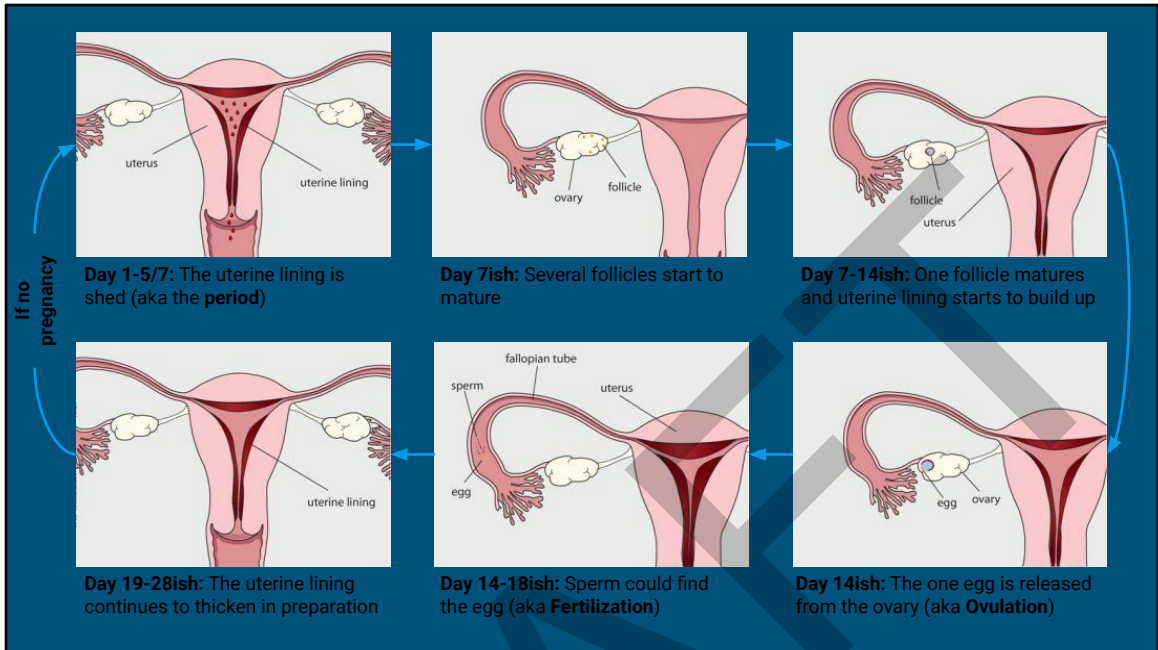
ACTIVITY Instructions:

1. Write the following headings on the board, or use the printed headings cards:
 - Physical Changes
 - Social and Emotional Changes
2. Give at least one Puberty Change card to each student until all are distributed.
3. Give students a few moments to discuss their card with their neighbor.
4. Ask students to place their card(s) in the appropriate category of puberty change.
5. Review the placements with the class and make corrections if needed.

The Menstrual Cycle



Explain: The “menstrual cycle” is the body’s way of preparing for a pregnancy each month (approx. 28 days). Throughout the month, different things are happening in the reproductive system in order to get ready for an egg to be fertilized and for the uterus to grow a fetus. Let’s look a little more closely at what happens.



The beginning of the cycle (Day 1) is actually the first day of the bleeding, or period. The uterus is where a baby would grow during a pregnancy and the lining of the uterus is what is needed to protect and nourish the baby during pregnancy. When there is no pregnancy, the extra thick lining is not needed and therefore shed and it leaves via the vagina. This bleeding/shedding lasts about 5-7 days.

(Click)

Around day 7, several egg cells, called follicles, start the race to see which one is going to mature enough to be released from the ovary.

(Click)

Usually, only one egg is able to develop enough to be released, and it begins to move to the edge of the ovary while the others are absorbed back into the body. Meanwhile, the lining of the uterus is starting to build back up again in preparation for a pregnancy.

(click)

Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.

(Click)

The egg that was released is only stable for a short time and this is when sperm would need to find the egg if a pregnancy is going to happen. Sperm joining with the egg is called **fertilization**.

(Click)

If an egg is fertilized, it would continue the journey through the fallopian tube and into the uterus to implant into the lining, but we will talk more about that in the next lesson.

(Click)

If it is not fertilized, then it is absorbed into the body, and the cycle continues by once again shedding the extra lining of the uterus.

Images:

<https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>

Anatomy & Adolescent Development **Wrap Up**

1. What is one thing you learned about bodies today?
2. Why is it important to know about how your body is (or will be) changing?
3. What is one thing you can do to take good care of your body during puberty?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to answer the questions either individually, in small groups, or as whole class.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Reproductive System Diagram - Assigned Female

Instructions: Using the word bank below, label the parts of the anatomy for someone assigned female at birth. Words may be used more than once.

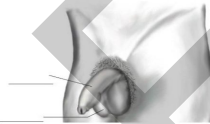
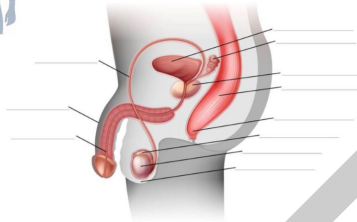
Word Bank

<input type="checkbox"/> Fallopian Tube	<input type="checkbox"/> Clitoris
<input type="checkbox"/> Cervix	<input type="checkbox"/> Urethra
<input type="checkbox"/> Ovary	<input type="checkbox"/> Anus
<input type="checkbox"/> Uterus	<input type="checkbox"/> Vaginal Opening
<input type="checkbox"/> Vagina	<input type="checkbox"/> Labia Majora
	<input type="checkbox"/> Labia Minora

DRAFT

Reproductive System Diagram - Assigned Male

Instructions: Using the word bank below, label the parts of the anatomy for someone assigned male at birth. Words may be used more than once.



Word Bank

- | | |
|---|--|
| <input type="checkbox"/> Scrotum | <input type="checkbox"/> Rectum |
| <input type="checkbox"/> Penis | <input type="checkbox"/> Testicle |
| <input type="checkbox"/> Urethra | <input type="checkbox"/> Vas deferens |
| <input type="checkbox"/> Bladder | <input type="checkbox"/> Anus |
| <input type="checkbox"/> Prostate Gland | <input type="checkbox"/> Seminal Vesicle |

DRAFT

Physical Changes

Social and Emotional Changes

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair gets oily

**Hair grows in
armpits**

**Pubic hair grows
on genitals**

**Sweat glands
develop**

Breasts develop

**Start making
sex hormones**

Mood swings

Sexual thoughts

Sexual feelings

**Interested in
having a romantic
partner**

**Friendships
become more
important**

**Sometimes feel
lonely and
confused**

**Stronger feelings
of wanting to be
liked**

Stronger
feelings of
wanting to fit in

Want more
independence

Thinking about
the future

Concerned about
appearance
(looks)

Hair grows on
face

Shoulders get
wider

**Start producing
sperm**

**Penis grows
bigger**

**Testicles grow
bigger**

Nocturnal
emissions (wet
dreams)

Erections (penis
gets hard)

Ejaculation
(sperm released
from penis)

Hips get wider

Ovulation (eggs
released from
ovaries)

Menstruation
(periods) begins

Vaginal
discharge

Pregnancy and Abstinence

How does pregnancy happen and how do I prevent it?

TEKS:

- 7-8.22.(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse;
- 7-8.23.(A) explain how teen pregnancy is a possible outcome of sexual activity;
- 7-8.23.(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
- 7-8.23.(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent;
- 7-8.23.(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- 7-8.23.(N) research and explain the benefits of abstinence from sexual activity such as increased self-esteem, self-confidence, and student academic achievement;

Today's Objective

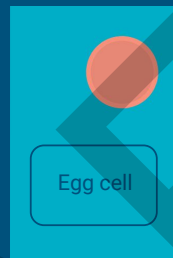
- Describe the process of fertilization and human reproduction, and pregnancy
- Explain significant milestones of fetal development and how to maintain a healthy pregnancy
- Analyze the importance of abstinence

Review the objectives with the class.

Reproduction

the action or process of making a copy of something

In humans...



Ask: What does it mean to “reproduce”?

Click to reveal the definition.

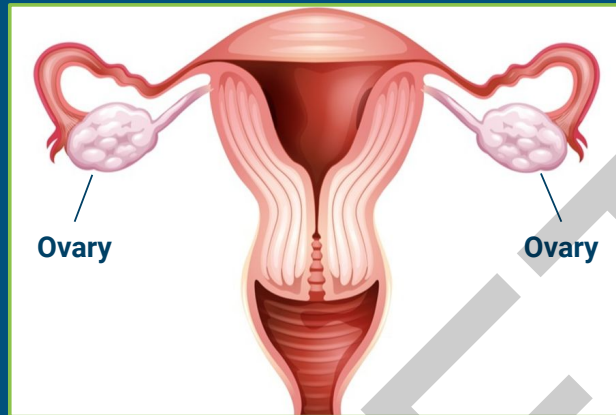
Click:

In humans, we need (**click**) a human egg cell and (**click**) some human sperm cells.

Click:

Let's start by looking at the journey of the egg cell.

Image: <https://pixabay.com/vectors/fertilization-sperm-medical-6918867/>



Where are the egg cells stored?

Ask: Who can tell me what you remember from our previous anatomy lesson about where egg cells are stored?

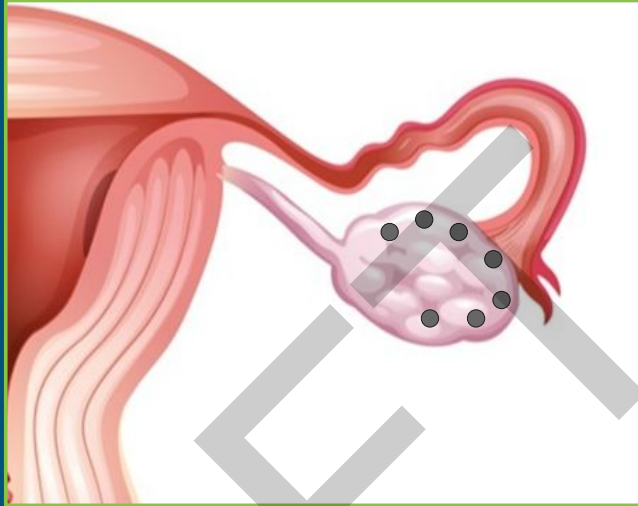
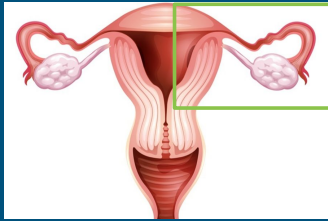
Click:

In the ovaries.

People who are born with ovaries are also born with all the egg cells they will ever have - about 7 million!

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Egg Cells

So what happens to those millions of eggs?

Click:

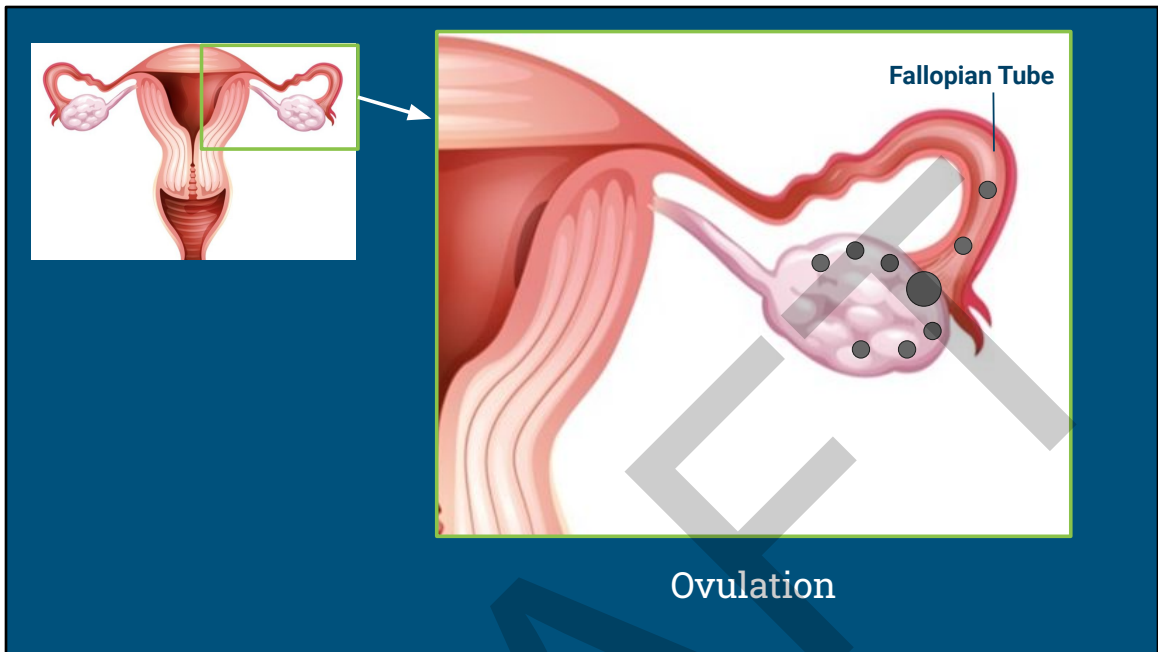
Let's look more closely at the job of an ovary.

Click:

Each month, several egg cells race to see which one is going to mature enough to be released from the ovary.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Usually, only one egg is able to develop enough to be released.

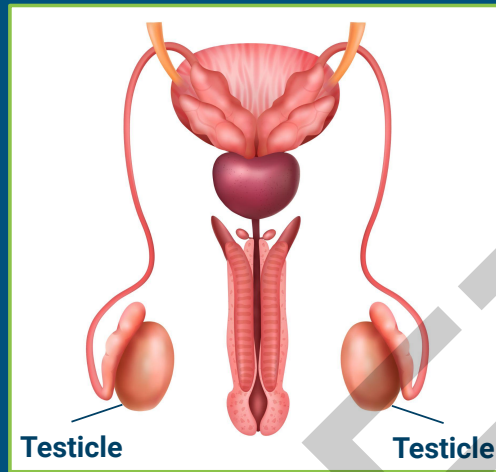
As it moves to the edge of the ovary to be released, (**click**) the others that were in the race are absorbed back into the body.

Click:

The mature egg is then released out of the ovary, this is called **ovulation**, and travels into the fallopian tube.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Sperm Cells

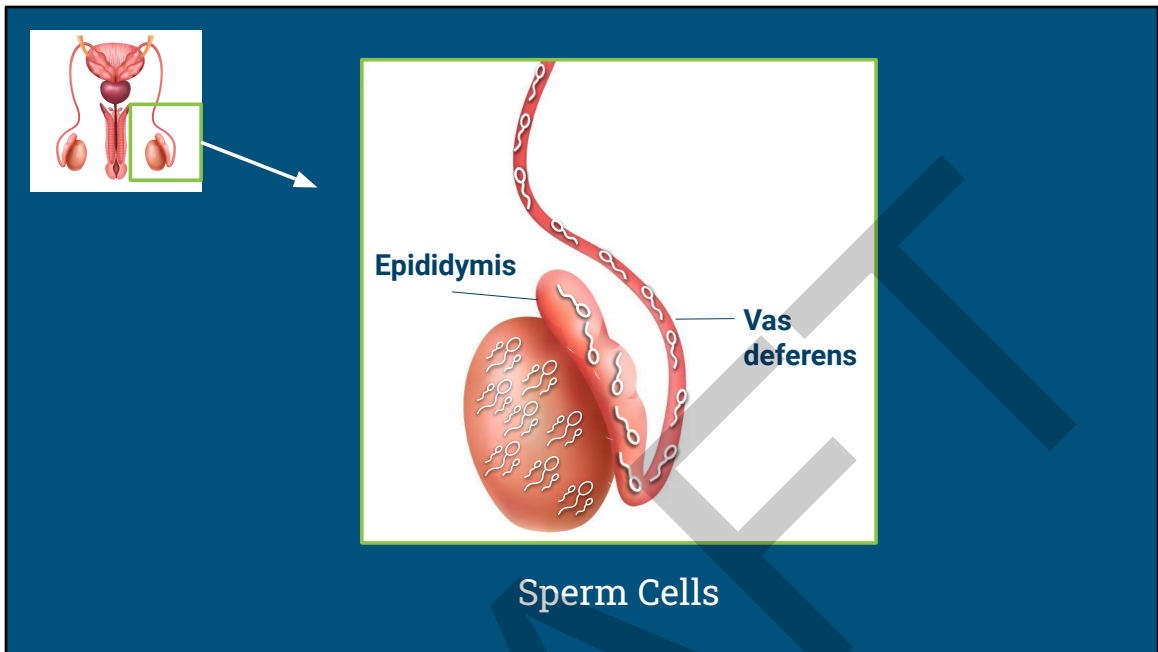
Remember that in humans, we need both a human egg cell and some human sperm cells to reproduce. So let's look at the sperm cells.

Ask: Who remembers what part of the body makes sperm?

Click:

In the testicles.

Image: <https://www.freepik.com/vectors/anatomy> Anatomy vector created by macrovector - www.freepik.com

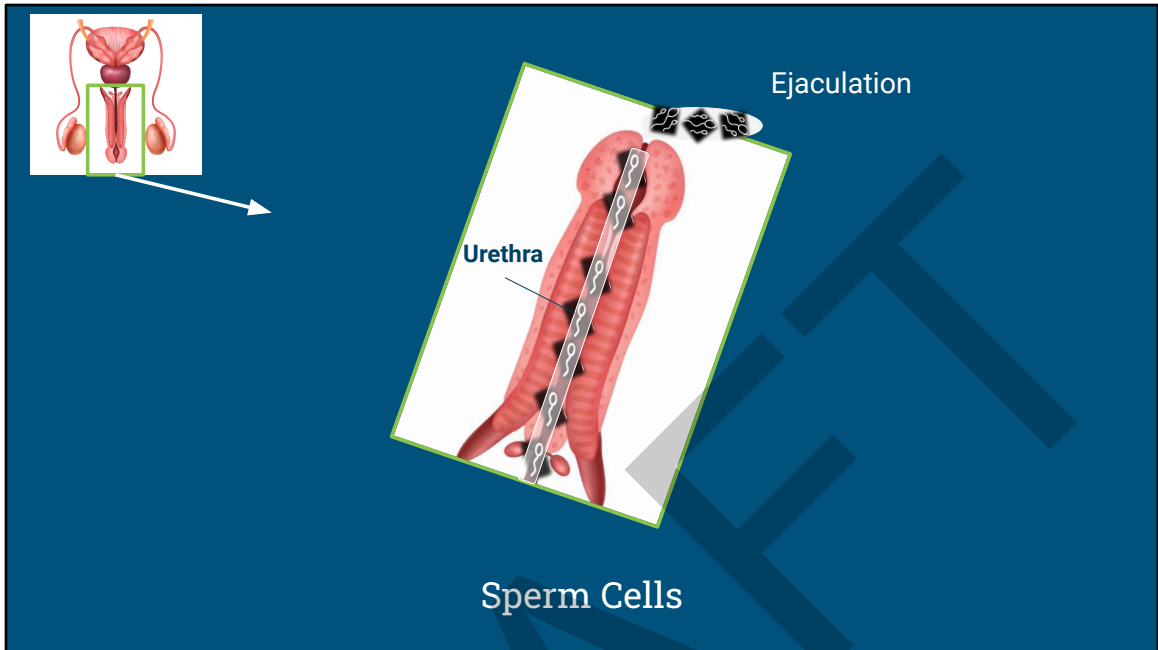


Starting in puberty, testosterone acts in the testicles to produce **(click)** millions of sperm cells every day. Sperm cells resemble tadpoles with a head and a short tail, in total measuring about 0.002 inches (0.05 millimeters) long.

The tails push the sperm into a tube behind the testes called the **(click) epididymis**. For about five weeks, the sperm travel through the epididymis, completing their development.

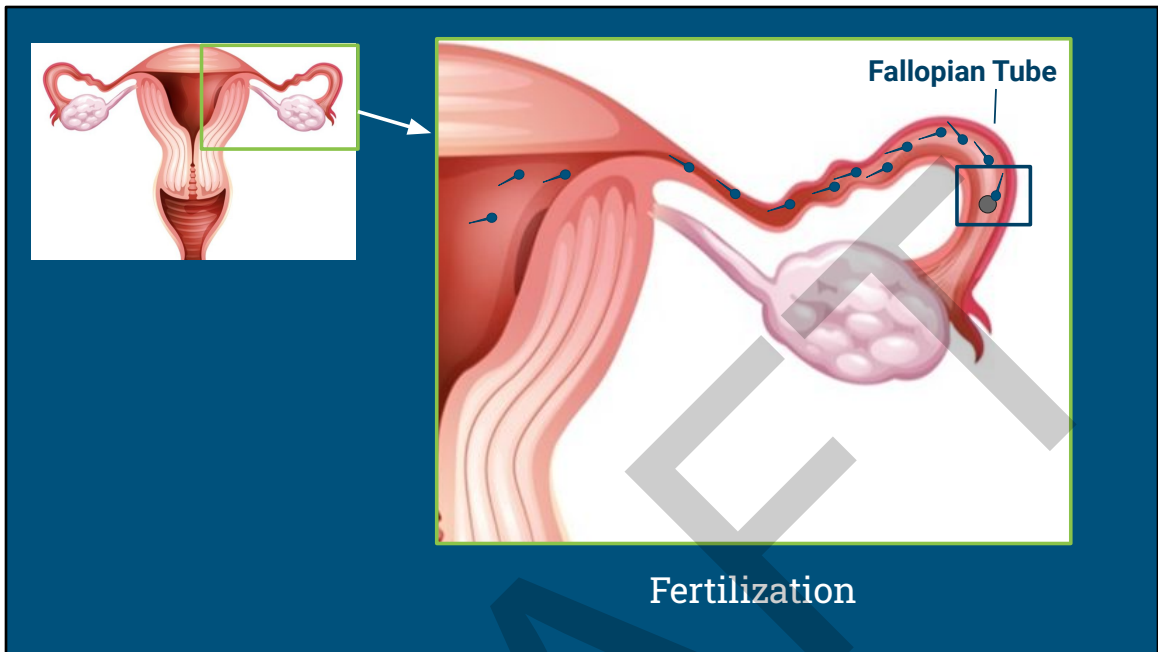
Once out of the epididymis, **(click)** the sperm move to the **vas deferens**.

Image: Anatomy vector created by macrovector - www.freepik.com



When a person with a penis is stimulated for sexual activity, the sperm are mixed with seminal fluid — a whitish liquid produced by the seminal vesicles and the prostate gland — to form semen. As a result of the stimulation, the semen, which contains up to 500 million sperm, is **(click)** pushed out of the penis through the urethra. **(Click)** This is called **Ejaculation**.

Image: Anatomy vector created by macrovector - www.freepik.com



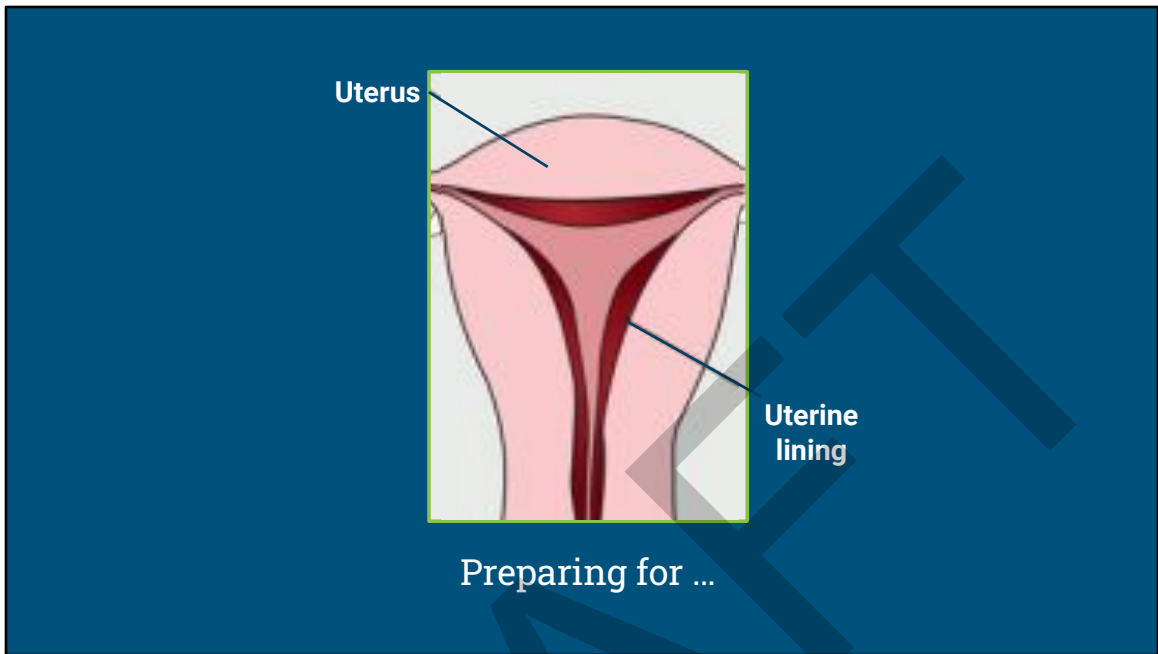
If semen get into the vagina, (**click**) the sperm travel up the vagina, through the cervix, and into the fallopian tubes, where, if ovulation has occurred, they would find an egg. This is where 1 lucky sperm would be able to join up with the egg.

Click:

This is called **fertilization**.

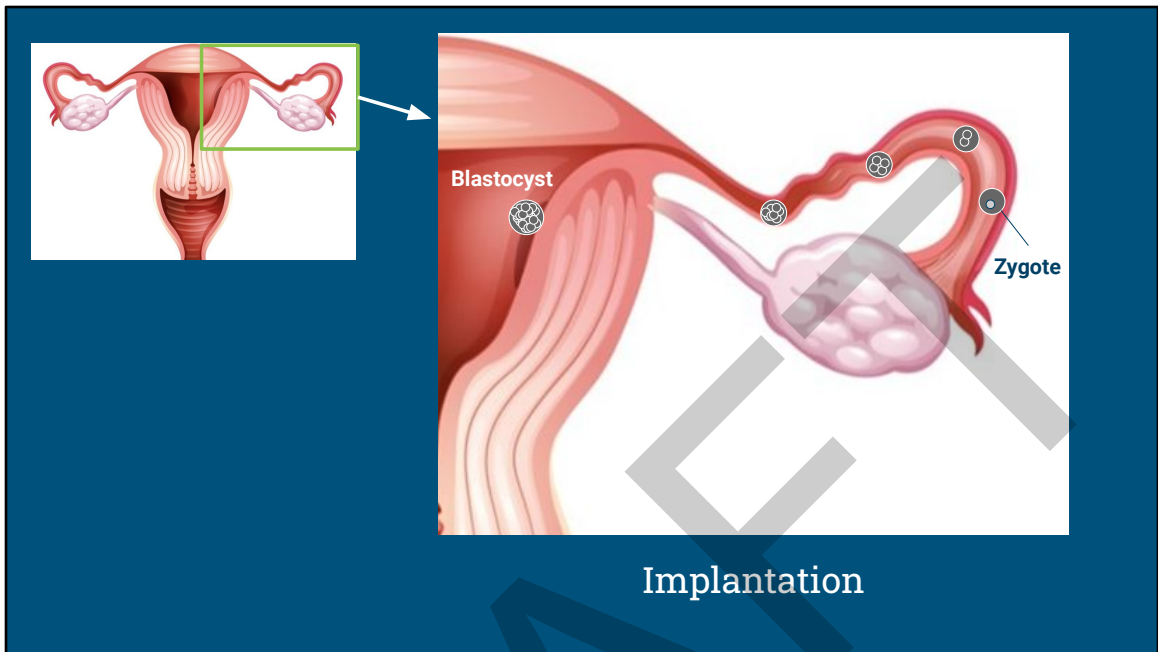
Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Meanwhile, (*click*) the lining of the uterus is building up with the nutrients and cushioning that is needed to support the growth and development of a baby.

Image: <https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>



The joining of an egg cell and sperm cell forms a **zygote**.

Click:

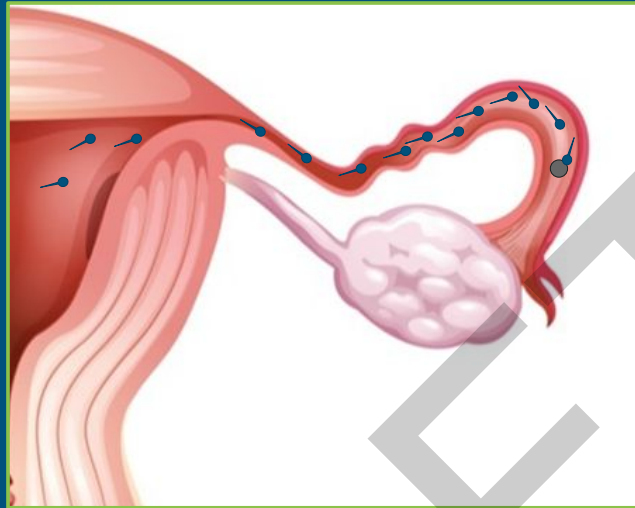
Then the zygote travels down the fallopian tube.

Once it reaches the uterus, it becomes (**click**) a **blastocyst**. The blastocyst then burrows into the uterine lining — a process called (**click**) **implantation**.

Implantation happens about 8-9 days after fertilization and is the official start of a pregnancy.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



How does the sperm get there?

Let's go back to the point where semen would get into the body in order to fertilize an egg.

Click

Ask: How would sperm be in the body of a person with a uterus?

Students are likely going to answer by saying "Sex"

Explain that sex is the most likely way for sperm to get from a penis into a uterus, but let's talk more about what sex actually is.

Image:

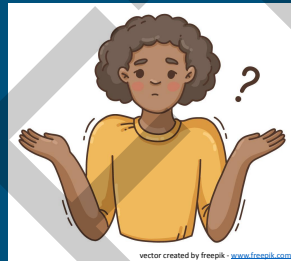
<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

“Sex” can mean different things to different people

Sexual Contact: the intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to arouse or gratify the sexual desire of any person.

Common terms:

- sexual intercourse
- vaginal sex
- oral sex
- anal sex
- masturbation



Explain that “sex” can mean different things to different people.

Click:

Legally, the government considers **sexual contact** to be the “intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to ... arouse or gratify the sexual desire of any person.”

([https://www.justice.gov/archives/jm/criminal-resource-manual-1987-definitions-18-usc-2241-2245#:~:text=Paragraph%20\(3\)%20defines%20the%20term,sexual%20desire%20of%20any%20person.](https://www.justice.gov/archives/jm/criminal-resource-manual-1987-definitions-18-usc-2241-2245#:~:text=Paragraph%20(3)%20defines%20the%20term,sexual%20desire%20of%20any%20person.))

Click:

Some common terms associated with sexual activity are: (**click** to reveal and define each)

- **intercourse:** Some people refer to “sexual intercourse” as the reproductive process in which the penis is inserted into the vagina and semen ejaculated. This is also known as...
- **vaginal sex:** usually refers to the inserting of a penis in the vagina
- **oral sex:** typically refers to using the mouth or tongue to stimulate another person’s genitals (either penis/testicles or vulva)

- **anal sex:** typically refers to inserting a penis in an anus
- **masturbation:** refers to touching oneself for the purpose of sexual arousal or pleasure.

Now that we know what sex is and how it can lead to pregnancy, let's talk about what we can do to avoid that by **abstinence**.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13446888.htm#query=person%20questioning&position=15&from_view=search

People vector created by freepik - www.freepik.com

DRAFT

Abstinence

the practice of **NOT** doing or having something that is wanted or might be enjoyable

Can apply to lots of things:

- TV
- Video games
- Sugar
- Alcohol or other drugs
- Sex



Ask students how they would define the word “Abstinence”. Take a few responses, then **click** to reveal the definition.

Students likely focused on not having sex, but point out that abstaining can apply to lots of things.

Ask for some examples, then **click** to reveal the list.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13446888.htm#query=person%20questioning&position=15&from_view=search
People vector created by freepik - www.freepik.com

Sexual Abstinence

A conscious decision not to participate in *sexual activity* and the skills needed to support that decision.



Ask for a volunteer to read the definition of “Sexual Abstinence”.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13559502.htm#query=question&position=27&from_view=search

People vector created by freepik - www.freepik.com

Benefits of Choosing Abstinence

Abstinence is 100% effective at preventing pregnancy!

What else?

- No sexually transmitted infections
- The freedom to pursue a variety of friendships
- Less complicated relationships
- The ability to focus on interpersonal aspects of relationships
- Avoiding being manipulated or used by others

State: Not having sex or engaging in sexual activity in any way means no chance of pregnancy. Abstinence is 100% effective at preventing pregnancy.

Click

Ask: What are some other benefits?

Take responses from students. Note that there are many benefits and that **any reason to choose abstinence is a good and valid reason.**

Click to reveal and discuss some common themes related to why people might want to choose abstinence. Note that they will be learning more about sexually transmitted infections in the next lesson.

Teacher note: avoid any discussions that may lead to shaming or stigmatizing those students who may have already had sex. For example, talking about how having sex can hurt someone's reputation tends to foster the belief that having sex makes someone "dirty" or "bad" or "less than" in some way. In this conversation, focus on how the benefits are going to vary from person to person, but that ultimately anyone can benefit from having less stress or worry about outcomes like pregnancy or STIs.

Transition:

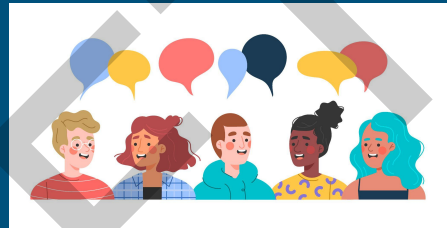
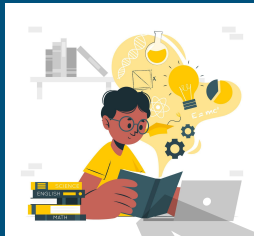
So we are talking about *choosing* abstinence. That means we are talking about making a decision.

Let's look more closely at what it takes to make a decision and how we can make decisions that keep us healthy.

DRAFT

Making Decisions

What are some things that we have to make decisions about every day?



Ask students to think about some of the decisions that they make every day. Take a few responses, then point out that each day we decide:

click

to wake up in the morning

click

to go to school and do our work (if it's a school day)

click

and we decided how to communicate with the people in our lives.

State: these things may be decided for us (in the case of waking up and going to school) or may seem to come naturally (how we communicate), but our brains are making decisions about how we go through each and every part of our day. And the process is pretty much the same, regardless of the decision needing to be made.

Images:

Alarm clock: Background vector created by photoroyalty - www.freepik.com

Studying: School vector created by storyset - www.freepik.com

Friends: People vector created by pikisuperstar - www.freepik.com

DRAFT

Making Decisions

1. Identify the decision
2. Brainstorm options
3. List possible outcomes
4. Make a decision
5. Reflect (and change course, if needed)



Let's Practice

In order to make any decision:

Click

We start by identifying the decision to be made.

Click

We brainstorm the options.

Click

We make a list of the possible outcomes.

Click

We make a decision based on how we feel about those possible outcomes.

Click

Then we reflect on how that went and make changes, if needed, the next time that decision comes up.

Click

Now, let's practice.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>

Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

DRAFT



Images used for previous slide:

Identify the decision:

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Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

Decision-Making



1. Waking up for school



2. Possible options



3. List outcomes



4. Make a decision



5. Reflect

Let's practice by thinking about **Waking up for school**.

Walk through each of the steps. This can be done as a whole class, in small groups/pairs, or individually.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

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Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

More Practice



1. Identify another decision



2. Possible options



3. List outcomes



4. Make a decision



5. Reflect

ACTIVITY:

Have the students use the Decision-Making Handout to work through another decision. You can choose to use the same decision for the whole class to work on or let them choose individually. This decision can be about sexual activity or not.

Give students about 20 minutes. Once everyone has completed the Decision-Making Handout Activity, ask for some individuals or groups to share. Take a few minutes to discuss then conclude.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

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<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

Decision-Making and Abstinence

Abstinence is the safest and
healthiest choice for you and
your peers!



State: At this age, abstinence is the safest and healthiest choice for you and your peers. One day, you will be ready to consider having sex and the more you practice the process of making healthy decisions, the more likely you are to feel good about the choices you make throughout your life.

Image: People vector created by pikisuperstar - www.freepik.com

Pregnancy & Abstinence **Wrap Up**

1. What is one thing you learned about human reproduction and fetal development?
2. Why is it important to practice the process of making healthy decisions?
3. How will someone know if they are ready for sex when they are older?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Debrief this lesson by asking the students to answer the questions either individually or in small groups. Ask for volunteers to share.

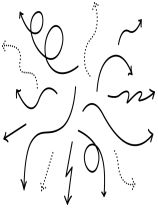
Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Decision-Making Practice

Use the 5 steps to practice working through a decision.



1. Identify the decision to be made.



2. Brainstorm possible options



3. List potential outcomes for each option



4. Make a decision



5. Reflect

Consequences of Sexual Activity

What could happen when someone chooses to have sex?

TEKS:

7-8.23.(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer;

7-8.23.(D) describe various modes of transmission of STDs/STIs

7-8.23.(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;

7-8.23.(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially;

7-8.23.(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern;

7-8.23.(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;

7-8.23.(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

7-8.23.(L) analyze the effectiveness and the risks and failure rates (human-use reality

rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;

7-8.23.(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females;

DRAFT

Today's Objective

- Describe the types of STIs and how they are transmitted.
- Identify different methods of contraception.
- Explore ways to avoid the negative consequences of sexual activity.

DRAFT

Sexual Activity

“Sex” can mean different things to different people

- vaginal sex
- oral sex
- anal sex

Abstinence is 100% effective at preventing pregnancy!

Why do some people have sex?

In lesson 6, we talked about what sex is, including that **(click)** sex can mean different things to different people. For the purposes of this lesson, we are going to be talking about the consequences of engaging in sexual activity and the activities with the most risk are **(click)** vaginal sex, **(click)** oral sex, and **(click)** anal sex.

As a reminder:

- **vaginal sex:** usually refers to the inserting of a penis in the vagina
- **oral sex:** typically refers to using the mouth or tongue to stimulate another person’s genitals (either penis/testicles or vulva)
- **anal sex:** typically refers to inserting a penis in an anus

Also in lesson 6, we talked about how pregnancy can be a consequence of sex, usually vaginal sex, and how **(click)** abstinence - or not engaging in any sexual activity - is the only 100% effective way to prevent a pregnancy.

So, **(click)** why do some people have sex?

Responses might include:

- pressure from friends or partner
- social status

- increased intimacy in the relationship
- curiosity
- forced or rape
- being in a long-term relationship, like marriage
- wanting to have a baby
- for fun or pleasure
- under the influence of alcohol or other drugs

DRAFT

So, what can happen?

- Unintended pregnancy
- Sexually transmitted infections
- Emotional distress
 - stress
 - regret
 - anxiety
 - depression

Explain that almost everyone will have sex at some point in their lives. And for all the reasons why people have sex, there will always be a few consequences that they may want to avoid.

Click:

- **Unintended pregnancy:** most people will choose to have a baby at some point in their lives, but it's best if it happens when the people involved have planned it because they feel that they are ready for all that is involved in raising a baby.
- **Sexually transmitted infections:** are bacteria or viruses or parasites that are passed from one person to another by way of sexual contact.
- **Emotional distress:** most teens report that they wish they had waited longer before they became sexually active. Sometimes people, regardless of age, don't think through all of the options and outcomes before making a decision to have sex with someone. and sometimes people are pressured or coerced into doing something sexually that they didn't want to do.

When people have all of the information they need to make the decision that is right for them at that time, they are less likely to experience emotional distress, but the key to that is that it is their own INFORMED CHOICE. (*Refer to previous lesson and the*

Making Healthy Decisions Worksheet.) In addition to having discussions with a parent or other trusted adult, including a medical provider, making an informed choice means knowing about all the possible options and outcomes. So let's learn more about some of the choices people have about staying safe and healthy when, at some point in their lives, they decide to have sex.

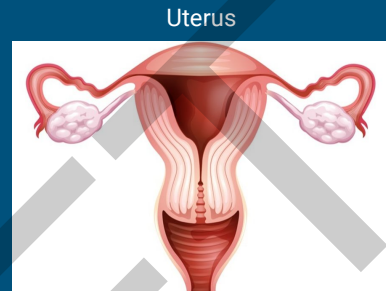
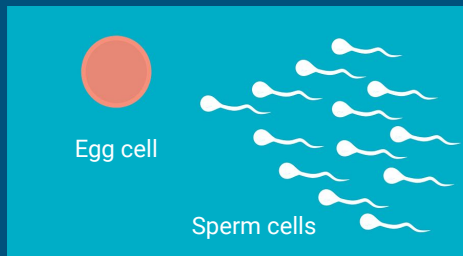
DRAFT

Preventing Unintended Pregnancy

We'll start with preventing unintended pregnancy.

DRAFT

Remember how a pregnancy happens:



Contraception (aka. Birth Control)

Remind students that for a pregnancy to happen, we need **(click)** a human egg cell, **(click)** some human sperm cells, and **(click)** a place for the fertilized egg to implant and grow, i.e. a uterus.

So, when someone decides to have sex, and there is a possibility of an egg and sperm meeting (i.e. typically vaginal sex) they might choose to use a method of contraception. Aka, **(click)** birth control.

Images:

<https://pixabay.com/vectors/fertilization-sperm-medical-6918867/>

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

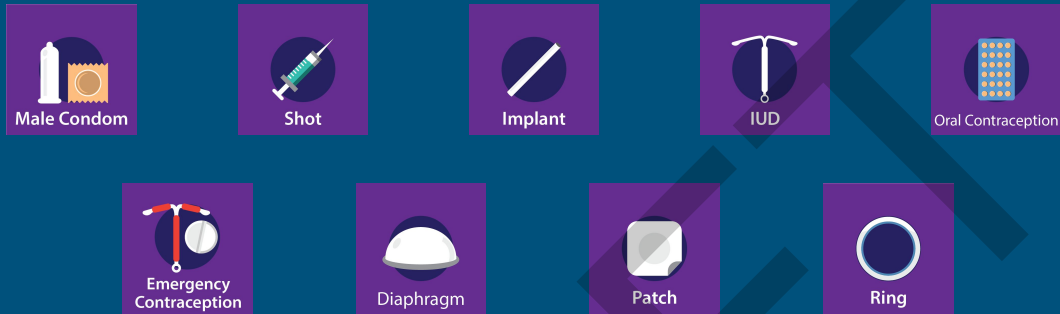
Birth Control Categories

- **Long-acting:** continue to work for years
- **Short-acting:** must be used on a daily, weekly, or monthly basis
- **Barrier:** used at the time of sex to block sperm from reaching the egg
- **Emergency:** used after sex to stop the process from going forward

Methods of birth control come in four categories:

- Long-acting: depending on the method, can last for 3-10 years
- Short-acting: must be used on a daily, weekly, or monthly basis
- Barrier: used at the time of sex to block sperm from reaching the egg
- Emergency: used after an act where sperm may have entered the body that has an egg; in this category, there is a short window of time where the process of ovulation, fertilization, and implantation can be stopped.

Methods of Birth Control - Card Sort



Activity Instructions

Print and cut out **Birth Control Cards**

On a white board (or by using the category cards in the Birth Control Cards set), create 4 columns

1. Long-Acting Method
2. Short-Acting Method
3. Barrier Method
4. Emergency Method

Ask for 9 volunteers and give each one a card. Then direct the remaining students to join those volunteers to form groups of 2-3 for each method.

As a small group, students should discuss their assigned method, determine which category it belongs to, and come up with 1-2 questions someone might have about this method.

Once all groups have completed this work (give them 3-5 minutes), ask for one person from each group to place the card on the wall or board in the correct category.

Cards should be placed as follows:

1. Long-Acting Method
 - Implant

- IUD
- 2. Short-Acting Method
 - Pill
 - Patch
 - Ring
 - Shot
- 3. Barrier Method
 - Condom
 - Diaphragm
- 4. Emergency Method
 - Emergency contraception

Ask for a volunteer from each group to report out the information about their method and what questions they came up with. Respond to those questions as needed.

DRAFT

Abstinence is the only 100% effective method.

The best method of birth control is the
one being used
CORRECTLY and CONSISTENTLY!

Summarize by saying something like: there are a lot of options for methods of birth control, each with its own advantages and disadvantages. Abstinence is the only 100% effective method. And is the healthiest option for people your age. When someone chooses to become sexually active when they are older, they will need to talk to a trusted adult and or a medical provider for more information about which method would work best for them.

Whether it be abstinence or something else, **(click)** the best method for preventing unintended pregnancy is the one you will use correctly and consistently.

Sexually Transmitted Infections

DRAFT

Definitions...let's break it down

Sexually

sexual contact: genital fluids (vaginal fluids, semen) or skin-to-skin

Transmitted

to transfer, pass, or spread from one person to another

Infection

when a **germ** enters and grows in or on the body; *viruses, bacteria, & parasites*

Disease

when the cells in your body are damaged — as a result of the infection — and signs and symptoms of an illness appear

State: Let's break it down and define each word, starting with **(click) Transmitted.**

Ask for someone to explain what it means to transmit something.

Take a few responses, then **click** to reveal the definition “to transfer, pass, or spread from one person to another”

Click:

Ask: so if we are talking about something that is passed from one person to another **Sexually**, what are we talking about?

Take a few responses then **click** to reveal the explanation and Remind students about the discussion in Lesson 6 about how we defined sexual contact as various things, but in this case we are talking about anything that exchanges genital fluids (meaning vaginal fluids and semen) or anything that involves direct skin-to-skin contact.

Summarize: So we are talking about something that is passed from one person to another by way of sexual contact.

Ask: (click) What is an Infection?

Take a few responses then **click** to reveal the definition of “when a germ enters and

grows in or on the body". Note that for sexually transmitted infections we are mostly talking about bacteria, viruses, and parasites.

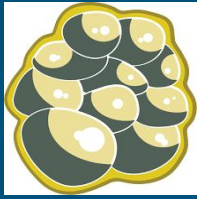
Ask: Why do we sometimes hear it called "Sexually Transmitted *Disease*" and other times "Sexually Transmitted *Infections*"?

Click: What is the difference between infection and disease?

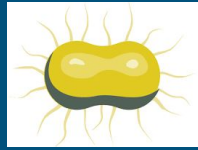
Take a few responses then **click** and explain. Infection is the first step - when it enters and grows in the body. Disease occurs when the cells in your body are damaged — as a result of the infection — and signs and symptoms of an illness appear.

Summarize:

So, germs that are passed from one person to another by sexual contact are the infections that can cause disease. Now let's look at the details of those infections, how they are transmitted and what kind of disease they may cause.



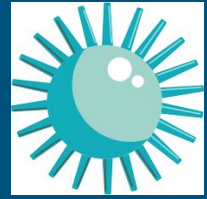
Chlamydia



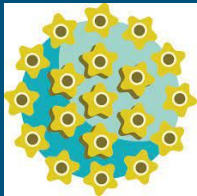
Gonorrhea



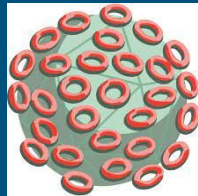
Syphilis



Herpes



HPV



HIV



Trichomoniasis



Hepatitis B

Sexually Transmitted Infections

Ask students which STI/STDs they've heard of.

Explain that we are going to spend some time looking at 8 different infections: **Click** to reveal each

1. Chlamydia
2. Gonorrhea
3. Syphilis
4. Herpes
5. HPV
6. HIV
7. Trichomoniasis
8. Hepatitis B

Resources:

<https://teachingsexualhealth.ca/teachers/resource/stis/>

<https://www.womenshealth.gov/a-z-topics/sexually-transmitted-infections>

<https://www.mayoclinic.org/diseases-conditions/infectious-diseases/in-depth/germs/art-20045289#:~:text=Infection%2C%20often%20the%20first%20step,symptoms%20of%20an%20illness%20appear>



STI Facts

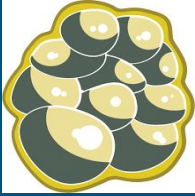
Activity Instructions:

Ask for 8 volunteers and give each an **STI Card**. Again, have the remaining students join the 8 volunteers to form groups of 2-4 students.

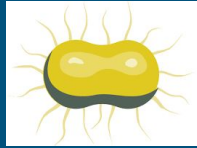
Once the groups are formed, give them a couple of minutes to review their STI Card. As you click through the next several slides, one person from each group will stand and hold up their card if the statement on the slide reflects their STI.

Image: <https://www.freepik.com/vectors/business> Business vector created by rawpixel.com - www.freepik.com

This STI can be cured with antibiotics



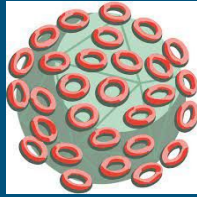
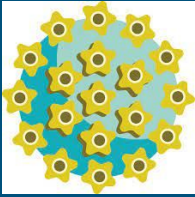
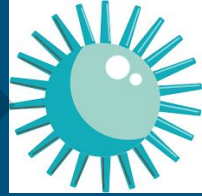
Chlamydia



Gonorrhea



Syphilis



Trichomoniasis



This STI can be cured with antibiotics

Click

Chlamydia

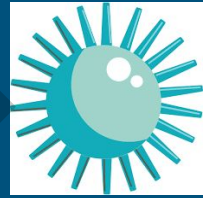
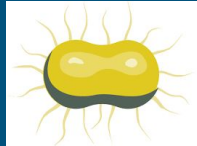
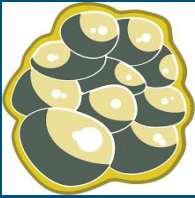
Gonorrhea

Syphilis

Trichomoniasis

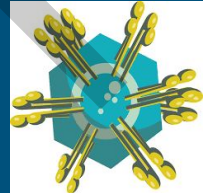
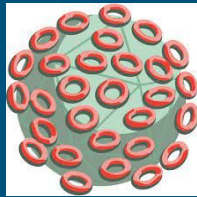
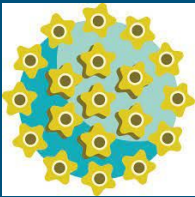
Explain that being treated with antibiotics will get rid of the bacteria/parasite and that both partners need to be treated to prevent reinfection.

This STI can be transmitted by direct skin-to-skin contact



Syphilis

Herpes



HPV

This STI can be transmitted by direct skin-to-skin contact

Click

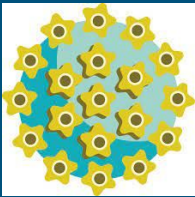
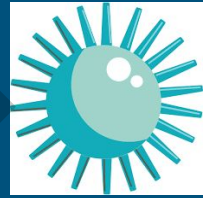
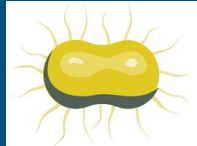
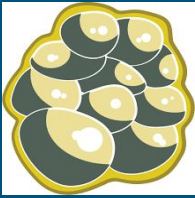
Herpes

HPV

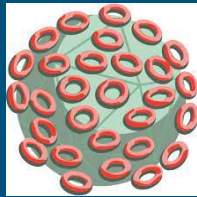
Syphilis - when sore is present

Explain that the presence of blisters for herpes and early syphilis is an indication that there is virus in the skin and is therefore transmitted by direct contact. With HPV it's less clear. Some strains of HPV present as wart, others don't. Either way, the virus still lives in the skin and is therefore transmitted by touch.

This STI has no cure but a person's immune system can often clear it even without treatment



HPV



Hepatitis B

This STI has no cure but a person's immune system can often clear it even without treatment

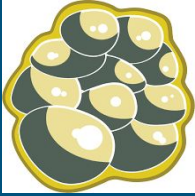
Click

HPV

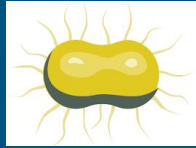
Hepatitis B

Explain that these viruses can lead to long-term complications, like liver disease with Hepatitis B or cancer from HPV. However, many strains of HPV and infections of Hep B will be cleared by the body after 1-2 years. It's important to follow up with a medical provider at regular intervals to check for these long term complications.

Someone can be infected with this STI and not know if because there can be no symptoms



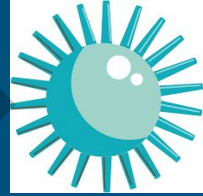
Chlamydia



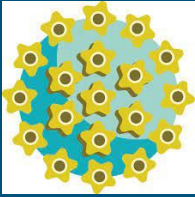
Gonorrhea



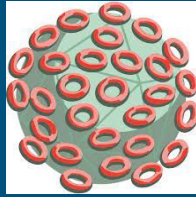
Syphilis



Herpes



HPV



HIV



Trichomoniasis



Hepatitis B

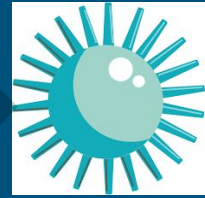
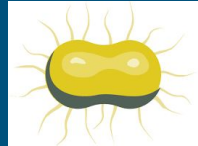
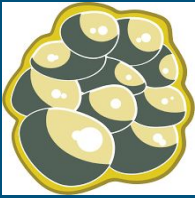
Someone can be infected with this STI and not know if because there can be no symptoms

Click

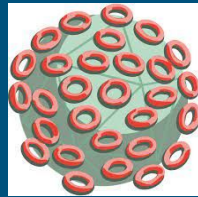
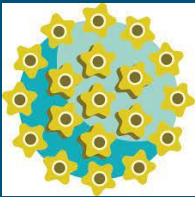
All of them!

Ask the class to describe some of the other symptoms listed on their cards.

This STI has no cure but treatment can lower the levels of virus in the body making it less likely to transmit to others



Herpes



HIV



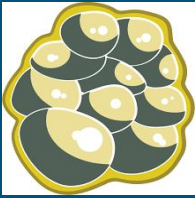
This STI has no cure but treatment can lower the levels of virus in the body making it less likely to transmit to others

Click

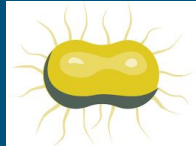
Herpes
HIV

Explain that the most common symptom and tell-tale sign of infection with herpes are the painful blisters on the mouth, nose, or genitals. When the herpes virus is suppressed by treatment, there is a lower likelihood of having breakouts of the blisters. Because the herpes virus infects the skin and can be transmitted by skin-to-skin contact, having a lower amount of virus and fewer or no breakouts makes it less likely to transmit the virus to someone else. For HIV, however, the presence of the virus is determined by a blood test. Treatment with Antiretroviral therapy (ART) can lower the amount of virus in the body and therefore make it less likely to transmit.

This STI is very common among young people
age 15-24



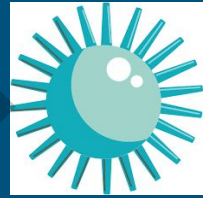
Chlamydia



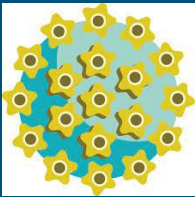
Gonorrhea



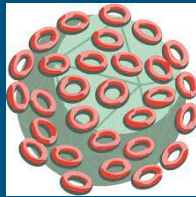
Trichomoniasis



Herpes



HPV



This STI is very common among young people age 15-24

Click

Chlamydia

Gonorrhea

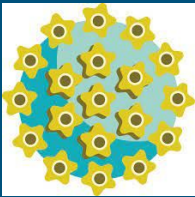
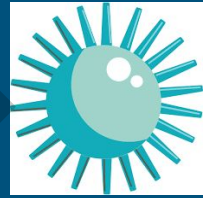
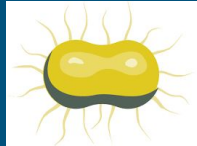
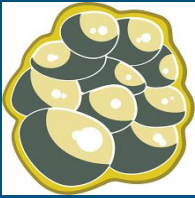
HPV

Herpes

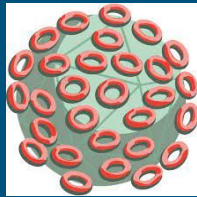
Trichomoniasis

Nearly 20 million people in the United States get an STI each year. These infections affect people of all backgrounds and economic levels. But **half of all new infections are among young people 15 to 24 years old.**

This STI has a vaccine



HPV



Hepatitis B

This STI has a vaccine

Click

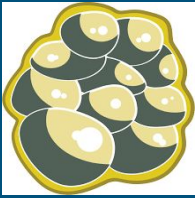
HPV

Hepatitis B

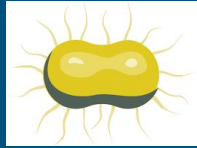
Explain that there are several different strains of HPV and the vaccine doesn't cover all of them. However, it does cover the most common strains, including those that can cause cancer. The HPV vaccine is given in a series of 2 or 3 injections, depending on age.

The Hep B vaccine is given in a series of 3-4 shots in a 6 month time frame and is usually given at birth, but can be given to all ages.

This STI can be prevented by abstaining from sexual activity



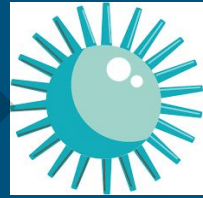
Chlamydia



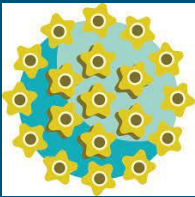
Gonorrhea



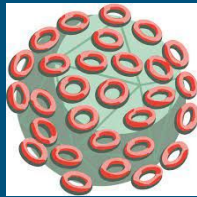
Syphilis



Herpes



HPV



HIV



Trichomoniasis



Hepatitis B

This STI can be prevented by abstaining from sexual activity

Click

All of them!

Explain that the one exception is that herpes can also be located on the mouth, so kissing can also transmit that virus. Ultimately, it depends on how someone defines sexual activity.

STI Prevention

100% effective?

Abstinence

Exchange of body fluids:

- vaginal fluid
- semen
- blood

Skin-to-skin sexual contact

Reducing the risk

- Delay the age of first sexual contact.
- Limit the number of sexual partners.
- Use condoms.
- Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.
- Get tested for STIs.

Ask: What is the only 100% effective way to preventing becoming infected with a sexually transmitted infection?

Take a few responses then **click** to reveal **Abstinence**.

Ask: Thinking about how these different germs are transmitted, what would someone need to abstain from in order to prevent infection?

Click

Explain that a fluid that carries the germ must find its way into the body of another person if transmission is going to take place. That means that getting someone else's blood, for example, on your healthy skin is not going to result in a transmission of germs. The skin is able to keep that infection out.

Similarly, skin-to-skin contact means coming in direct contact with skin that is infected with a germ. STI germs don't live on the hands, for example. So something like holding hands is considered safe. STIs can live on the mouth, like herpes, and the genital areas - the vulva, inside the vagina, or on or around the penis.

Click

Ask: What about when someone decides to become sexually active? What can they do to reduce the risk of becoming infected with an STI?

Take a few responses then *click* to reveal and discuss the concepts.

- **Delay the age of first sexual contact.** Waiting to have sex til a person is older makes it more likely that they will have fewer lifetime partners. It also helps to ensure that the reproductive system is fully developed and healthy.
- **Limit the number of sexual partners.** Fewer partners means fewer possible exposures.
- **Use condoms.** A condom is a barrier, usually made of latex, that is put on a penis before engaging in sexual contact. This decreases the possibility of fluid exchange and covers the skin to reduce the skin-to-skin contact during sex.
- **Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.**
- **Get tested for STIs.** Getting tested won't prevent a person from getting it, but it can prevent a person from spreading it to someone else. And since most STIs can have no symptoms at all, the only way to know for sure if someone has an STI is to get tested.

**Note to teachers: Comparing these steps to the ways we have worked to prevent the spread of COVID could be a good way to help students understand the concepts.*

Consequences

Wrap Up

1. List 1 thing about preventing pregnancy and 1 thing about preventing STIs that you learned today.
2. When it comes to avoiding the negative consequences of sexual activity, what could get in the way of you making the healthiest choice for YOU?

Reminder: Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Debrief this lesson by asking the students to answer the questions either individually or in small groups. Ask for volunteers to share.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.



What is it?

- "T"-shaped device with copper or hormones
- Placed in the uterus by a medical provider

How does it work?

- Prevents ovulation or fertilization of the egg by sperm

How long does it last?

- 3-10 years, depending on type or until removed

How effective is it?

- 0-1 pregnancies out of 100 users in a year



What is it?

- Latex sheath
- Covers the penis during partner contact

How does it work?

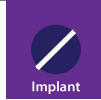
- Barrier: sperm do not enter the vagina

How long does it last?

- One time use must be used every time you have sex

How effective is it?

- 15 pregnancies out of 100 users in a year



What is it?

- Flexible plastic rod (matchstick size) that releases hormones
- Placed in the skin of the upper arm by a medical provider

How does it work?

- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- 3 years, or until removed

How effective is it?

- 0-1 pregnancies out of 100 users in a year



What is it?

- Injection given every 3 months by a medical provider
- A large dose of progestin hormone

How does it work?

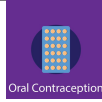
- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- 3 months

How effective is it?

- 3 pregnancies out of 100 users in a year



What is it?

- Small pill containing a combination of hormones
- Prescription by medical provider required

How does it work?

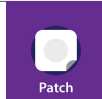
- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- Must be taken every day at the same time

How effective is it?

- 8 pregnancies out of 100 users in a year



What is it?

- Piece of plastic that looks like a band-aid & sticks to your skin
- Releases a combination of hormones into the bloodstream
- Prescription by medical provider required

How does it work?

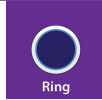
- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- 1 months

How effective is it?

- 8 pregnancies out of 100 users in a year



Ring

What is it?

- Flexible plastic ring containing a combination of hormones
- Worn inside the vagina, up by the cervix
- Prescription by medical provider required

How does it work?

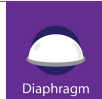
- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- 1 month

How effective is it?

- 8 pregnancies out of 100 users in a year



Diaphragm

What is it?

- Flexible cup shaped device that covers the cervix
- Proper fitting and prescription by medical provider required

How does it work?

- Barrier: blocks sperm from getting passed the cervix

How long does it last?

- Inserted each time before having sex

How effective is it?

- 17 pregnancies out of 100 users in a year



What is it?

- NOT a regular method of birth control
- Different types
 - IUD with copper - inserted by medical provider
 - Pills with hormones obtained at a pharmacy (no prescription required)

How does it work?

- Used after sex with no birth control or in case of failure (like if a condom broke)

How long does it last?

- Can be taken up to 5 days after sex

How effective is it?

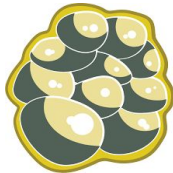
- It depends on the type and when used

DRAFT

Type of **Infection**:
Bacteria

How is it **treated**?
Cured with Antibiotic

- Possible **symptoms**:
- Often none
 - Discharge from vagina or penis
 - Burning when urinating
 - Painful sex



Chlamydia

- How it is **transmitted**:
- Exchange of genital fluids
 - Vaginal fluids
 - Semen

Is there a **vaccine**?
NO

How **common** among young people:
VERY COMMON

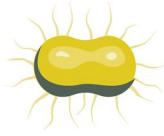
Can it be **prevented**?
YES! Abstinence is 100% effective at preventing Chlamydia.

DRAFT

Type of **Infection**:
Bacteria

How is it **treated**?
Cured with Antibiotic

- Possible **symptoms**:
- Often none
 - Discharge from penis
 - Burning when urinating
 - Pain in abdomen or pelvis



Gonorrhea

- How it is **transmitted**:
- Exchange of genital fluids
 - Vaginal fluids
 - Semen

Is there a **vaccine**?
NO

How **common** among young people:
VERY COMMON

Can it be **prevented**?
YES! Abstinence is 100% effective at preventing Gonorrhea.

DRAFT

Type of **Infection**:

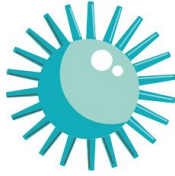
Virus

How is it **treated**?

Antiviral treatment can lower the amount of virus in the body

Possible **symptoms**:

- Often none
- Pain
- Itching
- Blisters



Herpes

How is it **transmitted**:

- Skin-to-skin contact
- Exchange of genital fluids
 - Vaginal fluids
 - Semen

Is there a **vaccine**?

NO

How **common** among young people:

VERY COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing Herpes.

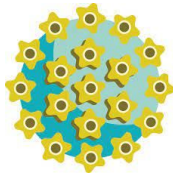
DRAFT

Type of **Infection**:
Virus

How is it **treated**?
No treatment for virus; often cleared by the immune system

Possible **symptoms**:

- Often none
- Warts



Human Papillomavirus (HPV)

How it is **transmitted**:

- Skin-to-skin contact

Is there a **vaccine**?
YES

How **common** among young people:
VERY COMMON

Can it be **prevented**?
YES! Abstinence is 100% effective at preventing HPV.

DRAFT

Type of **Infection**:

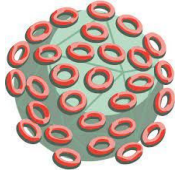
Virus

How is it **treated**?

Antiviral treatment can lower the amount of virus in the body

Possible **symptoms**:

- Often none
- Flu-like symptoms early in infection



**Human
Immunodeficiency
Virus (HIV)**

How it is **transmitted**:

- Exchange of genital fluids
 - Vaginal fluids
 - Semen
- Blood
- Breast milk

Is there a **vaccine**?

NO

How **common** among young people:

LESS COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing HIV.

DRAFT

Type of **Infection**:
Parasite

How is it **treated**?
Cured with Antibiotic

- Possible **symptoms**:
- Often none
 - Foul-smelling discharge
 - Genital itching
 - Painful urination



Trichomoniasis

- How it is **transmitted**:
- Exchange of genital fluids
 - Vaginal fluids
 - Semen

Is there a **vaccine**?
NO

How **common** among young people:
VERY COMMON

Can it be **prevented**?
YES! Abstinence is 100% effective at preventing Trichomoniasis.

DRAFT

Type of **Infection**:
Bacteria

How is it **treated**?
Cured with Antibiotic

- Possible **symptoms**:
- Often none
 - Small painless sore
 - Rash
 - Flu-like symptoms



Syphilis

- How it is **transmitted**:
- Exchange of genital fluids
 - Vaginal fluids
 - Semen
 - Blood
 - Direct contact with sore

Is there a **vaccine**?
NO

How **common** among young people:
LESS COMMON

Can it be **prevented**?
YES! Abstinence is 100% effective at preventing Syphilis.

DRAFT

Type of **Infection**:

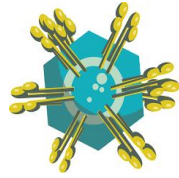
Virus

How is it **treated**?

No treatment for virus; often cleared by the immune system

Possible **symptoms**:

- Often none
- Fatigue stomach
- Pain
- Jaundice



Hepatitis B

How is it **transmitted**:

- Exchange of genital fluids
 - Vaginal fluids
 - Semen
- Blood

Is there a **vaccine**?

YES




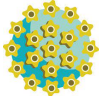
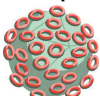



How **common** among young people:

LESS COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing Hepatitis B.

Sexually Transmitted Infections (STIs) Handout

Infection	Type	How Common	Symptoms	Treatment	Transmission	Vaccine
Chlamydia 	Bacteria	Very common	Often none; discharge; burning when urinating; painful sex	Antibiotic	Genital fluids	No
Gonorrhea 	Bacteria	Very common	Often none; discharge from penis; pain in tummy/pelvis; burning when urinating	Antibiotic	Genital fluids	No
Herpes 	Virus	Very common	Often none; pain, itching, blisters	Can treat symptoms ^o	Skin-to-skin; genital fluids	No
Human Papillomavirus (HPV) 	Virus	Very common	Often none; warts	Can treat symptoms*	Skin-to-skin	Yes
Human Immunodeficiency Virus (HIV) 	Virus	Less common	Often none; flu-like symptoms early in infection	Antiretroviral therapy (ART) ^o	Blood, genital fluids, breast milk	No
Trichomoniasis 	Parasite	Very common	Often none; foul-smelling discharge; genital itching; painful urination	Antibiotic	Genital fluids	No
Syphilis 	Bacteria	Less common	Often none; small painless sore; rash; flu-like symptoms	Antibiotic	Blood, genital fluids, direct contact	No
Hepatitis B 	Virus	Less common	Often none; fatigue; stomach pain; jaundice	Depends on severity*	Blood, genital fluids	Yes

*While there is no specific cure for HPV or HepB, both of these viruses are often cleared by the immune system without treatment. Long term symptoms or complications can arise.

^oThere is no cure for HIV or herpes, but treatment can lower the amount of the virus in the body, making it less likely to transmit the virus to someone else.

Sexually Transmitted Infections (STIs) Handout

Someone can be infected with this STI and not know it because there can be no symptoms

This STI can be cured with antibiotics

This STI has no cure but a person's immune system can often clear it even without treatment

This STI has no cure but treatment can lower the levels of virus in the body making it less likely to transmit to others

This STI can be transmitted by direct skin-to-skin contact

This STI is very common among young people age 15-24

This STI has a vaccine

This STI can be prevented by abstaining from sexual activity

Digital Communication

How can we communicate online in safe and respectful ways?

TEKS:

7-8.13.(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;
7-8.13.(B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

Today's Objectives

Identify the role of social media in our lives

Reflect on the positive and negative effects of using social media on their relationships.

Develop strategies for responding to online content that may be inappropriate or disrespectful

Discuss how to seek help when faced with inappropriate digital communications

Review lesson objectives

DRAFT

Social media

Websites and applications that enable users to create and share content or to participate in social networking

Ask students to define social media.

Take a few responses then **click** to reveal the definition.

Source: [Common Sense Education](#), *Digital Citizenship Curriculum, Grade 7*, [My Social Media Life: How does social media affect our relationships?](#)

Social Media Usage

What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar?

Show what you think by raising your hand:

5 fingers = most or all



3 fingers = about half



1 finger = few or none



Ask students what percentage of people in this class they think are on social media.

Direct them to use a raised hand to indicate the following:

- 5 fingers if they think all or most students
- 3 fingers if they think about half (or 50%) of students
- 1 finger if they think few or none of the people in the class are on social media

Observe responses and tell students your estimate for the room, *i.e.*, *Seems like most people think ... or Seems like about half the class thinks ...*

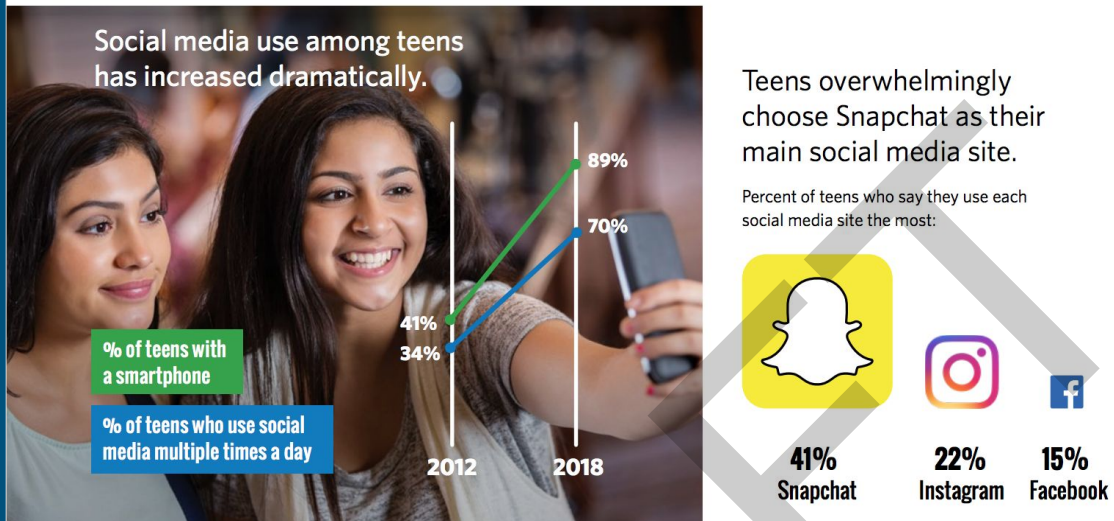
Explain that, legally, many social media sites require you to be at least 13 years old to sign up, and some even require you to be 17 or 18.

Ask: How do you think the percentage in this class compares with teens in general? What percentage of teens in the U.S. do you think are on social media?

Source: [Common Sense Education](#), *Digital Citizenship Curriculum, Grade 7*, [My Social Media Life: How does social media affect our relationships?](#)

Social Media, Social Life 2018

Among 13- to 17-year-olds
in the United States



Give students a moment to review the infographic image. Ask for volunteers to share out the things they notice.

Be sure to point out that 70% of teens report using social media multiple times per day.

Ask students whether these results match their own experience and those of their friends.

(Note: this data is from 2018, before the pandemic. We know that online activity has increased in young people since then so you might want to discuss that impact.)

Source: [Common Sense Education](#), *Digital Citizenship Curriculum, Grade 7*, [My Social Media Life: How does social media affect our relationships?](#)

Images: <https://www.commonsensemedia.org/sites/default/files/research/report/2018-social-media-social-life-infographic-final.pdf>



Watch the video.

Video:

<https://www.commonsense.org/education/videos/teen-voices-friendships-and-social-media>

Source: [Common Sense Education](#), *Digital Citizenship Curriculum, Grade 7*, [My Social Media Life: How does social media affect our relationships?](#)

Turn and Talk

- What did teens say were some benefits of social media?
- What did they identify as problems or drawbacks?



After watching the video, ask students to turn to a neighbor and discuss the two questions.

After a few minutes, ask for volunteers to share out.

They should identify some or all of the following responses:

- **Benefits:**
 - You can connect with friends
 - share pictures of what you are doing or thinking
 - share exciting things you're doing
 - stay up-to-date on the latest happenings
- **Problems or drawbacks:**
 - It's distracting
 - you feel you have to be on it
 - there's pressure to be perfect
 - there's pressure to look like your life is great
 - it can make you feel sad or even depressed

Be sure to point out that one negative part of social media, as shared by teens in the

video, is the feeling that you have to be on social media all the time.

Invite students to share how they feel when they are without their phones or devices for a period of time. Students might mention feeling anxious, depressed, worried, or fearful they're missing out.

Source: [*Common Sense Education*](#), *Digital Citizenship Curriculum, Grade 7*, [*My Social Media Life: How does social media affect our relationships?*](#)

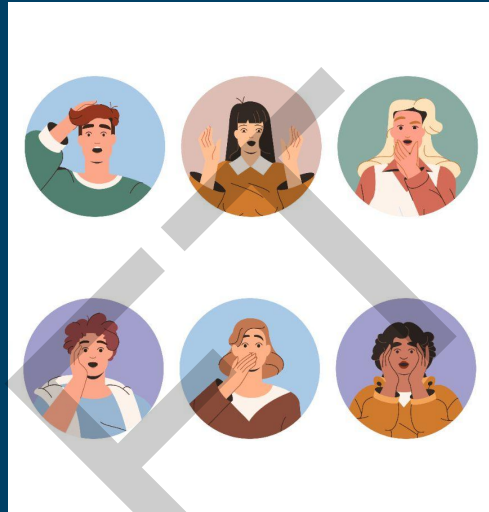
Image:

https://www.freepik.com/free-vector/flat-people-talking-pack_17053899.htm#query=conversation&position=25&from_view=search

DRAFT

“It’s Just a Joke”

What to do if we see something online that we find strange, rude or shocking



Explain that: Most of what we see online is fun or interesting, but there might be times we see something that makes us feel uncomfortable or surprised. Sometimes, people turn surprise or shock into amusement or laughter, as a way to deal with their emotions. This is when some people might share these things with others, because they want to see their friends’ reaction, or think it will make them laugh. We all find different things funny, and other people might feel upset or worried if they see those sorts of things. It is not fair or kind to be made to feel like that, whether it was sent to you or you found it by yourself. We will be learning what sorts of things other people might find upsetting, and what we can do instead of sharing shocking or rude things on.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

Image:

https://www.freepik.com/free-vector/flat-set-portraits-shocked-scared-avatar-excite-d-wondered-characters-faces-young-people-with-open-mouths-confused-perplexed-amazed-man-woman-with-frightened-emotions-horrified-person_23624508.htm#query=shock&position=31&from_view=search

Imagine the scene



Ask students to close their eyes, or lower their gaze, and to imagine the following: You are feeling a bit down and upset. **Click:** You see a message notification on your phone, tablet or game. Your friend has sent you something to cheer you up. You open it to have a look, and it makes you feel a bit better.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

Image:

https://www.freepik.com/free-vector/bell-notification-background_1307930.htm#query=notification&position=10&from_view=search

Background vector created by freepik - www.freepik.com

Imagine the Scene

- What has your friend sent you? Is it a photo, a video, a meme, a joke, a website, a post or something else?
- What app or website did they use to send it?
- Is it public (lots of people can see it) or private (only you can see it)?
- Does it stay visible, or does it disappear – either after you open it, or a little while after?
- Why did your friend send you that, and not something else?
- How does it make you feel?

Ask students to write or draw images to record answers to the following questions:

- What has your friend sent you? Is it a photo, a video, a meme, a joke, a website, a post or something else?
- What app or website did they use to send it?
- Is it public (lots of people can see it) or private (only you can see it)?
- Does it stay visible, or does it disappear – either after you open it, or a little while after?
- Why did your friend send you that, and not something else?
- How does it make you feel?

Give students just a minute or so to respond then have them turn to a neighbor to explain to a partner what they were sent and how it made them feel.

Ask for volunteers to share.

Ask for a show of hands to see how many people drew/recorded the same type of thing. Explain how this shows us that everyone finds different things online funny or enjoyable.

Then ask if the same could be said about things that upset or hurt people online – does everyone find the same things upsetting or worrying online?

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

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Reaction Scenario Card Sort



Explain that there are some things that would be upsetting for everyone, and some things that are upsetting to some people but not all. That's why it's important to think about how someone might feel about something you send them. In this activity, we will be exploring what makes something online funny and enjoyable, and what might upset someone.

2 options for this activity

Option 1: Students work in small groups of 3-4

- Print multiple sets of **Reaction Scenario Cards**, using a different color of paper for each set to keep them separate.
- Give one set of cards to each student group.
- Have students sort the cards into two different categories - Positive Reaction or Negative Reaction
- After everyone has had time to sort, ask for volunteers to report out.

Option 2: Full class activity

- Print one set of **Reaction Scenario Cards** in a size that is large enough to be seen by students when posted on the wall.
- Divide the board/wall at the front of the room into two columns - one

- for *Positive* and one for *Negative*.
- Distribute the cards.
- Working individually or in pairs, ask students to come to the front of the room, read the card they were given, decide how someone might feel if this happened to them, and tape the card in the appropriate column.

Activity adapted from: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

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Reaction Scenarios Discussion

- Which scenarios were easy to decide on?
- Which scenarios were difficult to decide on?
- Think about the scenarios that you thought would cause a **negative** reaction. What did they all have in common?
- Think about the scenarios that you thought would cause a **positive** reaction. What did they all have in common?

Discuss as a whole group.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

What happens next?

Pick one scenario from the **Negative Reactions** category

- What will this person be thinking?
- What will they say?
- How will they feel?
- How might they reply?
- What will they do next?
- What do they wish the person who sent them this had done instead?

If students worked in small groups, ask them to decide, as a group, on one scenario from the negative reactions category to discuss the questions.

If the card sort was done as a whole group, ask students to turn to the person next to them, choose a scenario and respond to the questions together.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

What could happen next?

What could the character do next?

- Block the sender
- Report the content

What could the sender have done instead?

- Talk to an adult/parent/teacher
- Close the app/website
- Delete it
- Talk to someone about it

After a few minutes of small group discussion, ask for volunteers to briefly report out. Note the similarities and differences between the groups or scenarios. Then focus on the last two questions.

Click

What could the character do next? After some discussion, **click** to reveal and discuss any that haven't already been mentioned.

- **Blocking** someone online stops them from contacting you. Depending on the scenario, students may see this as an extreme or unrealistic response, e.g. if it was a friend who sent the upsetting content. However, it could be an option if it is one particular person who keeps doing it.
- **Reporting** content online sends a message to the safety team to request it gets taken down. This is a positive action to take as it can stop others from seeing it too.

Click

What could the person who sent the message have done instead? (*Assume that the sender in the scenario stumbled upon the content or had it sent to them first.*)

- ask an adult, talk to a teacher, show to a parent

- close the app/website
- delete it
- talk to someone about it.

Students may say the sender should have ignored it. Explain that while this would have helped stop the other person from getting upset, the person who found/saw it first will need support with how it makes them feel too.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

DRAFT

What about the law?

In Texas, it is a crime...

...for a minor to “intentionally or knowingly” send another minor an obscene photo/video or a photo/video of a minor engaging in sexual conduct, if they know it was a minor.

...to knowingly transmit electronic visual material that depicts any person engaging in sexual conduct or with the person’s intimate parts exposed that is not sent at the request of or with the express consent of the recipient.

In addition to blocking, reporting to the website, and talking to a parent or other trusted adult, there are potentially legal consequences.

Click

Ask for a volunteer to read the first legal statement.

Discuss with the class to make sure they understand the meaning. Then ask for examples from the scenarios that might fall under this law.

Click

Ask for a volunteer to read the second legal statement.

Discuss with the class to make sure they understand the meaning. Then ask for examples from the scenarios that might fall under this law.

***For teacher information:**

Under [Texas Penal Code Section 43.261](#), it is a crime for a minor to “intentionally or knowingly” send another minor an obscene photo/video or a photo/video of a minor engaging in sexual conduct, if they know it was a minor. First-time offenses are punishable by a Class C misdemeanor, but the statute indicates that under some circumstances a first-time offender can be charged with a Class B misdemeanor.

In 2019, the Texas Legislature added [Penal Code 21.19](#) which states that a Class C misdemeanor is committed by a person if they knowingly transmit electronic visual material that depicts any person engaging in sexual conduct or with the person's intimate parts exposed that is not sent at the request of or with the express consent of the recipient. This applies to all electronic platforms such as email, texts, apps, and social media. These laws exist to protect you. Do not allow them to discourage you from involving law enforcement if you are a victim.

Legal Content from:

<https://txssc.txstate.edu/tools/courses/before-you-text/module-3-2#:~:text=Sexting%20is%20a%20crime%20in,know%20it%20was%20a%20minor.>

DRAFT

Communicating Online **Wrap Up**

- What is one benefit and one problem with social media?
- What are 2 examples of online content that may be disrespectful or upsetting to someone?
- What is one thing that you could ask an adult about related to something strange, rude, or uncomfortable you've seen online? (e.g. "Can I ask you about...?")

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

<p>Ashani is sent a video of her friend's new puppy chasing its own tail.</p>	<p>Ben is sent a funny meme that his friend says reminds him of Ben.</p>
<p>Cate is sent a link to the latest video from a YouTuber her friend thinks she'll like.</p>	<p>Dion is sent a selfie of his friend making a funny face.</p>
<p>Elisha is sent a funny 'good luck' video on the day of her music exam.</p>	<p>Freddie is tagged in a photo collage on his birthday that his friend made of all the funny photos they've taken together.</p>
<p>Gracie is tagged in a video that begins with the message "if you've been tagged in this video you are the 'joker' of your friend group!"</p>	<p>Harry is tagged in a meme making fun of his favorite musician.</p>
<p>Immy is sent a video of someone making jokes about the religion she follows.</p>	<p>Junior is sent a link to an article called '5 tips - How to Look Taller.' with the message: "This might help you out 😂"</p>

<p>Keira is sent a photo of someone in her grade getting changed out of her gym clothes at her gymnastics club.</p>	<p>Lloyd is sent a comment on a group chat. It's making fun of another boy, saying he looks 'girly.'</p>
<p>Mya is sent a photo that someone took looking up the shorts of another student on the bus with the message: "Haha, they didn't notice!"</p>	<p>Nish is in a group chat where his friends have used an app that can add filters to make people look like boys or girls. They are joking that Nish looks better as a girl.</p>
<p>Olivia is sent a screenshot of a group chat where other students are making fun of the way her body looks in her PE class.</p>	<p>Patrick is sent a photo of a girl he is friends with. Emojis and stickers have been added to make it look like she is a boy.</p>
<p>Rowan is tagged in a post that shows her favorite celebrity with no clothes on.</p>	<p>Simran is sent a link to a video that is made of lots of different scenes with rude language and nudity from different movies.</p>

<p>Tom is sent a screenshot of an ad on a game for adults that shows rude words and pictures of women not wearing many clothes.</p>	<p>Victoria is sent a chain message telling her she should take a naked picture of a part of her body and share it.</p>
<p>William is sent a link by a friend to a video meant for adults that shows people doing sexual things with the message, "Haha!"</p>	<p>Yasmin is sent a screenshot of a classmate without her top on, and mean comments added to it with the message: "lol can you believe this! 😂"</p>
<p>Aimee is sent a link to a video that zooms in on the body parts of different girls at school. Some parts zoom down their tops or up their skirts.</p>	<p>Bobby is sent a video that is made of clips from lots of different games. Each clip shows characters kissing or doing sexual things together.</p>
<p>Cayley is sent a photo by an older boy in her school who took the photo down his pants, underneath his underwear.</p>	

Human Sexuality and Responsibility

Putting It All Together

DRAFT

Today's Objectives

- Review and the Human Sexuality and Responsibility Unit
- Reflect on what matters most

Review the objectives

What we've covered

1. Introduction and Healthy Relationships
2. Unhealthy Relationships and Abuse
3. Trafficking and Exploitation
4. Communication and Boundaries
5. Reproductive Anatomy and Adolescent Development
6. Pregnancy and Abstinence
7. Consequences of Sexual Activity
8. Digital Communication

Ask for a volunteer to read the names of the lessons that have been taught in this unit.

Let's Review

- Visit 8 stations
- Post 1-2 things you remember about each lesson
- Gallery Walk - visit each station again to read what other posted
- Stand by station that stands out to you
- Discuss and summarize



Activity Instructions:

1. Set up 8 stations around the room. This can be done using chart paper or just lesson title cards, whatever works best for your set up.
2. Give each student at least 8 post its, one for each station.
3. Ask students to post 1-2 things they remember about each lesson. Encourage students to use any handouts or notes from the lessons as needed. This could also be done in pairs instead of individually.
4. Once everyone has had a chance to post something in each station, ask students to do a gallery walk to review what others have posted at each station.
5. After reviewing all stations, ask them to pick the one station that stands out most to them and stand by it.
6. Once in their groups at the stations, give them a few minutes to discuss and come up with 1-2 statements about that lesson that summarizes what students have posted.
7. Go around the room and ask each group to report out.

Image:

https://www.freepik.com/free-vector/brainstorming-concept-landing-page_5632219

[.htm#query=brainstorm&position=7&from_view=search](#)

Technology vector created by freepik - www.freepik.com

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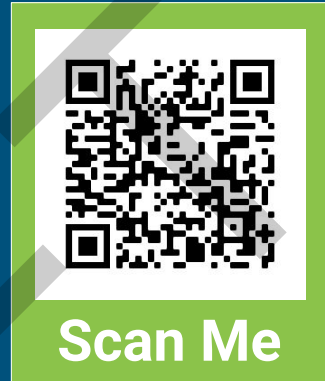
Using the **Putting It All Together Worksheet**, students will list 3 goals about relationships and sexual health. They will then pick one goal and complete the worksheet.

Image:

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Resources for Teens

- **Love is Respect:** Visit www.loveisrespect.org/, text "LOVEIS" to 22522
- **Get Tested:** Visit <https://gettested.cdc.gov/>
- **National Sexual Assault Hotline:** Visit <https://rainn.org/> to chat or call 800-656-HOPE (4673)
- **Trevor Project:** Visit www.thetrevorproject.org/, or text or call 866-488-7386
- **Go Ask Alice!:** www.goaskalice.columbia.edu
- **Safe Teens:** www.safeteens.org/
- **Stay Teen:** <http://stayteen.org/>
- **Teen Health:** http://teenshealth.org/teen/sexual_health/



DRAFT

Putting It All Together: *what matters most to me*

My **top 3 goals** about relationships and sexual health:

- 1.
- 2.
- 3.


Pick one goal from above and respond to the following

Things I can do to *achieve* this goal:

Something that might be an *obstacle*: Something I can do to *overcome* this obstacle:

The *trusted adults* who can support me in this goal are:

My *next steps* in reaching this goal are:



[Paint vector](https://www.freepik.com/vectors/paint) created by svstudioart - www.freepik.com

Human Sexuality and Responsibility

— What does all of this mean and
why is it important? —

Click

In this first lesson of the Human Sexuality and Responsibility unit, we are going to start by defining Human Sexuality and discussing the importance of it.

TEKS:

7-8.20.(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;

7-8.20.(B) explain how friendships provide a foundation for healthy dating/romantic relationships;

7-8.20.(C) describe healthy ways to express friendship, affection, and love;

7-8.20.(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;

7-8.20.(F) describe behaviors in dating/romantic relationships that enhance dignity and respect;

Today's Objectives

- Determine class guidelines for respectful discussions
- Define human sexuality.
- Analyze messages about sexuality

Review the objectives

Talking about sex and sexuality can feel...



Talking about sex and sexuality can feel...

Sex and sexuality are not topics that we usually discuss freely in our schools and communities. Because of that, how might it feel to ask you to talk about it now? Take a few responses then **click** to reveal the image.

Talk about how it can feel awkward or uncomfortable, exciting or silly, or any other kind of feeling. However, it's really important to be able to learn about these topics because they are a part of every human being.

Image:

https://www.freepik.com/free-vector/emoji-emoticons-set-face-expression-feelings-collection_2610009.htm#query=feelings&position=3&from_view=search

Icon vector created by rawpixel.com - www.freepik.com

Class Guidelines

Existing Rules

What do we want to add?

In order to help everyone feel as comfortable as possible with these discussions, we need to look at our class guidelines.

We already have *click* existing class rules. What are some of the expectations that are already in place?

Take a few responses and note that these expectations are absolutely still in place!

Click

Then ask the students to think about anything that they might want to add.

****Teacher note: it's best to come up with a unique, student-driven list of guidelines for this unit. This will help with buy-in and therefore classroom management. These guidelines should be posted for each class for each lesson.****

Be sure the following are represented in some way:

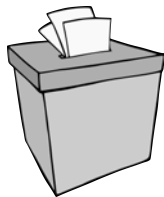
- **Treat the subject seriously.** This subject can sometimes make us feel nervous or embarrassed and that could make us giggle or laugh. It's okay to feel that way, as long as it isn't disrupting the class or being used to make fun of someone.
- **Use the correct terms for body parts and functions.** We will learn the correct terms and practice saying them.

- **Get the facts straight.** There are a lot of myths and misunderstandings out there about human sexuality. It's important to avoid spreading those and learn the facts.
- **Respect other people and their ideas.** No making fun of or laughing at others, or putting other people down. Avoid gossiping by not repeating what other people have said or shared. It is fine to talk about what you learn with your parents and other trusted adults.
- **Avoid personal questions and stories.** I will not ask you to share personal things, and I will not answer personal questions about myself. It's important NOT to tell personal stories or use people's names when asking questions. Instead of using someone's name, say "someone I know."
- **Right to Pass.** Some topics can be challenging to talk about and may bring up strong and uncomfortable feelings. If you are uncomfortable sharing, then everyone has the right to pass.
- **Confidentiality.** Don't share what others say in this class. As an adult, the teacher may need to break this rule if they hear that someone is being hurt, thinking of hurting themselves, or hurting another person.
- **Protect the space by encouraging your peers to follow these guidelines.** That way everyone can feel comfortable learning this information.
- **Ask questions; questions are good.** If you have a question, there are probably other students who have it too.

Transition by saying something like: Speaking of questions....

Questions Box

Have a question about something?



Write it down on a piece of paper/sticky/index card/etc. and place it into the box.

We will ANONYMOUSLY answer any questions at the end or the beginning of the next lesson.

Who are your trusted adults?

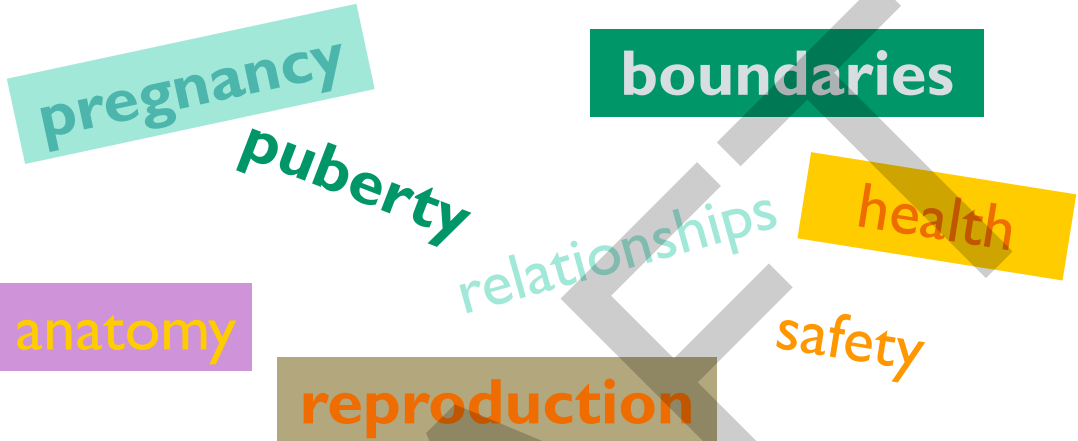
For any questions that you may have that you don't want to say out loud, we will be using an anonymous question box.

Explain the process for putting questions in the box and that you will respond to all questions either at the end of the current lesson or at the beginning of the next one.

If you have a personal question or concern, you can always go to a trusted adult such as your mom, dad, another family member, teacher, counselor, or an adult friend.

Click and ask students to THINK about who the trusted adults are in their life that they can go to for personal questions. Ask if anyone wants to share.

WORD SPLASH: Human Sexuality



Word Splash: Human Sexuality

Ask students to look at the word splash and consider what topic might be considered a part of “human sexuality”.

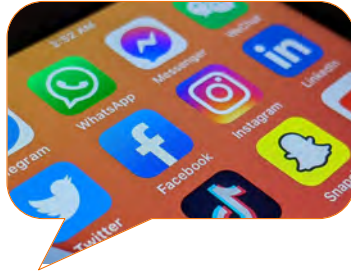
Ask students to write their answers and reveal them on whiteboards.

Click to reveal topics on the slide

Lessons in this Unit

1. Introduction and Healthy Relationships
2. Unhealthy Relationships and Abuse
3. Trafficking and Exploitation
4. Communication and Boundaries
5. Reproductive Anatomy and Adolescent Development
6. Pregnancy and Abstinence
7. Consequences of Sexual Activity
8. Digital Communication
9. Putting It All Together

Click for each lesson title and discuss



Messages about Human Sexuality

Adults

Peers

Media

Let's talk about some of the messages we hear about these topics.

(Click)

What are some things that **adults** say about these topics?

(Click)

What are some things that your **peers** say about these topics?

(Click)

What are some things you hear in the **media** about these topics?

****Teacher note: This can be done as a large group discussion, in 3 groups where each group is assigned a category, or as a think-pair-share. Make a list of each and discuss the differences and similarities.****

Image: <https://pixabay.com/photos/social-media-communication-network-6557345/>

Human Sexuality & Responsibility

What are some things you are expecting to learn in this unit?

Why do you think it is important to learn about these topics?

Before moving to the next topic (Healthy Relationships), ask students to answer the two questions on the slide. This can be done independently, in a student journal, or in pairs. Ask for volunteers to share with the group.

Healthy Relationships

— *Who do we have relationships with
and how do we keep them healthy?* —

TEKS:

7-8.20.(A) compare and contrast the difference between friendship, infatuation, dating/romantic relationships, and marriage;

7-8.20.(B) explain how friendships provide a foundation for healthy dating/romantic relationships;

7-8.20.(C) describe healthy ways to express friendship, affection, and love;

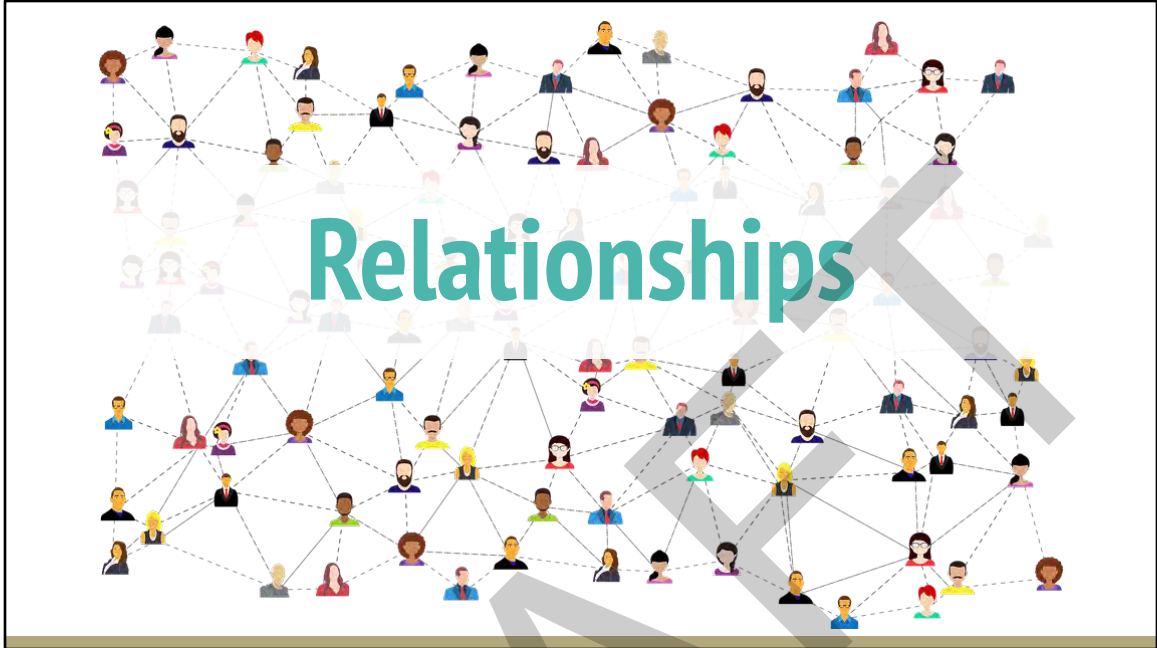
7-8.20.(E) evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in healthy dating/romantic relationships and marriage;

7-8.20.(F) describe behaviors in dating/romantic relationships that enhance dignity and respect; and

Lesson Objectives

- Compare and contrast different types of relationships
- Examine qualities of healthy relationships

DRAFT



Ask students to think about the word RELATIONSHIP

Direct students to individually write out a definition of “relationship” in their own words.

After a few minutes to write, ask students to discuss definition they wrote with a partner of their choice.

Ask for volunteers to share what they came up with and as a whole group, work to develop of common definition of relationship. Once complete, review the definitions on the next slide and compare what the class came up with to the dictionary definitions.

Images:

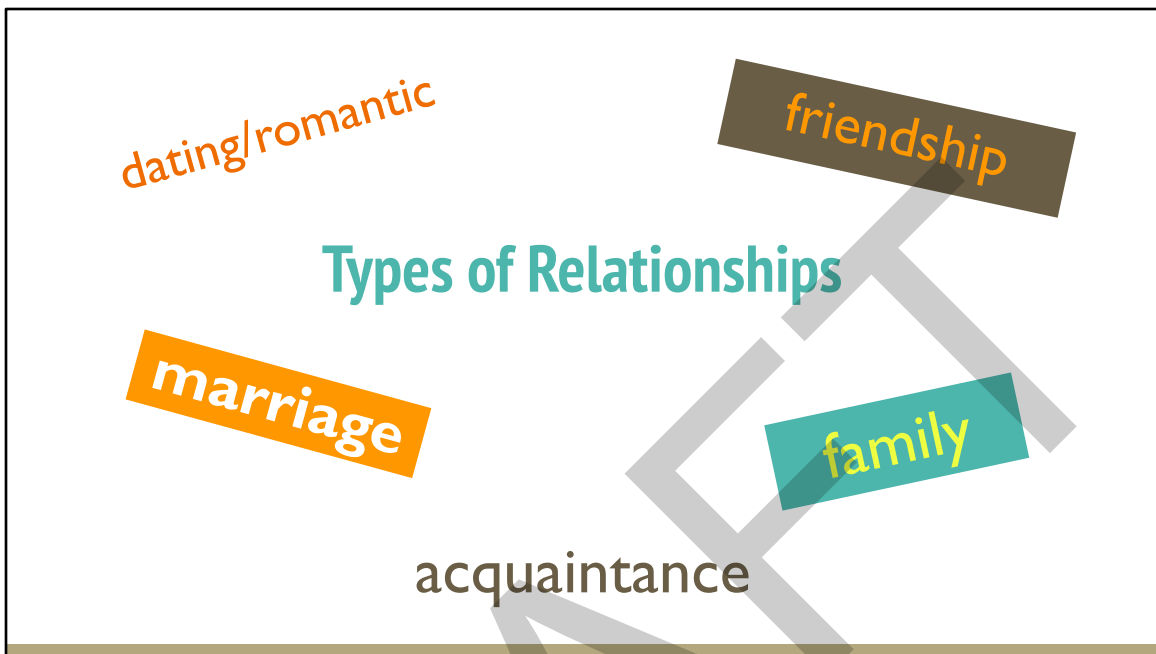
<https://pixabay.com/vectors/social-media-connections-networking-3846597/>

Defining Relationship

- The state of being related or interrelated (Merriam-Webster)
- A connection, association, or involvement; connection between persons by blood or marriage; an emotional or other connection between people (Dictionary.com)
- The way in which things are connected or the way they behave toward each other (Cambridge)

Click to reveal each definition and compare with what the class came up with.

Ask students to consider what words the definitions have in common. How do these common words impact their own definitions of relationships? What do they think is missing from these definitions?



Working with a partner, have students create a list of different types of relationships. After about 3 minutes, ask for each pair of students to report out one type of relationship from their list. Go around the room until everyone has had a chance to list something, without repeating what a previous pair stated.

Then **click** to reveal some examples on the slide. Note how in each example, there are even different types. For example, in a family you have a different kind of relationship with your parents than with your siblings, than with your cousins, etc.

Ask students to categorize the relationships and discuss the differences between the categories they choose. For example, students might put dating/romantic with marriage, or they might put marriage with family. Note that there are no right or wrong answers, just opportunities for students to discuss how different types of relationships relate to one another.

Characteristics of Healthy Relationships

Equality

Honesty

Respect

Comfort

Independence

Trust

Kindness

Taking Responsibility

Healthy Conflict

Fun

Regardless of the type of relationship, all HEALTHY relationships share similar qualities or characteristics.

Ask students to list what they think of as characteristics of healthy relationships.

Click to reveal the list and discuss any that the students didn't list.

Ask students to point out ways in how these characteristics might show up differently in romantic relationships.

See the **10 Signs of a Healthy Relationship** for talking points.

Summarize by saying something like: Healthy relationships bring out the best in both participants and make you feel good about yourself. A healthy relationship does not mean a "perfect" relationship, and no one is healthy 100% of the time, but these are characteristics that you should work together for in all of your relationships.

Compare and Contrast

Infatuation vs. Love

Friendship vs. Dating

Dating vs. Long-Term (like Marriage)

To dig in a little more to what relationships look like, let's compare and contrast some different types or stages of relationships.

Activity setup:

Create 6 **Venn diagrams**, 2 of each:

Infatuation vs. Love

Friendship vs. Dating

Dating vs. Long-Term (like marriage)

Divide the class in half, then divide each half into 3 groups (making 6 groups with about 4-5 students each)

For each half, students will be working in their small groups on one of the three T-charts.

List feelings, behaviors, expectations and other characteristics of the concepts on the Venn diagram, considering both the similarities and the differences. What did you notice as you considered the similarities and differences? Did any surprise you? Which ones did you find most important?

Give students about 10 minutes to discuss and write, then report out and discuss.

Dignity and Respect



Regardless of the stage of relationship we are in, all people deserve to be treated with dignity and respect. In other words, all people have the right to be recognized for their inherent humanity and treated ethically.

Relationships can be complicated, especially when you are new at navigating them. Friendships and loves will likely come and go, in and out of our lives, as we grow and change; and that is ok. Navigating relationships in a respectful way helps us to build stronger bonds with the people around us.

Healthy Relationships

Wrap Up

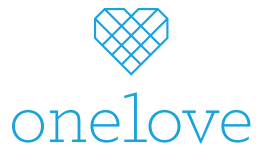
Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



1. How can we help grow healthy relationships?
2. What does dignity mean in a friendship?
3. How can we tell the difference between infatuation and love? Or friendship and dating?

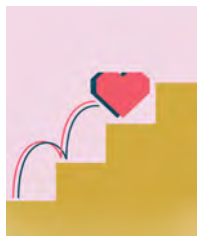
DRAFT



10 Signs of Healthy Relationship

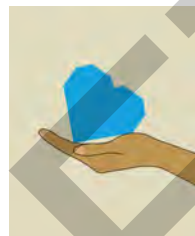
Healthy relationships bring out the best in you and make you feel good about yourself. A healthy relationship does not mean a “perfect” relationship, and no one is healthy 100% of the time, but the signs below are behaviors you should strive for in all of your relationships.

Healthy relationships manifest themselves as healthy communication, but in order to have a healthy relationship, you need to love yourself first. Here are some characteristics and behaviors of a healthy relationship.



Comfortable Pace

The relationship moves at a speed that feels enjoyable for each person.



Trust

Confidence that your partner won't do anything to hurt you or ruin the relationship.



Honesty

You can be truthful and candid without fearing how the other person will respond.



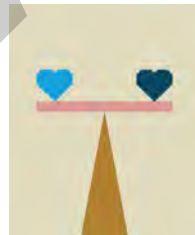
Independence

You have space to be yourself outside of the relationship.



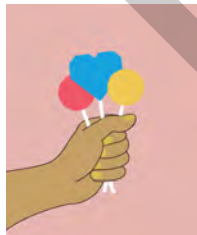
Respect

You value one another's beliefs and opinions, and love one another for who you are as a person.



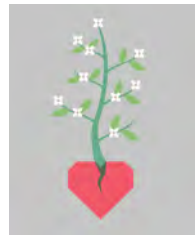
Equality

The relationship feels balanced and everyone puts the same effort into the success of the relationship.



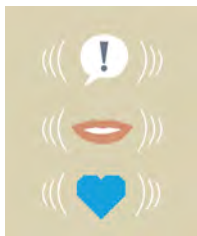
Kindness

You are caring and empathetic to one another, and provide comfort and support.



Taking Responsibility

Owning your own actions and words.



Healthy Conflict

Openly and respectfully discussing issues and confronting disagreements non-judgmentally.



Fun

You enjoy spending time together and bring out the best in each other.



10 Signs of Unhealthy Relationship

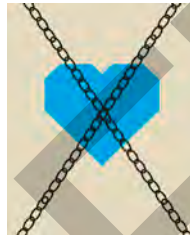
While everyone does unhealthy things sometimes, we can all learn to love better by recognizing unhealthy signs and shifting to healthy behaviors. If you are seeing unhealthy signs in your relationship, it's important to not ignore them and understand they can escalate to abuse.

If you think you are in a dangerous situation, trust your gut and get help.



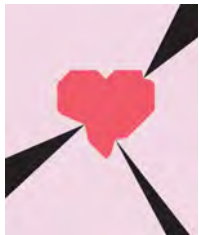
Intensity

When someone expresses very extreme feelings and over-the-top behavior that feels overwhelming.



Possessiveness

When someone is jealous to a point where they try to control who you spend time with and what you do.



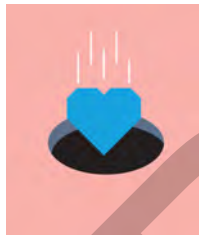
Manipulation

When someone tries to control your decisions, actions or emotions.



Isolation

When someone keeps you away from friends, family, or other people.



Sabotage

When someone purposely ruins your reputation, achievements, or success.



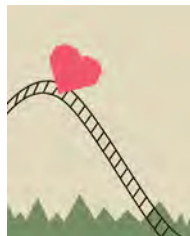
Belittling

When someone does and says things to make you feel bad about yourself.



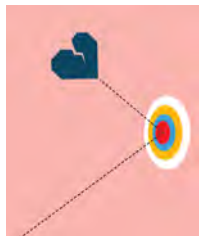
Guilt

When someone makes you feel responsible for their actions or makes you feel like it's your job to keep them happy.



Volatility

When someone has a really strong, unpredictable reaction that makes you feel scared, confused or intimidated.



Deflecting Responsibility

When someone repeatedly makes excuses for their unhealthy behavior.



Betrayal

When someone is disloyal or acts in an intentionally dishonest way.

8 SIGNS OF A HEALTHY RELATIONSHIP

1 You feel physically and emotionally safe around your partner.

2 You feel respected by your partner.

3 You communicate openly with each other if there are problems in your relationship.

4 You feel you can be honest with your partner and you feel that they are honest with you.

5 You feel you can be yourself around your partner.

6 Your partner gives you space to spend time doing things that you like to do.

7 Your partner gives you space to spend time with others in your life that care about you, like friends and family.

8 Your partner doesn't pressure you to do things that you don't want to do, or pressure you sexually.

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Unhealthy Relationships and Abuse

— What are characteristics of harmful relationships and how do I stay safe? —

TEKS:

- 7-8.21.(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
- 7-8.21.(B) explain the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
- 7-8.21.(C) define dating violence and the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
- 7-8.21.(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;
- 7-8.21.(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others

Today's Objectives

- Define dating violence and the characteristics unhealthy relationships
- Identify types of abuse
- Explore the consequences of abuse
- Describe ways to avoid abusive relationships

Review the lesson objectives

Healthy vs. Unhealthy Romantic Relationships

Healthy

Comfort
Trust
Honesty
Independence
Respect
Equality
Kindness
Taking Responsibility
Healthy Conflict
Fun

Unhealthy

Intensity
Possessiveness
Manipulation
Isolation
Sabotage
Belittling
Guilt
Volatility
Deflecting Responsibility
Betrayal

Ask students which characteristics of healthy dating/romantic relationships they remember from last class. Then, **click** to reveal the list.

Ask: If this is the list of things that are important to a healthy relationship, what are some characteristics that might constitute an unhealthy relationship?

Take responses from the group, then **click** to reveal some examples of unhealthy characteristics.

Which of these characteristics might seem confusing at times, like the infatuation vs. love that we talked about last time?

Because these words may be new to students, here's an activity to help students better understand what these words mean. (Click)

Content from 10 Signs of Healthy and Unhealthy Relationships Handout; One Love <https://www.joinonelove.org/>

Match Game

Unhealthy Characteristics Cards



Each student has either a word or a definition.

Find your match.

Discuss examples of what that characteristic might look like in a relationship.

ACTIVITY

Print and cut out the 20 word and definition **Unhealthy Characteristics Cards**.

Give one card to each student and instruct them to make matches with the word and its definition.

After each pair has made a match, give them 2-3 minutes to discuss examples of what this might look like in a relationship **including when it might be confusing**.

Process by having each group read their word and definition out loud to the class and give a brief example of what they discussed.

Wrap up by saying something like this: While everyone does unhealthy things sometimes, we can all learn to love better by recognizing these unhealthy signs and working to shift to healthy behaviors. If you are seeing unhealthy signs in your relationship, it's important to not ignore them and understand they can escalate to abuse. If you think you or someone you care about are in a dangerous situation, trust your gut and get help.

Content and talking points from 10 Signs of Healthy and Unhealthy Relationships Handout; One Love <https://www.joinonelove.org/>

Image:

https://www.freepik.com/free-vector/teamwork-people-creating-puzzle_6660728.htm#page=5&query=puzzle%20teamwork&position=6&from_view=search

What is Dating Violence?

any physically, sexually, or psychologically violent behavior, including stalking, directed toward a current or former dating partner

- Physical abuse
 - Emotional (or psychological) abuse
 - Stalking
 - Sexual abuse
- in person
 - online
 - through other technology

Ask the class if anyone can explain what “dating violence” is. Take a few responses then **click** to reveal the definition.

Click to reveal and **explain**:

- **Physical violence** is when a person hurts or tries to hurt a partner by hitting, kicking, or using another type of physical force.
- **Emotional or Psychological aggression** is the use of verbal and non-verbal communication with the intent to harm a partner mentally or emotionally and exert control over a partner.
- **Stalking** is a pattern of repeated, unwanted attention and contact by a current or former partner that causes fear or safety concern for an individual victim or someone close to the victim.
- **Sexual violence** is forcing or attempting to force a partner to take part in a sex act and or sexual touching when the partner does not consent or is unable to consent or refuse. It also includes non-physical sexual behaviors like posting or sharing sexual pictures of a partner without their consent or sexting someone without their consent.

Dating violence can take place **(click)** in person, **(click)** online, or **(click)** through technology.

Sexual Abuse and Consent

Consent means people *agree* to participate in an activity

AND

understand what they are agreeing to

The legal age of consent in Texas is:

17

Note that the definition of Sexual Abuse/violence used the word “consent” several times:

Repeat the definition: ***Sexual violence*** is forcing or attempting to force a partner to take part in a sex act and or sexual touching when the partner does not consent or is unable to consent or refuse. It also includes non-physical sexual behaviors like posting or sharing sexual pictures of a partner without their consent or sexting someone without their consent.

Ask if anyone can define consent.

Take a few responses then **click** to reveal the definition

Consent means people agree to participate in an activity and understand what they are agreeing to.

- Consent is voluntary, affirmative, freely given and part of an ongoing conversation about mutual agreement to do something.
- Consent cannot be assumed or implied by silence, previous sexual history or clothing.
- Permission to do any type of sexual activity needs to be asked for and clearly given before proceeding.
- A person can only consent to activities if they are aware of the risks. If the

- risks are hidden, the full consent conversation cannot happen.
- Sex without consent is sexual assault.

Click The legal age of consent is 17 in Texas.

DRAFT

How common is dating violence?



Click to reveal a series of images with different dating violence statistics.

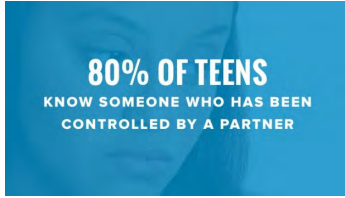
- 1 in 3 adolescent girls is a victim of interpersonal violence
- 80% of teens know someone who has been controlled by a partner
- 60% of teens know someone who has been physically abused
- 47% of teens have been victimized by controlling behaviors from a dating partner
- Nearly 80% of females reported experiencing at least 1 incident of physical or sexual aggression by the end of college
- 49% of males in high school and college report using at least 1 incident of physical or sexual violence against an intimate partner

Images:

<https://www.ny.gov/teen-dating-violence-awareness-and-prevention/what-dating-a-buse>



1 IN 3 ADOLESCENT GIRLS
IS A VICTIM OF
INTERPERSONAL VIOLENCE



80% OF TEENS
KNOW SOMEONE WHO HAS BEEN
CONTROLLED BY A PARTNER



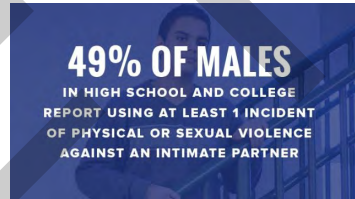
60% OF TEENS
KNOW SOMEONE WHO HAS BEEN
PHYSICALLY ABUSED



47% OF TEENS
HAVE BEEN VICTIMIZED BY CONTROLLING
BEHAVIORS FROM A DATING PARTNER



NEARLY 80% OF FEMALES
REPORTED EXPERIENCING AT LEAST
1 INCIDENT OF PHYSICAL OR SEXUAL
AGGRESSION BY THE END OF COLLEGE



49% OF MALES
IN HIGH SCHOOL AND COLLEGE
REPORT USING AT LEAST 1 INCIDENT
OF PHYSICAL OR SEXUAL VIOLENCE
AGAINST AN INTIMATE PARTNER

Images used on previous slide

<https://www.ny.gov/teen-dating-violence-awareness-and-prevention/what-dating-a-buse>

DRAFT

What is Dating Abuse?

a pattern of controlling and/or violent behavior: the violence happens again and again, and it gets worse over time.



THERE IS **NOTHING** THAT
YOU CAN DO OR SAY TO
DESERVE BEING **ABUSED**.
THE ABUSE IS **NEVER**
YOUR FAULT. EVERYONE HAS
THE **RIGHT** TO A SAFE
AND HEALTHY RELATIONSHIP.

dayone

Even a one-time incident of dating violence is NOT ok. In abusive relationships, there is a pattern of controlling and/or violent behavior: the abuse happens again and again, and it gets worse over time.

The abusive behavior can be physical, verbal, emotional, or technological. Sometimes it's subtle, and sometimes it's extreme. But it is **(click)** never the fault of the person being abused.

Content: <https://www.dayoneny.org/dating-abuse>

Types of Abuse - Verbal

- Calling someone names, insulting them and putting them down
- Telling someone what to wear, what to do
- Calling, texting or emailing constantly
- Always demanding to know who you're with and where you are
- Threatening to hurt you



Ask what other examples they can think of that would be a type of verbal abuse.

Content: <https://www.dayoney.org/dating-abuse>

Types of Abuse - Emotional

- Going through your things behind your back
- Acting extremely jealous
- Accusing you of cheating
- Not letting you hang out with friends and family
- Blaming you for everything

Verbal abuse and emotional abuse often lead to physical violence. Just because a relationship is not physically violent does not mean that it is healthy.

Ask what other examples they can think of that would be a type of emotional abuse.

Content: <https://www.dayoneny.org/dating-abuse>

Types of Abuse - Physical

- Shaking, grabbing
- Pulling hair
- Slapping, punching, kicking
- Using objects to hurt you
- Choking, strangling
- Sexual Abuse
- Touching or kissing you when you don't want to
- Pressuring or forcing you to have sex or do other sexual things
- Preventing you from using birth control

Content: <https://www.dayoneny.org/dating-abuse>

Types of Abuse - Technological

- Tells you who you can or can't be friends with on social media
- Sends you negative, insulting or threatening messages online
- Uses social media sites to keep constant tabs on you
- Puts you down in their status updates
- Sends you unwanted, explicit pictures and/or demands you send some in return
- Pressures you to send explicit video or sexts
- Steals or insists on being given your passwords
- Constantly texts you and makes you feel like you can't be separated from your phone for fear that you will be punished
- Looks through your phone frequently, checks up on your pictures, texts and outgoing calls
- Tags you unkindly in pictures on social media
- Uses any kind of technology (such as spyware or GPS in a car or on a phone) to monitor you

Ask what other examples they can think of that would be a type of technological abuse.

Content: <https://www.dayoneny.org/dating-abuse>

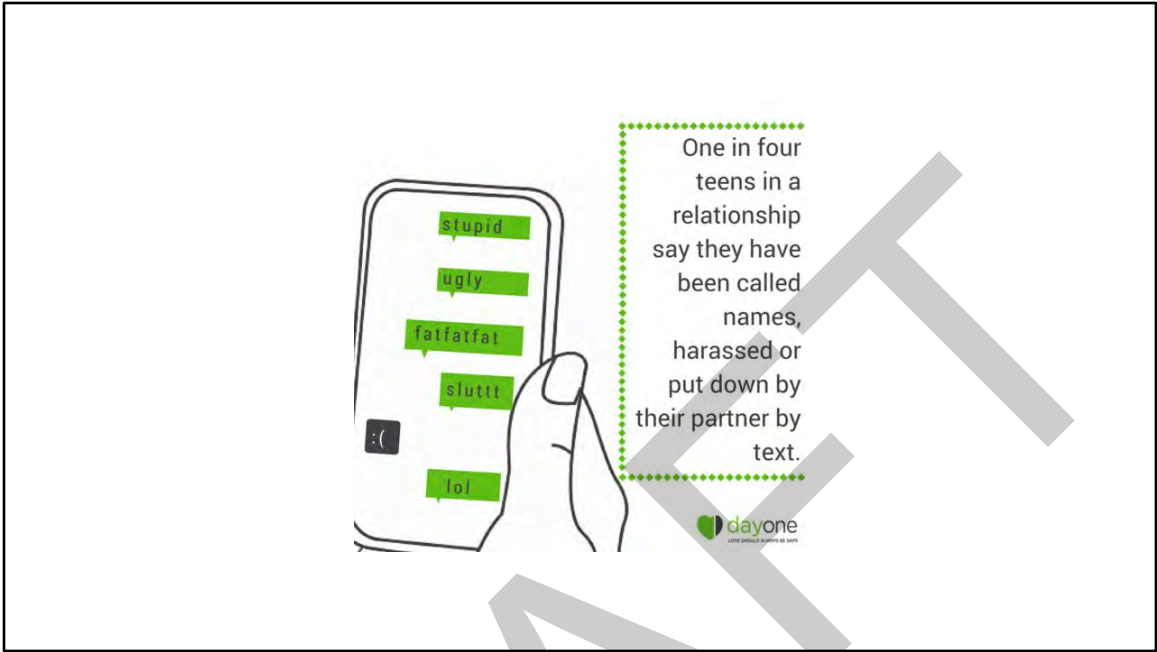


Image: <https://www.dayoney.org/dating-abuse>

Avoiding Unhealthy Relationships

Staying Safe

1. Communicating Effectively
2. Managing Conflict
3. Stepping In

Now that we know more about what healthy and unhealthy relationships look like, how can we avoid the unhealthy and stay safe by building healthy relationships?

Three strategies for this are: (**Click** to reveal and discuss each)

1. **Communicating effectively** to make sure you are on the same page.
2. **Managing conflict:** conflict can be healthy, as long as it's managed in appropriate ways.
3. **Stepping in:** when we see unhealthy or abusive behaviors among our friends, it's important to step in and support them.

Effective Communication

Find the right time

Talk face-to-face

Don't attack

Be honest

Check your body language

Use the 48-hour rule

Steps to take if you get angry:

- Stop
- Think
- Talk
- Listen

Open, honest communication should be part of every healthy relationship. It's okay to get angry in a relationship—everyone does at some point! What's important is to resolve conflict in a healthy way. It is important to open up the channels of communication between partners. Communicating isn't always easy. Some of the tips that we will discuss this lesson may feel unnatural or awkward at first, but they will help students communicate better and build healthy relationships. As you are discussing this lesson, you should highlight that if someone listening is in an unhealthy or an abusive relationship, they must be careful. Remind them that they know their relationship best and if any of these tips would put them in danger, don't try them.

For healthier communication, try to: *(Click to reveal and discuss each tip)*

- **Find the Right Time.** If something is bothering you and you would like to have a conversation about it, it can be helpful to find the right time to talk. Try to find a time when both you and your partner are calm and not distracted, stressed or in a rush. You might even consider scheduling a time to talk if one or both of you is really busy!
- **Talk Face to Face.** Avoid talking about serious matters or issues in writing. Text messages, letters and emails can be misinterpreted. Talk in person or on the

- phone so there aren't any unnecessary miscommunications.
- **Do Not Attack.** Even when we mean well, we can sometimes come across as harsh because of our word choice. Using "you" can sound like you're attacking, which will make your partner defensive and less receptive to your message. Instead, try using "I" or "we." For example, say "I feel like we haven't been as close lately" instead of "You have been distant with me."
- **Be Honest.** Agree to be honest. Sometimes the truth hurts, but it's the key to a healthy relationship. Admit that you aren't always perfect and apologize when you make a mistake instead of making excuses. You will feel better and it will help strengthen your relationship.
- **Check Your Body Language.** Make eye contact when speaking face-to-face. Sit up and face your partner. Let your partner know you're listening. Show them you really care. Don't take a phone call, text or play a video game when you're talking. Listen and respond.
- **Use the 48 Hour Rule.** If your partner does something that makes you angry, you need to tell them about it. But you don't have to do so right away. If you're still hurt 48 hours later, say something. If not, consider forgetting about it. But remember your partner can't read your mind. If you don't speak up when you're upset, there is no way for them to apologize or change. Once you do mention your hurt feelings and your partner sincerely apologizes, let it go. Don't bring up past issues if they're not relevant.

If you get angry with your partner, here are a few steps to take: (*Click to reveal and discuss each step*)

- **Stop.** If you get really angry about something, stop, take a step back and breathe. Give yourself time to calm down by watching TV, talking to a friend, playing a video game, taking a walk, listening to some music or whatever helps you relax. Taking a break can keep the situation from getting worse.
- **Think.** After you're no longer upset, think about the situation and why you got so angry. Was it how your partner spoke or something they did? Figure out the real problem then think about how to explain your feelings.
- **Talk.** Finally, talk to your partner and when you do, follow the tips under Key Themes.
- **Listen.** After you tell your partner how you feel, remember to stop talking and listen to what they have to say. You both deserve the opportunity to express how you feel in a safe and healthy environment.

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

Managing Conflict

Set boundaries

Find the real issue

Agree to disagree

Compromise when possible

Consider everything

Still arguing?

- Consider if the relationship is right for both of you
- If you can't express yourself without fear of retaliation, you might be experiencing abuse.

There is conflict in all relationships. And by “conflict,” we specifically mean verbal disagreements and arguments. People disagree and that isn't necessarily a bad thing. In fact, everyone has the right to a different opinion from their partner. In a healthy relationship, communication is key. When partners communicate effectively, they understand each other better and that makes their relationship stronger. When they can resolve conflicts successfully, they are developing a healthy, mature relationship. But, while conflict is normal, it can also be a sign that parts of the relationship aren't working.

If your conflict is based on which movie to see, what friends to hang out with or who should do the dishes, then use the tips below to help resolve these arguments in a healthy way: (*Click to reveal and discuss each tip*)

- **Set Boundaries.** Everyone deserves to be treated with respect—even during an argument. If your partner curses at you, calls you names or ridicules you, tell them to stop. If they don't, walk away and tell them that you don't want to continue arguing right now.
- **Find the Real Issue.** Typically, arguments happen when one partner's wants are not being met. Try to get to the heart of the matter. If your partner seems needy, maybe they are just feeling insecure and need your encouragement.

- Learn to talk about the real issue so you can avoid constant fighting.
- **Agree to Disagree.** If you and your partner can't resolve an issue, sometimes it's best to drop it. You can't agree on everything. Focus on what matters. If the issue is too important for you to drop and you can't agree to disagree, then maybe you're not really compatible.
- **Compromise When Possible.** Easy to say but hard to do, compromising is a major part of conflict resolution and any successful relationship. So your partner wants Chinese food and you want Indian? Compromise and get Chinese tonight, but Indian next time you eat out. Find a middle ground that can allow both of you to feel satisfied with the outcome.
- **Consider Everything.** Is this issue really important? Does it change how the two of you feel about each other? Are you compromising your beliefs or morals? If yes, it's important that you really stress your position. If not, maybe this is a time for compromise. Also, consider your partner's arguments. Why are they upset? What does the issue look like from their point of view? It is unusual for your partner to get this upset? Does your partner usually compromise? Are you being inconsiderate?

(Click to reveal and discuss each point

Still arguing?

If you try these tips but still argue constantly, consider whether the relationship is right for both of you. You both deserve a healthy relationship without constant conflict.

While conflict is normal, arguments shouldn't turn into personal attacks and neither partner should try to lower the other's self-esteem. If you can't express yourself without fear of retaliation, you may be experiencing abuse. Remember, one of the main signs of an abusive relationship is a partner who tries to control or manipulate you.

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

Stepping In - Warning Signs

- Checking someone's cell phone or email without permission
- Constantly putting someone down
- Extreme jealousy or insecurity
- Explosive temper
- Isolating someone from family or friends
- Making false accusations
- Mood swings
- Physically hurting someone in any way
- Possessiveness
- Telling someone what to do

Watching a friend go through an abusive relationship can be very scary, and it can seem difficult to figure out how to help them. The decision to leave can only be made by the person experiencing the abuse, but there are a lot of things that someone can do to help a friend stay safe. If a friend is undergoing the serious and painful effects of dating abuse, they may have a very different point of view than you. They may have heard the abuse was their fault and feel responsible. If they do choose to leave, they may feel sad and lonely when it's over, even though the relationship was abusive. They may get back together with their ex many times, even though you want them to stay apart. It may be difficult for them to even bring up a conversation about the abuse they're experiencing.

It can be hard to tell when a behavior crosses the line from healthy to unhealthy or even abusive. Some of the warning signs of abuse to see if a relationship is going in the wrong direction are as follows: **(Click to reveal and discuss)**

- Checking someone's cell phone or email without permission
- Constantly putting someone down
- Extreme jealousy or insecurity
- Explosive temper
- Isolating someone from family or friends

- Making false accusations
- Mood swings
- Physically hurting someone in any way
- Possessiveness
- Telling someone what to do

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

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Stepping In - How to Help a Friend

- Don't be afraid to reach out.
- Be supportive and listen patiently.
- Help your friend recognize that abuse is not "normal" and it is NOT their fault.
- Focus on your friend, not the abusive partner.
- Help them develop a safety plan.
- Don't contact the abuser or publicly post negative things about them online.
- Connect them to community resources.
- Encourage them to talk to a trusted adult.

Even when you feel like there's nothing you can do, don't forget that by being supportive and caring, you're already doing a lot.

How you can help a friend: (*Click to reveal and discuss each tip*)

- **Don't be afraid to reach out** to a friend who you think needs help. Tell them you're concerned for their safety and want to help.
- **Be supportive and listen patiently.** Acknowledge their feelings and be respectful of their decisions.
- **Help your friend recognize that the abuse is not "normal" and is NOT their fault.** Everyone deserves a healthy, nonviolent relationship.
- **Focus on your friend, not the abusive partner.** Even if your friend stays with their partner, it's important they still feel comfortable talking to you about it.
- **Help them develop a safety plan** if you believe that they are in an abusive relationship. If they break up with the abusive partner, continue to be supportive after the relationship is over.
- **Don't contact their abuser or publicly post negative things about them online.** It'll only worsen the situation for your friend.
- **Connect your friend to resources** in their community that can give them information and guidance. Remember, loveisrespect.org can help.
- **Encourage them to talk to a parent or trusted adult.**

Click

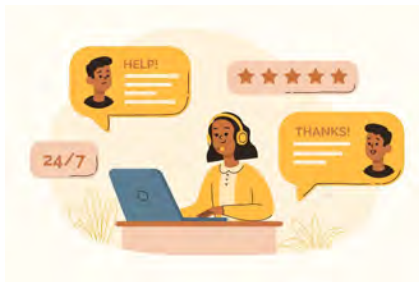
Even when you feel like there's nothing you can do, don't forget that by being supportive and caring, you're already doing a lot.

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

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The Respect Hotline



Instructions:

You're a volunteer at a teen dating abuse call center called the Respect Hotline. On your own, write a thorough, thoughtful response for your assigned scenario. Then work with your group to combine responses to come up with the best response.

30 minutes

Distribute the **Respect Hotline Handout**. Assign each student a scenario to work on, 1-6. Give them about 5 minutes to work individually, then group students together into their 6 groups. Instruct groups to compare what they wrote and combine them to provide the best advice.

After 10 minutes, ask groups to report out.

**Activity adapted from The RESPECT Hotline; © 2017 [The Nemours Foundation/KidsHealth in the Classroom](#).*

Relationships Wrap Up

- What is one thing that stood out to me about unhealthy relationships and abuse?
- How do abusive online conversations impact me and my peers?
- What is one way I can step in and help a friend when I notice warning signs?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Unhealthy Characteristics Cards - Activity Instructions

Print and cut out the 20 word and definition cards.

Give one card to each student and instruct them to make matches with the word and its definition.

After each pair has made a match, give them 2-3 minutes to discuss examples of what this might look like in a relationship.

Process by having each group read their word and definition out loud to the class and give a brief example of what they discussed.

Remind students of previous lesson about the characteristics of healthy dating/romantic relationships.

Ask: If this is the list of things that are important to a healthy relationship, what are some characteristics that might constitute an unhealthy relationship?

Take responses from the group, then **click** to reveal some examples of unhealthy characteristics.

Intensity

When someone expresses very extreme feelings and over-the-top behavior that feels overwhelming.

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Manipulation

When someone tries to control
your decisions, actions or
emotions.

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Sabotage

When someone purposely ruins your reputation, achievements, or success.

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Guitling

When someone makes you feel responsible for their actions or makes you feel like it's your job to keep them happy.

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Deflecting Responsibility

When someone repeatedly makes
excuses for their un-healthy
behavior.

DRAFT

Possessiveness

When someone is jealous to a point where they try to control who you spend time with and what you do.

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Isolation

When someone keeps you away from friends, family, or other people.

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Belittling

When someone does and says things to make you feel bad about yourself.

DRAFT

Volatility

When someone has a really strong, unpredictable reaction that makes you feel scared, confused or intimidated.

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Betrayal

When someone is disloyal or acts in an intentionally dishonest way.

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The Respect Hotline

Instructions: You're a volunteer at a teen dating abuse call center called the Respect Hotline. On your own, write a thorough, thoughtful response for your assigned scenario. Then work with your group to combine responses to come up with the best response.

1. "My boyfriend used to be so nice to me, but lately he's changed. He makes jokes about my weight and calls me stupid, even in front of his friends. When I get upset, he laughs and says I'm too sensitive. If he loves me, why is he so mean?"
2. "My girlfriend is so jealous. She's always accusing me of cheating on her, even though I never have. If I even say hello to another girl, she goes nuts. Today she threw my phone against a wall just because she saw a text from someone she didn't know. Is this normal?"
3. "My boyfriend keeps asking me to text him sexy pictures of myself, even though he knows I don't want to. He says if I really loved him, I would do it. Should I do it?"
4. "My sister used to have so many friends until she started going out with her boyfriend. Now it's like he owns her. He decides who she sees and when, and even what she wears. The other day I saw bruises on her arm. She said she bumped into the door, but I know she's lying. What should I do?"
5. "Whenever my girlfriend doesn't know where I am, she blows up my phone. Lately, she's even started looking for me when I'm out with my friends. She says it's just because she loves me and worries about me, but I'm sick of her stalking me. Tonight I told her I was going to break up with her if this didn't stop, and she said she'd hurt herself if I did. Now I feel trapped."
6. "I love my boyfriend, but he's constantly checking my phone and my Facebook page. I've asked him to stop, but he says I shouldn't mind if I have nothing to hide. Is it wrong to want some privacy?"

Let's do a quick activity!

Everybody stand up and line up against the back wall of the classroom!

Here you will see a statement.

If that statement applies to you, take one large step forward!

Explain that before we get into this lesson, we are going to do an activity.

Have students line up against one wall in your classroom where they can take steps forward.

While none of the following statements are inherently "bad," the point of this activity is to point out how involved students are with social media and potential risk factors.

If a student is not able to stand/walk with the group, instruct them to keep track of how many "yeses" they have.



If this statement applies to you, take one large step forward.

I have a social media account.

Any social media will count.

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**I have 3
different
social media
accounts.**

If this statement applies to you, take one large step forward.

This could look like: Twitter, Instagram, & Snapchat.

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If this statement applies to you, take one large step forward.

**I have 5
different
social media
accounts.**

This could look like: Twitter, Instagram, Snapchat, Facebook, and TikTok.

DRAFT



If this statement applies to you, take one large step forward.

I use an app
(other than
text) to
message
people.

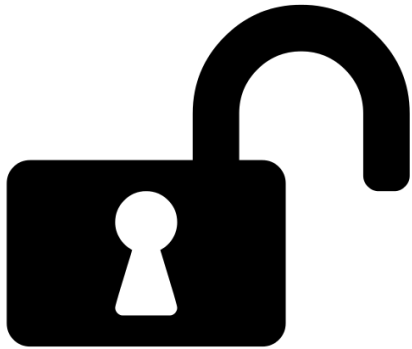
Other than SMS standard text messaging, there are other apps you can download to send "text messages."



If this statement applies to you, take one large step forward.

I have
“followers”
on Twitter/
Instagram

Having followers may be the point of social media (i.e. any student with social media will probably step forward), but the more followers you have, the more people there are watching/reading/looking at your business.



If this statement applies to you, take one large step forward.

At least one
of my social
media
accounts is
set to
“public.”

Most social media platforms have a way to keep your accounts private and protected from people you don't personally approve of. Keeping your account public allows anyone to view and interact with your posts.



**I play online
video games
with others.**

If this statement applies to
you, take one large step
forward.

Many types of video games connect you with people who are simultaneously playing and even allows you to talk to them. (Fortnite, MindCraft, etc.)

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If this statement applies to you, take one large step forward.

I watch
YouTube
videos.

This is as simple as watching a video (not making videos, commenting, sharing - just watching)

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If this statement applies to you, take one large step forward.

I have a
YouTube
channel
with
followers.

This means you have an account with a profile/channel and you create videos for other people to watch.

After this step, ask everyone to look around the room and observe the class. Some students may be all the way across the room, others may not have taken a single step. No need to comment or discuss, just notice. Then ask students to take a seat.

Trafficking and Exploitation

What is it and how is technology used to manipulate people into it?

Ask: Why do you think we started the lesson about trafficking and exploitation with an activity about social media?

This discussion should focus on how youth tend to be less cautious online and thus an easier target for traffickers.

TEKS:

7-8.12.(A) analyze strategies for and the benefits of avoiding violence, gangs, weapons, and human trafficking;

7-8.13.(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

7-8.13.(B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

7-8.13.(D) identify how technology is used to recruit or manipulate potential victims of sex trafficking;

7-8.21.(A) explain that physical, emotional, and sexual abuse and exploitation are all forms of abuse;

7-8.21.(B) explain the social and emotional impacts of sexual harassment, sexual abuse,

sexual assault, and sex trafficking;

7-8.21.(D) identify protective strategies for avoiding unsafe situations that heighten the risk of sexual harassment, sexual abuse, sexual assault, sex trafficking, and teen dating violence;

7-8.21.(E) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, sex trafficking, and dating violence involving self or others

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Today's Objectives

- Describe the use of technology in recruiting young people for trafficking
- Explore strategies for staying safe online
- Discuss the importance of telling a trusted adult if you think that you or someone you know is being targeted for exploitation or trafficking

Review the lesson objectives

What is Trafficking?

Human Trafficking

A crime that **exploits**, or uses, someone for someone else's personal gain.

Labor trafficking: making someone work for little or no money

Sex trafficking: when someone is forced to perform sexual activities in exchange for something of value.

Ask: How many of you have heard the term (**click**) human trafficking? (Raise of hands)

Ask: What do you think human trafficking is? (Elicit several responses)

Click to reveal the definition and ask for a volunteer to read it aloud.

Remind students that they learned about types of abuse in the previous lesson (verbal, emotional, physical, and technological) and note that **exploitation** is another form of abuse.

Say: There are two types of human trafficking. (**Click** to reveal each)

- **Labor Trafficking:** making someone work for little or no money
- **Sex trafficking:** when someone is forced to perform sexual activities in exchange for something of value.

How do teens get involved?

Online enticement

When someone uses the internet to make friends with a young person in order to exploit them.

May promise:

- affection
- money
- gifts
- drugs

Sexting

Sending sexually explicit messages or images to someone via digital technology.

Sexting is against the law for minors

Say: One of the most common ways teens become involved in human trafficking is through **(click)** online enticement.

Click

Explain that **online enticement** is when a predator, someone who takes advantage of others for personal gain, uses the internet to make friends with a young person in order to exploit them.

Click

The predator may promise affection, money, gifts, or drugs, to win their trust. They try and trick a young person into sharing inappropriate images, videos or words by text, email, messaging apps or even through gaming sites. Sharing these images and words is called **(click) sexting**.

Ask: How many of you have heard the term sexting? (Raise of hands)

Ask: What do you think sexting is? (Elicit several responses)

Click

Say: Sexting involves sending sexually explicit messages or images to someone via

digital technology. Many people send these explicit messages thinking their pictures would remain private. But pictures and texts may be forwarded and sent to a lot of people, they can be put online for everyone to see, and they can be used for something called **sexortion**.

Click

Say: Sexting is against the law for minors

Explain about the law in your own words.

Sexting is a crime in Texas even if no adult is involved. Under [Texas Penal Code Section 43.261](#), it is a crime for a minor to “intentionally or knowingly” send another minor an obscene photo/video or a photo/video of a minor engaging in sexual conduct, if they know it was a minor.

DRAFT

**"I WAS TERRORIZED BY
AN ONLINE PREDATOR.
HE WAS NOT GOING TO
STOP. I FELT LIKE A SLAVE,
I HAD TO COMPLY AND
REPLY TO EVERY MESSAGE."
THIS IS MY STORY**

RW



Play the video

DRAFT

Sextortion Video

What stood out to you about Ashley's experience?

What did you notice about about the process or timeline of how it happened?

Based on what happened in this video, how would you define **Sextortion**?



Process the video by going through the questions on the slide.

Be sure to point out that each step he took was a slight escalation in manipulation of the step that had come before. He gradually asked for more and more.

Go to the next slide for the definition.

Sextortion

When someone is making threats to expose a sexual image or video in order to make a person do something.

- more pictures
- money
- get back into a relationship
- sex
- something else you aren't comfortable doing

Sextortion is **blackmail**.

Take a few responses then **click** to reveal the definition

Sextortion is when someone is making threats to expose a sexual image or video in order to make a person do something.

Ask: "In this video, what was the perpetrator asking for?"

Take a few responses then **click once** to reveal the "more pictures."

Ask: "What else might someone ask for if they think you'll be willing to do anything to keep the original image or video from getting out?"

Take a few responses then **click** to reveal some other possible things:

- money
- to get back into a relationship
- sex
- something else you aren't comfortable doing

Click

Sextortion is blackmail. And when someone is being blackmailed, the perpetrator relies on you feeling ashamed and keeping quiet. This can lead to them demanding that you do any kind of sexual thing.

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Grooming



Ask: So, how does someone get here?
It often starts with meeting someone online who is not who they say they are. And the process called **Grooming**.

What is Grooming?

a.k.a Conditioning

When someone builds a relationship, trust and emotional connections with a child or young person so they can manipulate, exploit and abuse them.

What is Grooming?

Grooming, also known as conditioning, is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. This is a phased, gradual process that can take place over varying periods of time - from a few days to several years. It can also take different forms and be more or less violent. Although the process of grooming someone may come in stages, each case is unique in its development.

Stages of Grooming

1. Targeting the victim
2. Gain trust
3. Fill a need
4. Isolation
5. Make the relationship sexual
6. Maintain control

Click to reveal each stage and give a brief description. (Discuss more after activity)

Stage 1: Targeting the victim. In this phase, the offender will “size up” a potential victim. They will look for someone who has low self-esteem, isolated, needy, or limited contact with parents and caregivers.

Stage 2: Gain trust. Offenders will then try to create a trusting relationship. For example, they will spend time with a child and give them extra attention. They may treat the child as ‘special’ and give them gifts and compliments. Offenders also use gifts to manipulate and silence the child into keeping secrets. This treatment can isolate the child from siblings, friends or parents.

Stage 3: Fill a need. Once an offender gains access to a child, they can look for gaps in supervision to exploit and “be there” for the child when the parent is unable to (for example, give the child a ride home).

Stage 4: Isolation. Now that the offender has found a way to maintain a routine relationship with the victim (and parents/caregivers), they will look for ways to spend alone time with the child (for example by babysitting or taking special trips).

Stage 5: Make the relationship sexual. The offender makes their move on their victim when they are able to isolate them and does so by preying on the child’s natural curiosity.

Stage 6: Maintain control. Once the abuse occurs, the offender will do all they can to

keep the victim silent and available for continued abuse. This control can come in the form of verbal threats (for example, they may say “nobody will believe you” or “I will send photos to all your friends”), or physical threats (for example they may say, “I will hurt or kill you and your family if you tell”). Offenders count on victim’s belief that something catastrophic will happen or that they will feel humiliated and ashamed if they seek help.

Source: Dr. Michael Welner

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Stages of Grooming

What This Looks Like ACTIVITY

Visit each station

Post/write at least 1 example



ACTIVITY: What This Looks Like

Post 6 signs/pieces of chart paper, or create 6 stations, around the room, one for each grooming stage above.

Give students sticky notes or another way to post/write their ideas.

Instruct students to visit each station and post/write one example of what might happen in that stage. For stage 1, Targeting the victim, have students post about who they think might be most vulnerable.

Give students time to visit and post at each, then ask them to walk around to review what everyone wrote and to pick one stage to stand by. Once there are 6 groups standing at the stations, have the students discuss what was posted and come up with a summary. Rotate through each station and report out the summary that the groups developed.

Groomers use tricks

Fake Trustworthiness

Testing Boundaries

Touch

Intimidation

Sharing sexual material

Breaking Rules

Drugs and Alcohol

Communicating Secretly

Blaming and Confusing

Review any tricks that haven't already been discussed in the previous activity
Groomers Use Tricks. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a kid and often the kid’s parent or other caretaker. Grooming tricks include: (**Click** to reveal and discuss each)

- Fake Trustworthiness – pretending to be the kid’s friend in order to gain their trust
- Testing Boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.)
- Touch – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time
- Intimidation – using fear, embarrassment, or guilt to keep a kid from telling
- Sharing sexual material – capitalizing on a kid’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature
- Breaking Rules – encouraging a kid to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future

- Drugs and Alcohol – breaking the rules (see above) and/or making kids less able to stop the abuse because they're under the influence of the substance
- Communicating Secretly – texting, emailing, or calling in an unexpected way (parents don't know about it, it happens a lot, the kid is told to keep it a secret)
- Blaming and Confusing – making the kid feel responsible for the abuse or what could happen to the kid, his/her family, or the abuser if the kid tells

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Tips for Avoiding Becoming a Target

Don't trust the default privacy settings

Have an exit plan

Be a tiny bit paranoid

Stay in safe online places

Tell someone

CyberTipline
1-800-843-5678

<https://love146.org/online-safety/>

DON'T TRUST THE DEFAULT PRIVACY SETTINGS

Think of it this way: When you're hanging out online it's like being in your own room. But if you want privacy in your room, you can shut your door. Unfortunately, most websites, social media apps, or gaming devices come to you with the door wide open so that anybody, even creeps, can chat with you. (Worst of all, sometimes it's almost impossible to tell that they're creeps.) But you can take steps to help keep them out. Most of these websites, apps, and games have settings that allow you to shut the door. You just need to change your privacy settings so that only your real friends can connect with you. If you need help learning how to do this, here's a page with quick links to the privacy settings pages for common apps, websites, and gaming devices.

HAVE AN EXIT PLAN

If someone is bugging you or talking to you in a way you don't like, you can unfriend or block them, and you shouldn't hesitate to! (Report them through the app, too, if something is getting really sketchy). If you're talking to or being followed by people who aren't your close friends, avoid posting things that reveal how to find you in real life (like the name of your school, where your soccer team practices, etc). It could also be smart to make sure that your user name or handle is different from your real name, that way if you get into a conversation that's making you uncomfortable you

can exit it without the fear of someone tracking you down.

BE A TINY BIT PARANOID

If you send or post a picture, you can't always control how it's being seen—or how it's being shared by others. If you feel like there's any chance that the picture could get into the wrong hands, don't risk it, don't share or post it.

STAY IN SAFE ONLINE PLACES

Just as you wouldn't walk down dark alleys alone at night, you should avoid creepy places online and creepy apps. You could stumble on photos or videos you don't want to see (or maybe are even illegal!), or end up connecting with people who are looking to take advantage of you. Follow your gut, and don't walk down the alleyways of the Internet.

TELL SOMEONE

If you ever feel uncomfortable or think that something is sketchy, tell an adult you trust! Whether it's a teacher, a parent or a school counsellor. It's better to talk to someone about it now, even if it means you have to confess something you did or it's difficult to share. If you wait it could become a bigger problem. If you'd like, you can also talk to someone anonymously by calling the **(click) CyberTipline at 1-800-843-5678**.

**Content from from [Love146](#), [online safety](#)*

What if it's someone you know?



Say: It's one thing to be targeted by a stranger online who is pretending to be someone they are not, but what if someone you know is asking for a nude picture or video? Or what if someone sends you a nude that you did not want to see!

Ask students to find a funny gif or meme that they could use to diffuse the tension and for the other person to get the message that they don't want to sext.

Use a shared workspace like jamboard or padlet for students to add their images.

Trust Your Instincts

Be clear in your own mind about your boundaries (*next lesson*)

Remove yourself from the conversation

Understand your safety settings

Block and report

Say: If something seems off, trust your instincts.

- It's hard to make a good decision when you're feeling confused, so you should **be as clear as possible in your own mind about what is and isn't in your own interests.**
- If you receive any unwanted sexual comments or communication online, the best thing you can do is **remove yourself from the conversation.**
- **Understand your safety settings.** If it doesn't stop immediately, you should **block the person and consider reporting it** to the safety team of whatever website you are on. You should also consider talking about it with an adult you trust.

Getting Help

- **Talk to someone you know and trust** - a friend or sibling can help you talk to an adult, like a teacher, counselor, or parent
- **CyberTipline** has advisers available 24/7 if someone is pressuring you to engage in sexual activities **1-800-843-5678**
- If the person pressuring you is a relative or someone in your household, go to **RAINN.org** or call the **National Sexual Assault Hotline** at **1-800-656-HOPE (4673)**

- If you need help with this, talk to someone you trust such as a friend, sibling, teacher or parent. If you'd rather talk to someone anonymously, you can text "LISTEN" to 741-741.
- If you're under 18 and someone is pressuring you to engage in sexual activities (e.g. cybersex, photos, webcamming) or is sending you explicit material, don't hesitate to call the police or the CyberTipline at 1-800-843-5678. They have advisers available 24/7 to help.
- If this person's a relative or someone in your household and you need help, contact the police, go to [RAINN.org](https://www.rainn.org)/online or call the National Sexual Assault Hotline at 1-800-656-HOPE (4673).

Trafficking and Exploitation Wrap Up

- What is one thing that you learned about trafficking and exploitation?
- Why do you think some people feel pressured into sending nude images or videos?
- If a sexually explicit photo of you were being passed around, how would you want others to react?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

THE STAGES OF GROOMING

Stage	Description	Example
Targeting the Child	Perpetrators may target and exploit a child's perceived vulnerabilities including: emotional neediness, isolation, neglect, a chaotic home life, or lack of parental oversight, etc.	The offender will pay special attention to or give preference to a child.
Gaining the Child's & Caregiver's Trust	Perpetrators work to gain the trust of parents/caregivers to lower suspicion and gain access to the child by providing seemingly warm yet calculated attention/support. The perpetrator gains the child's trust by gathering information about the child, getting to know their needs, and finding ways to fill those needs.	"I saw you reading the new Superman comic. I'm planning to go see the new movie, I can take you if you want to go."
Filling a Need	Once the perpetrator begins to fill the child's needs, they may assume noticeably more importance in the child's life. Perpetrators utilize tactics such as gift giving, flattery, gifting money, and meeting other basic needs. Tactics may also include increased attention and affection towards the targeted child.	"I know you love jewelry so I got you this watch."
Isolating the Child	The perpetrator uses isolation tactics to reinforce their relationship with the child by creating situations in which they are alone together (babysitting, one-on-one coaching, "special" trips). The perpetrator may reinforce the relationship with the child by cultivating a sense that they love and understand the child in a way that others, even their parents, cannot. The adult can start to tell the child that no one cares for them the way they do, not even their parents.	"You can trust me because no one understands you the way I do."
Sexualizing the Relationship	Once emotional dependence and trust have been built, the perpetrator progressively sexualizes the relationship. This occurs through talking, pictures, and creating situations in which both are naked (swimming). The adult exploits the child's natural curiosity and trust using stimulation to advance the sexual nature of the relationship.	"Have you ever masturbated? I can show you how, it feels really good."
Maintaining Control	Once sexual abuse is occurring, perpetrators commonly use secrecy, blame, and threats to maintain the child's participation and continued silence. In order to maintain control, perpetrators use emotional manipulation; they make the child believe they are the only person who can meet their emotional and material needs. The child may feel that the loss of the relationship, or the consequences of exposing it, will be more damaging and humiliating than continuing the unhealthy relationship.	"If you tell anyone, we both could go to jail, We won't be able to be together." Or "If you tell anyone, something bad could happen to your family."

DRAFT

Communication and Boundaries

— What are characteristics of harmful relationships and how do I stay safe? —

TEKS:

7-8.20.(D) describe appropriate and effective methods of communicating emotions in healthy dating/romantic relationships and marriage;

7-8.21.(H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact .

Today's Objectives

- Describe methods of communicating in relationships
- Discuss setting and respecting boundaries
- Examine the importance of clearly communicating and respecting boundaries

Review the lesson objectives

What is communication?



Think - Pair - Square

Ask students to first come up with their own definition of “communication” (what it might say in a dictionary). Then have them turn to a partner to discuss. **Ask the pairs** to find another pair to make a square and discuss. As part of their discussion, ask them to consider how the communication dynamics changed when it went from one to two to four people brainstorming together.

Image:

https://www.freepik.com/free-vector/flat-people-talking-pack_17053899.htm#query=conversation&position=25&from_view=search

Review: Effective Communication

Find the right time

Talk face-to-face

Don't attack

Be honest

Check your body language

Use the 48-hour rule

In Lesson 2, Healthy Relationships, we talked about ways to communicate effectively, especially when resolving a conflict.

Ask for volunteers to share what they remember about those strategies. Take a few responses then **click** to reveal the list and briefly review as needed.

- **Find the Right Time.** If something is bothering you and you would like to have a conversation about it, it can be helpful to find the right time to talk. Try to find a time when both you and your partner are calm and not distracted, stressed or in a rush. You might even consider scheduling a time to talk if one or both of you is really busy!
- **Talk Face to Face.** Avoid talking about serious matters or issues in writing. Text messages, letters and emails can be misinterpreted. Talk in person or on the phone so there aren't any unnecessary miscommunications.
- **Do Not Attack.** Even when we mean well, we can sometimes come across as harsh because of our word choice. Using "you" can sound like you're attacking, which will make your partner defensive and less receptive to your message. Instead, try using "I" or "we." For example, say "I feel like we haven't been as close lately" instead of "You have been distant with me."
- **Be Honest.** Agree to be honest. Sometimes the truth hurts, but it's the key to

- a healthy relationship. Admit that you aren't always perfect and apologize when you make a mistake instead of making excuses. You will feel better and it will help strengthen your relationship.
- **Check Your Body Language.** Make eye contact when speaking face-to-face. Sit up and face your partner. Let your partner know you're listening. Show them you really care. Don't take a phone call, text or play a video game when you're talking. Listen and respond.
- **Use the 48 Hour Rule.** If your partner does something that makes you angry, you need to tell them about it. But you don't have to do so right away. If you're still hurt 48 hours later, say something. If not, consider forgetting about it. But remember your partner can't read your mind. If you don't speak up when you're upset, there is no way for them to apologize or change. Once you do mention your hurt feelings and your partner sincerely apologizes, let it go. Don't bring up past issues if they're not relevant.

Now let's back up and get down to some details about communication. Starting with a definition.

Content from *Healthy Relationships Middle School Educators Toolkit*:

<https://www.loveisrespect.org/wp-content/uploads/2016/08/middle-school-educators-toolkit.pdf>

What is Communication?

The transfer of information from one person to another.

- Verbal
- Non-verbal
- Written
- Visual

After students report out what they discussed, **click** to reveal the simple definition of communication.

State: It may be done in many ways:

- **Verbal:** vocally (using voice),
- **Non-verbally** (using body language, gestures and the tone and pitch of voice).
- **written** (using printed or digital media such as books, magazines, websites or emails),
- **visually** (using logos, maps, charts or graphs)

In practice, it is often a combination of several of these. **And, some people might not communicate the same way you do.**

Ask students to provide examples of how someone might communicate using several of these types. Ask them if there are times when the different types of communication may contrast or contradict one another.

Content from: <https://www.skillsyouneed.com/ips/communication-skills.html>

Communicating means both:

Giving

- Being clear
- Being assertive
- Being kind

Receiving

- Listening
- Respecting
- Asking clarifying questions

Communicating is about both **click** giving the information and **click** receiving the information.

Ask students to pair up and have a short conversation about the last meal they ate (or another topic). One person should be giving information and be the best communicator they can be; the other partner should be the listener, receiving communication the best they can.

Ask students to share out what made their partner an effective communicator or listener.

When giving information, it's important to be: (**click** to reveal)

Clear
Assertive
Kind

and when receiving information, we must be: (**click** to reveal)

Listening
Respectful
Asking clarifying questions when needed

3 Types of Communication



Watch the video and pay attention to the characteristics of the 3 types of communication.

Ask students which type of communicator they most identify with currently and what type they would like to be.

3 Types of Communication

- Passive -- does not offer opposition when challenged or pressured
- Aggressive -- hostile, unfriendly, always has to be right
- Assertive -- direct and respectful

After the video, ask for volunteers to describe the 3 types. Discuss and then **click** to reveal/summarize the discussion.

Communication Scenarios

Complete the worksheet

Types of Communication Scenarios

There are three types of communication styles.

Directions: Use the descriptors of each type of communication style to write a response for each scenario.

	Passive Communicator	Aggressive Communicator	Assertive Communicator
	Does not offer opposition when challenged or pressured	Aggressive, hostile, & unfriendly	Communicates with a direct and respectful way
Your best friend tells someone else one of your secrets.			
Your partner tells you that you can't hang out with one of your friends.			

Working in small groups (3-4 students), direct students to write three responses for each scenario: 1 passive response, 1 aggressive response, and 1 assertive response.

Give students about 10 minutes to complete. Ask for volunteers to report out.

Optional (if time permits): have students act out the **ASSERTIVE** responses.
DO NOT ACT OUT PASSIVE OR AGGRESSIVE RESPONSES.

Receiving Information: Listening



How can you show or tell someone you are listening?

- Active Listening:
 - letting the speaker know you are listening and clarifying any confusion
 - verbal or non-verbal
- Paraphrasing:
 - using your own words to restate what the speaker has said

Now let's talk a little bit about receiving the information, or Listening.

Click

Ask: How can you show or tell someone you are listening?

Take responses then **click**.

- Active listening means letting the speaker know that you are listening and clarifying any confusions by asking questions as needed.
 - What might this sound like if verbal? (“i hear you”, “mmhmm”, “that sounds frustrating”)
 - What might this look like if non-verbal? (nodding, using hand gestures, facial expressions)
- Paraphrasing means using your own words to restate what someone has said.
 - For example: “It sounds like you are wanting more communication. Is that right?”

Image: <https://pixabay.com/illustrations/ear-sound-audio-hearing-listen-5458996/>

Using communication skills to navigate relationships

Boundaries

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Define Boundaries

the rules or limits we set for ourselves and others in our life

Types of Boundaries

- Physical
- Emotional
- Digital

Elicit a definition of “boundaries” from the students.

Click to reveal the simple definition.

Boundaries are limits someone establishes in order to protect themselves in some way from being hurt, manipulated, or taken advantage of. As an expression of self-worth, boundaries let other people know who you are, what you value, and how you want to be treated. Additionally, boundaries help to create space between you and other people when you need it.

Continue to **click** to reveal the types of boundaries and discuss.

- **Physical boundaries** cover everything from holding hands and kissing to sexual intercourse. Setting physical boundaries says that you are in control of your body. Being in a relationship does not give the other person the right to pressure or force you to do anything you do not want to do. If your partner pressures you to engage in sexual acts when you say no, it is a sign that you are not in a healthy relationship.
- **Emotional boundaries** are an important part of making sure you feel safe and comfortable in your relationship. Trusting someone means you think that they’re reliable, you have confidence in them, and you feel safe with them physically and emotionally. Real trust takes time to build and requires that

- partners decide for themselves when they trust each other: you can't demand or prove it.
- **Digital Boundaries** covers things like tagging a partner in social media posts, making a relationship status public, following or friending other people in your lives. It also is about the expectations for how you will communicate with each other through texting or social media and how or if it is ok to use each other's device.

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Some examples of boundaries:

- I'm cool with following each other on social media, but not with reading one another's direct messages.
- I'm comfortable holding hands and hugging in public but not kissing.
- I don't want to text while I am spending time with my family or friends.
- I only want to spend time with my partner outside of school.
- I need quiet time to myself every day
- I'm not ready to have sex, and I don't know when I will be.

Click through the examples of boundaries and discuss which type - physical, emotional, or digital - each example might be.

Creating your relationship boundaries

What makes you feel valued and respected?

What is important to you?

What do you want to keep private to yourself? to just your partner? to just your closest friends and family?

Is there any type of behavior or trait that would not fly with you, ever (sometimes called a “dealbreaker”)?

It can be helpful to think through your own boundaries, no matter what your relationship status is. Start by paying attention to how you feel about and react to situations around you, whether in real life or in shows or movies you watch.

Click to reveal the questions.

Direct students to write down these 4 questions and take some time to think them over, privately.

Explain that there are no right or wrong answers! This is just about you thinking about how you feel. Explain that it is a good idea to revisit these questions over time because our feelings can change, and that’s ok.

Every person has the right to change their mind about what their boundaries are at any time.

Ask for a volunteer to read this slide aloud to the class.

State: It's normal for boundaries to shift as we gain more life experience or get more comfortable in our relationships. We might not be okay with something at the beginning of a relationship, but we might be totally cool with it a few months down the line. On the other hand, we might realize something crosses a boundary for us after experiencing it for the first time. Every person has the right to change their mind about what their boundaries are at any time. What's important is that you're communicating any boundary changes to your partner and you're making changes because YOU want to, not because you're being pressured, forced or manipulated into making them.

You deserve to be safe and respected, and boundaries play a big part in creating healthy relationships that let you be YOU.

Ask, Listen, Respect



When you aren't sure of someone's boundaries - what they want or don't want - it's always best to ask.
Play the video.

Video: <https://youtu.be/n6X5I7xoxEY>

After the video, ask "what is another word for what was happening in this video?"
(looking for "consent")

Consent

means people *agree* to participate in an activity

AND

understand what they are agreeing to

The legal age of consent in Texas is:

17

Ask if anyone remembers the definition of consent from the previous lesson.

Take a few responses then **click** to reveal the definition

Consent means people agree to participate in an activity and understand what they are agreeing to.

Click The legal age of consent is 17 in Texas.

Discuss ways to ask for consent in a healthy relationship.

Consent, Communication and Boundaries



Either as a class, in small groups or individually, compose a summary of how the three words work together. Be sure to cover the following kinds of concepts:

- Consent is voluntary, affirmative, freely given and part of an ongoing conversation about mutual agreement to do something.
- Consent cannot be assumed or implied by silence, previous sexual history or clothing.
- Permission to do any type of sexual activity needs to be asked for and clearly given before proceeding.
- A person can only consent to activities if they are aware of the risks. If the risks are hidden, the full consent conversation cannot happen.
- Sex without consent is sexual assault.

Image by [OpenClipart-Vectors](#) from [Pixabay](#)

Communication and Boundaries

Wrap Up

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



- What is one thing you learned about communicating in a healthy relationship?
- How does communicating boundaries help to navigate relationships?
- What is one way you can respect someone else's boundaries?

Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Types of Communication Scenarios

There are three types of communication styles.

Directions: Use the descriptors of each type of communication style to write a response for each scenario.

	Passive Communicator	Aggressive Communicator	Assertive Communicator
	<i>Does not offer opposition when challenged or pressured</i>	<i>Aggressive, hostile, & unfriendly</i>	<i>Communicates with a direct and respectful way</i>
Your best friend tells someone else one of your secrets.			
Your partner tells you that you can't hang out with one of your friends.			

Reproductive Anatomy & Adolescent Development

— What are the reproductive parts of my body —
and how are they changing right now? —

A note for teachers:

Understandings of gender are evolving rapidly, and today's youth are part of a generation that view the complexity of gender as a fact of life. This lesson on anatomy and puberty will use gender-inclusive language and you are encouraged to do the same. Gender-inclusive anatomy and puberty education benefits all youth because it recognizes and affirms all students.

What this looks like: *When discussing puberty processes, use terms such as “can”, “may”, or “might” to avoid excluding certain students such as those who are intersex, transgender, or gender non-conforming. For example, “people with a penis may grow hair on their face” or “some people with a vagina may develop breasts”. It can be helpful to explain to students that being a boy, a girl, or in-between is mostly about how someone feels, not their body parts. When talking about sexual feelings, it's important to not be specific about the gender that people might be attracted to. This lets you include anyone who could be or become attracted to boys, girls, non-binary genders, or more than one of these. Again, it's good to use “can”, “may” or “might” when you talk about people developing romantic and/or sexual feelings.*

For more information on inclusive language, see the [Inclusive Language Resource](https://www.teachingsexualhealth.ca/inclusive-language-resource) from [TeachingSexualHealth.ca](https://www.teachingsexualhealth.ca).

TEKS:

7-8.22.(A) compare and contrast the physical, hormonal, and emotional changes in males and females that occur during puberty and adolescence;

NSES:

AP.8.CC.1 Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)

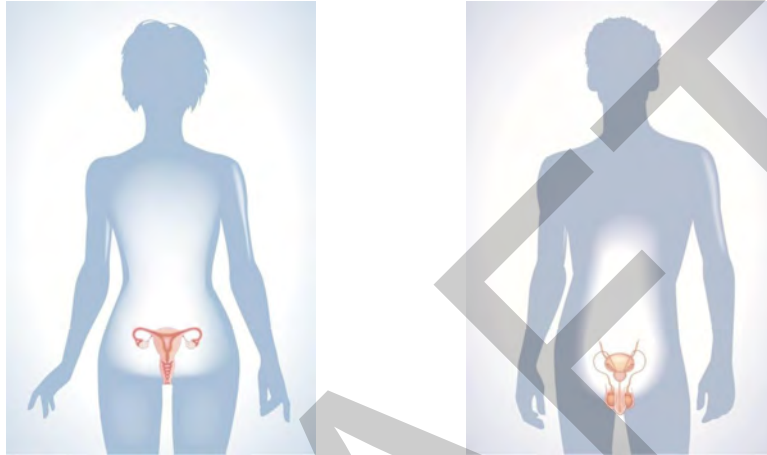
DRAFT

Today's Objectives

- Describe the parts of the human reproductive system
- Describe the physical, hormonal, and emotional changes that can happen during puberty
- Explain the body's process of preparing for pregnancy

Review lesson objectives

Reproductive Anatomy - Worksheets



Use this slide to help students to understand the relationship of the reproductive organs to the rest of the body. Discuss the difference between **internal** and **external**. Then introduce the difference between **frontal views** and **side views** of the body. The egg-producing reproductive organs are shown primarily using the frontal view, while the sperm-producing reproductive organs are shown primarily using the side view.

Explain: In this lesson, we may use the terms ‘male’ and ‘female’ when discussing reproductive anatomy, referring to the sex someone was assigned at birth. A person’s reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person’s internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

ACTIVITY:

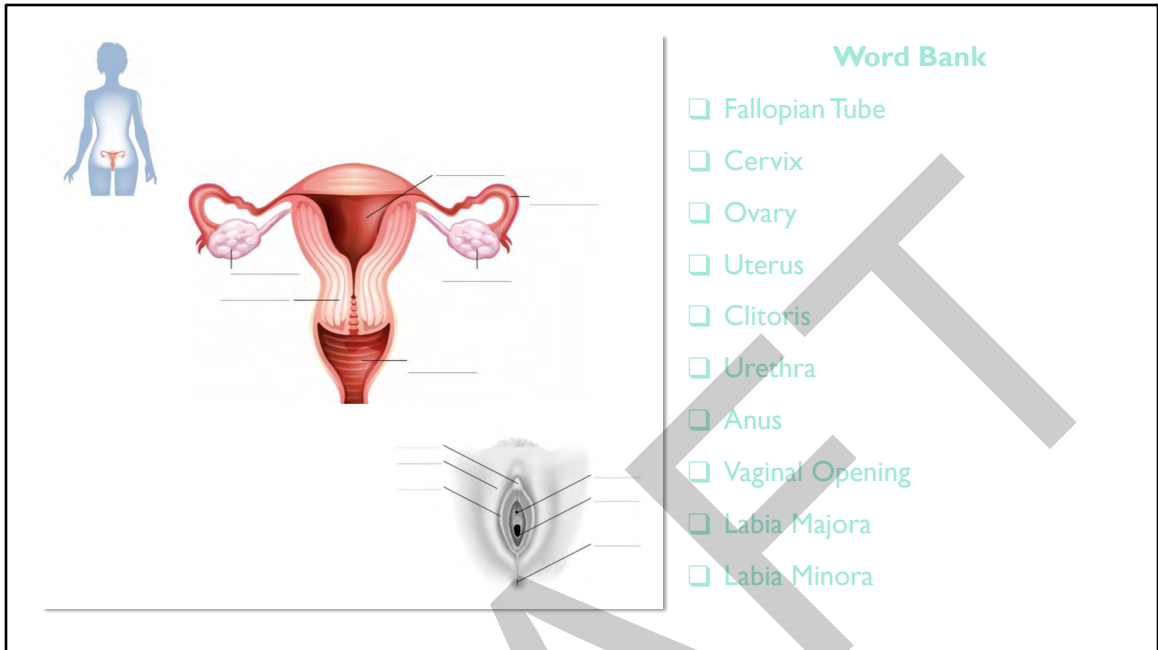
1. Distribute the **Reproductive System Diagrams** handouts. Explain the

1. relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.

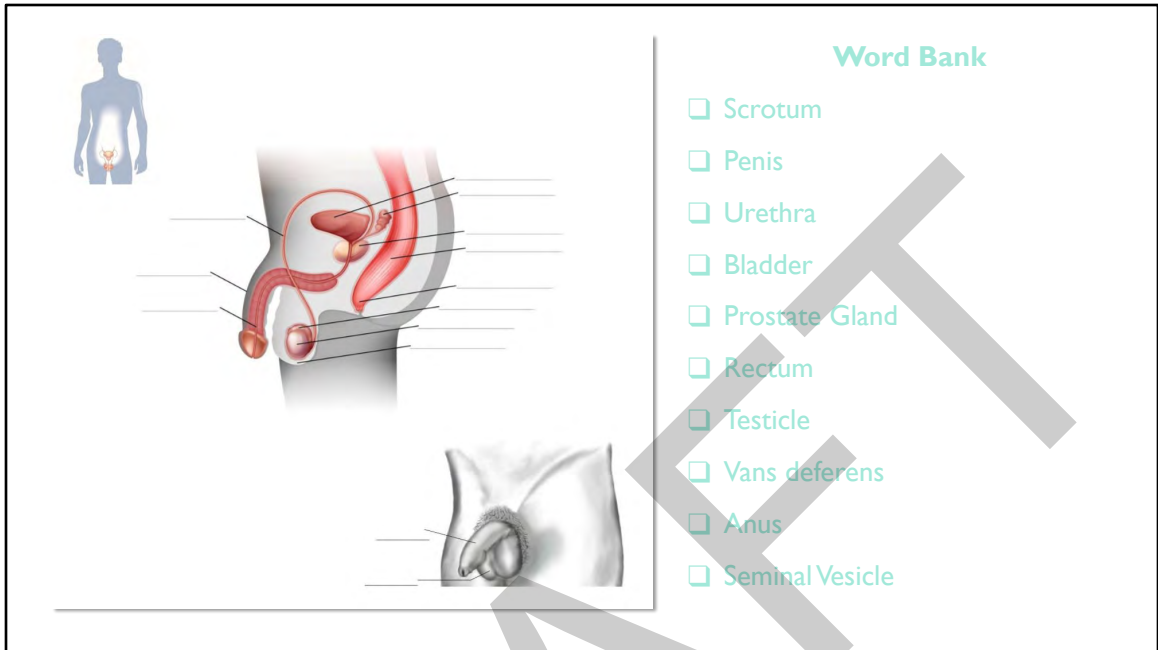
Images:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr5-Diagrams-ENGLISH-FINAL.pdf>



1. Distribute the **Reproductive System Diagrams** handouts. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

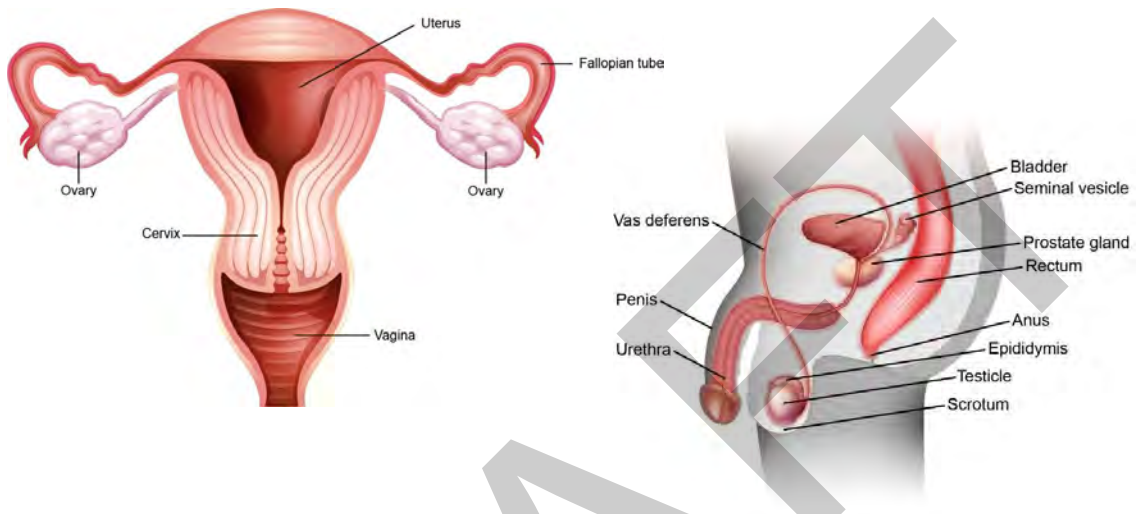
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Internal Anatomy

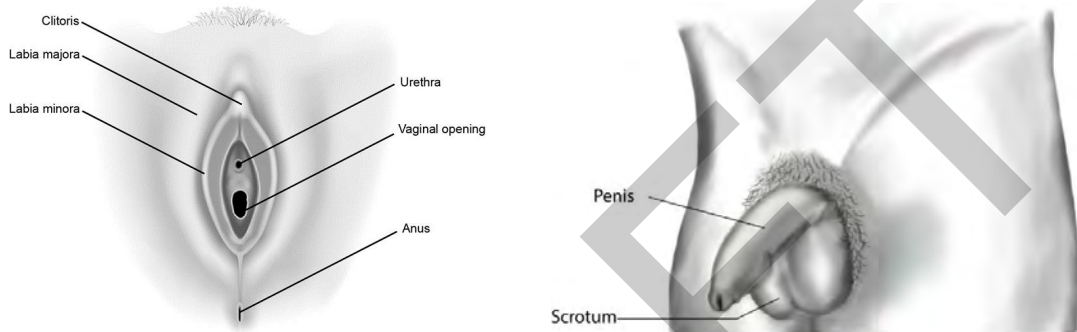


After giving students about 5 minutes to fill in their worksheets, display the correct answers to the internal anatomy and discuss. Start with the egg-producing system, then **click** and discuss the sperm-producing system.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

External Anatomy

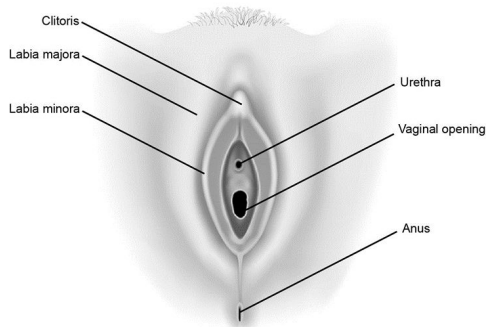


First review the external anatomy of the vulva, then **click** and review the external anatomy of the penis.

Image:

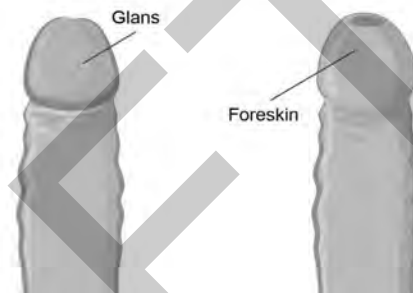
<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

External Anatomy



Circumcised Penis

Uncircumcised Penis



Note that while the worksheet shows an uncircumcised penis, many people are circumcised as infants and without the foreskin (which is removed during the procedure), the glans of the penis is exposed.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

Puberty: True or False

- T** Puberty is the process through which our bodies become adults.
- F** If all of my friends have started puberty except me, I'm way behind.
- T** I will start to notice more hair grow in places like my genitals and armpits.
- F** We only experience physical changes during puberty.
- T** Puberty is caused by hormonal changes in the body.
- F** Everyone goes through puberty at the same speed.

So, now that we know about what body parts we have, let's look at ways that the body (and brain) changes during puberty.

Let's see what you already know about puberty.

Click to reveal each statement, give students a chance to respond/discuss, then **click** to reveal the answer.

1. Puberty is the process through which our bodies become adults.
True The hormones released during puberty target our reproductive systems and trigger them to begin functioning so that our bodies can reproduce.
2. If all of my friends have started puberty except me, I'm way behind.
False Everyone's bodies are different! Different people start puberty at different times, and it's okay to start later.
3. I will start to notice more hair grow in places like my genitals and armpits.
True Most people experience hair growth in these places during puberty.
4. We only experience physical changes during puberty.
False During puberty, we experience both physical and emotional changes. Puberty can often come with mood swings, sexual feelings, and a desire for more independence.
5. Puberty is caused by hormonal changes in the body.
True The brain releases hormones during puberty that cause the changes people go through during puberty.
6. Everyone experiences puberty at the same rate.

1. **False** Everyone's body is different, so people will go through changes at a different rate, and some people may not experience them at all.

DRAFT

What Does Puberty Mean?

Puberty is the period of time when your body begins to develop and change as you move from child to adult.



Ask: What does puberty mean?

Click to reveal the official definition and life cycle images:

“Puberty is the period of time when your body begins to develop and change as you move from child to adult.”

Ask students to point out where on the lifecycle images the period of puberty might be represented.

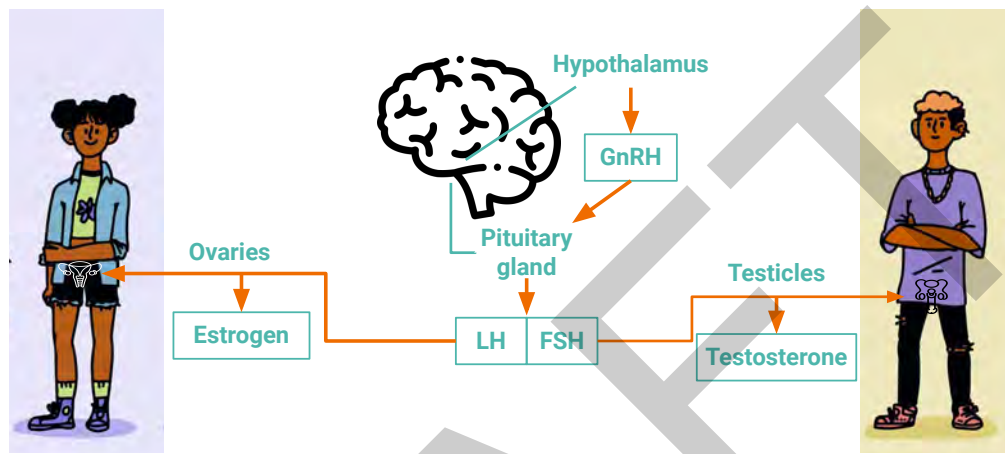
Click to highlight the third person as about where students are at this point in their lives.

Transition by noting that there are several hormones produced by the body that get this process of change going.

Images:

Hand drawn vector created by freepik - www.freepik.com

Hormones



Ask: What have you heard about the hormones that are produced in our bodies?

Explain the following:

Click: When your body reaches a certain age, your brain signals the body to start producing the **hormones** that are responsible for the changes of puberty.

Click: This starts specifically in a brain region called the **hypothalamus**.

Click: The hypothalamus releases a hormone called gonadotropin-releasing hormone, or **GnRH** for short.

Click: When GnRH reaches the **pituitary gland** (a pea-shaped gland that sits just under the brain), this gland releases into the bloodstream two more puberty hormones:

Click: Luteinizing hormone (**LH** for short) and follicle-stimulating hormone (**FSH** for short).

Click: For people with a penis and testicles, these hormones travel through the blood

and give the **testes** the signal to begin the production of

Click: testosterone and **sperm**. Testosterone is the hormone that causes most of the changes in a body with a penis during puberty. Sperm cells are produced for reproduction.

Click: In people with a uterus, FSH and LH target the **ovaries**, which contain eggs that have been there since birth. The hormones stimulate the ovaries to begin producing another hormone called

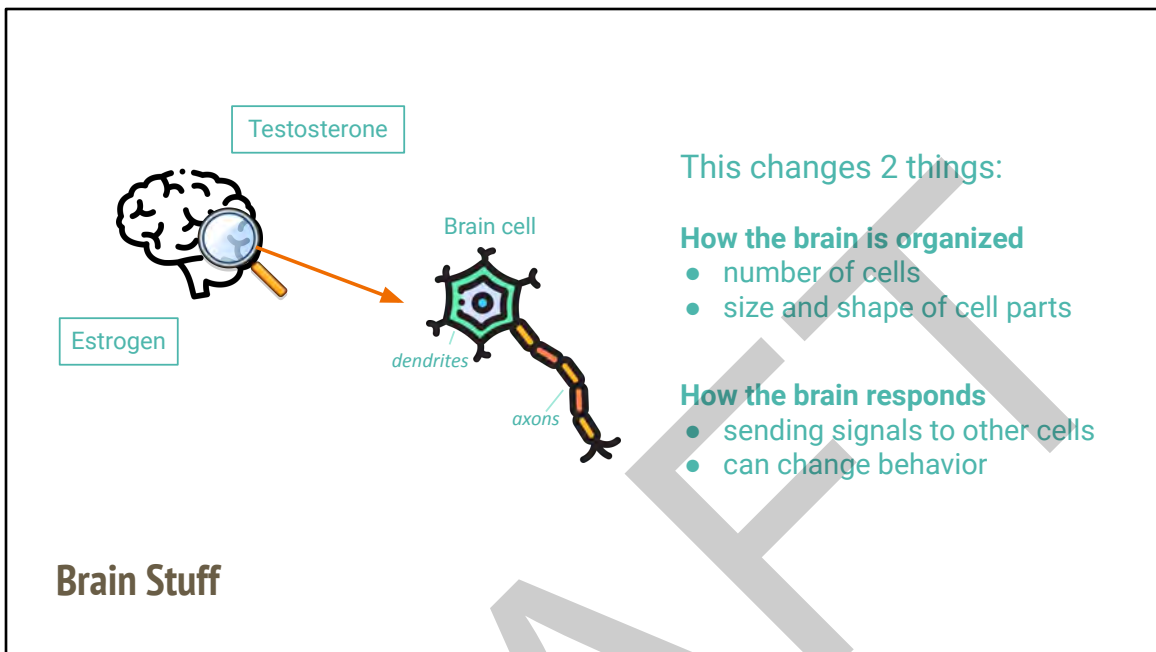
Click: estrogen. Estrogen, along with FSH and LH, causes a body with a uterus to mature and prepare for pregnancy.

So that's what's really happening during puberty — it's all these new chemicals moving around inside your body, turning you from a teen into an adult with adult levels of hormones.

(source: <https://kidshealth.org/en/teens/puberty.html#catcontraception>)

Images:

Brain, ovary/uterus, penis/testicles: flaticon.com



Hormones like testosterone and estrogen can attach to your **(click)** brain cells.

Click:

There are two main ways that hormones can influence your brain cells.

Click:

First, hormones can influence **how the brain is organized**. Changes in brain organization can include changes in the number of cells, or changes in the size and shape of dendrites or axons. Testosterone, for example, influences the development of new cells in a brain region called the medial amygdala (a small region near the bottom of the brain that is important for processing emotions like fear). This region of the brain can actually become physically bigger in people who have more testosterone than in those who don't. This was found in animal research, but studies on humans that looked at hormone levels and the size of the amygdala suggest it works the same in humans.

Click:

Second, a hormone can influence **the way that brain cells become activated in response to a situation or environment**. Hormones might help or prevent a cell from

exchanging signals with other cells. This can lead to long-term changes in brain cells. For example, the levels of testosterone in mice (and humans) increase during a competition or fight. One study showed that mice who win a fight develop more receptors for testosterone in brain regions that are important for reward and social behavior. These new receptors might also change the behavior of the mouse in the next fight. This shows a process where experiences, like winning a fight, and hormones work together to shape brain development. *This process is especially important during puberty, when the hormone levels are higher than during childhood and the brain is still developing.*

There is still a lot we do not know about how hormones influence the organization and actions of brain cells in humans. We do know that these effects are different in some ways between people who make more testosterone and people who make more estrogen, and between regions of the brain. Researchers are just starting to figure out how the hormone-related changes in the brain are important for behavior and learning, so there are a lot of unanswered questions.

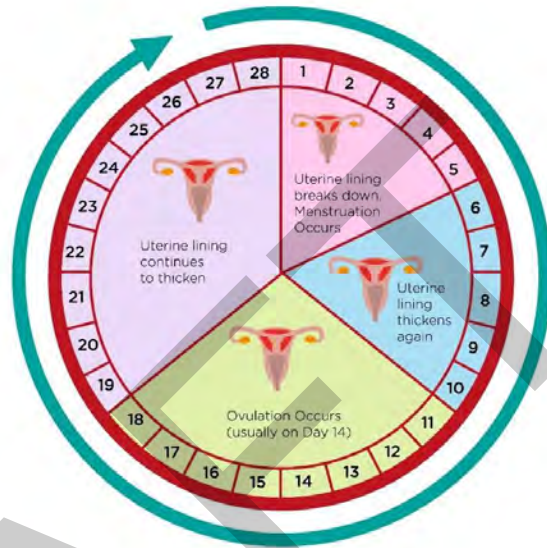
Teacher resources:

For more info on the adolescent brain: <https://youtu.be/001u50Ec5eY>
See Your Brain on Puberty RESOURCE in your curriculum folder.

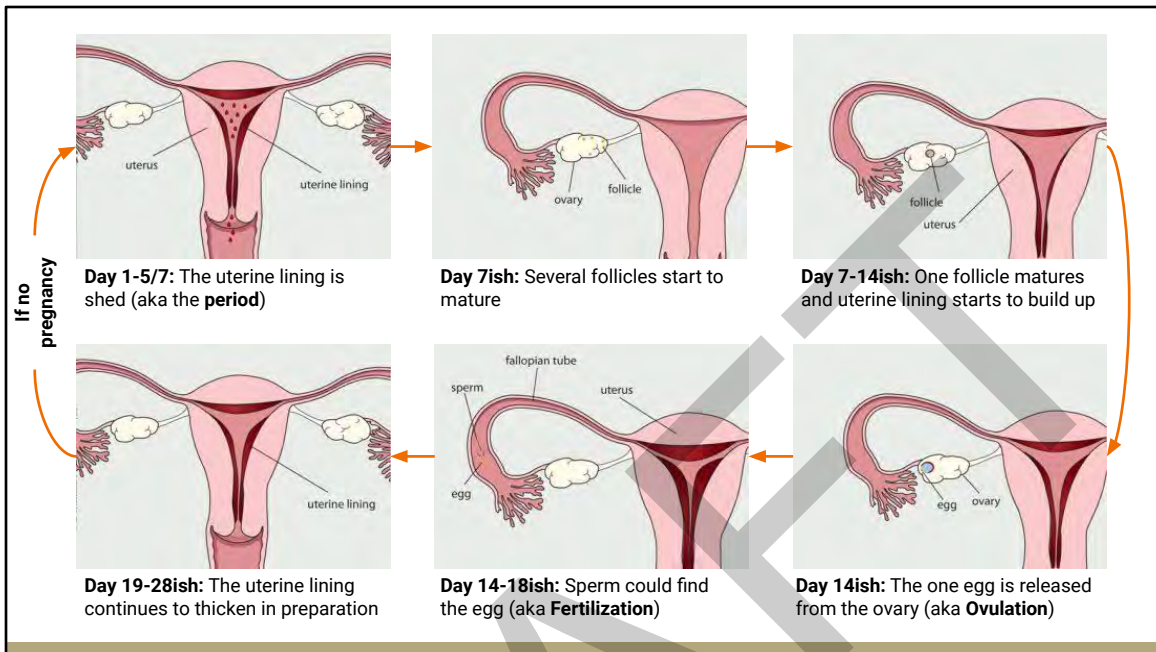
Source: Barendse M, Cheng T and Pfeifer J (2020) Your Brain on Puberty. Front. Young Minds. 8:53. doi: 10.3389/frym.2020.00053
(<https://kids.frontiersin.org/articles/10.3389/frym.2020.00053>)

Images: flaticon.com

The Menstrual Cycle



Explain: The “menstrual cycle” is the body’s way of preparing for a pregnancy each month (approx. 28 days). Throughout the month, different things are happening in the reproductive system in order to get ready for an egg to be fertilized and for the uterus to grow a fetus. Let’s look a little more closely at what happens.



The beginning of the cycle (Day 1) is actually the first day of the bleeding, or period. The uterus is where a baby would grow during a pregnancy and the lining of the uterus is what is needed to protect and nourish the baby during pregnancy. When there is no pregnancy, the extra thick lining is not needed and therefore shed and it leaves via the vagina. This bleeding/shedding lasts about 5-7 days.

(Click)

Around day 7, several egg cells, called follicles, start the race to see which one is going to mature enough to be released from the ovary.

(Click)

Usually, only one egg is able to develop enough to be released, and it begins to move to the edge of the ovary while the others are absorbed back into the body. Meanwhile, the lining of the uterus is starting to build back up again in preparation for a pregnancy.

(click)

Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.

(Click)

The egg that was released is only stable for a short time and this is when sperm would need to find the egg if a pregnancy is going to happen. Sperm joining with the egg is called **fertilization**.

(Click)

If an egg is fertilized, it would continue the journey through the fallopian tube and into the uterus to implant into the lining, but we will talk more about that in the next lesson.

(Click)

If it is not fertilized, then it is absorbed into the body, and the cycle continues by once again shedding the extra lining of the uterus.

Images:

<https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>

Anatomy & Adolescent Development Wrap Up

1. What is one thing you learned about bodies today?
2. Why is it important to know about how your body is (or will be) changing?
3. What is one thing you can do to take good care of your body during puberty?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.

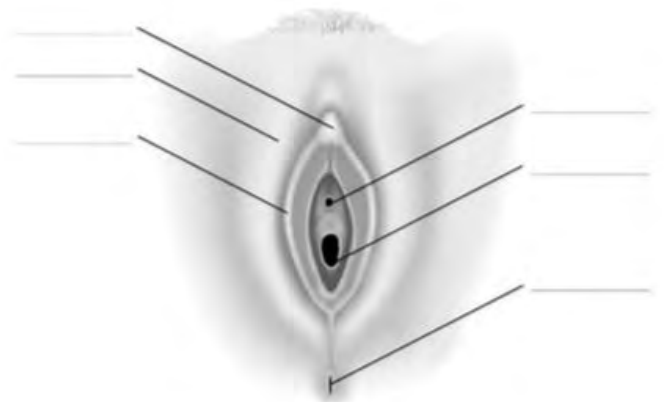
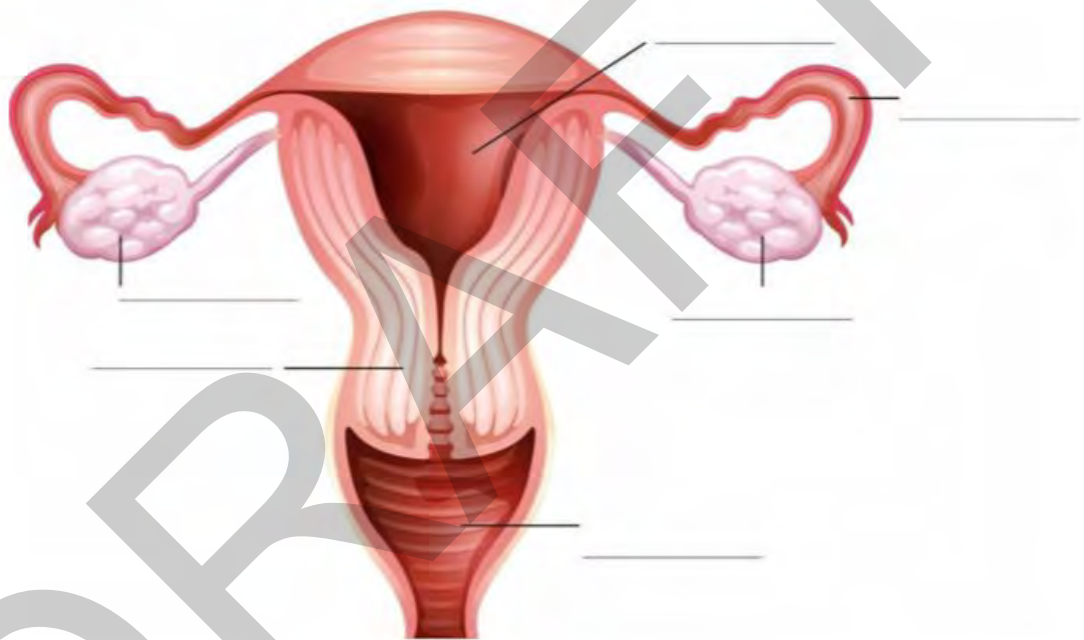


Ask students to answer the questions either individually, in small groups, or as whole class.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Reproductive System Diagram - Assigned Female

Instructions: Using the word bank below, label the parts of the anatomy for someone assigned female at birth. Words may be used more than once.

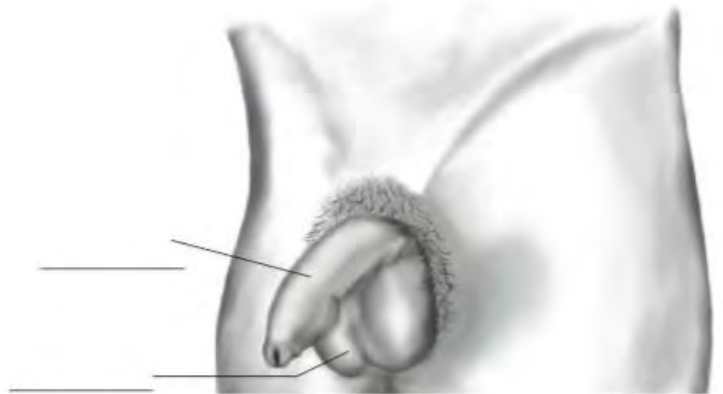
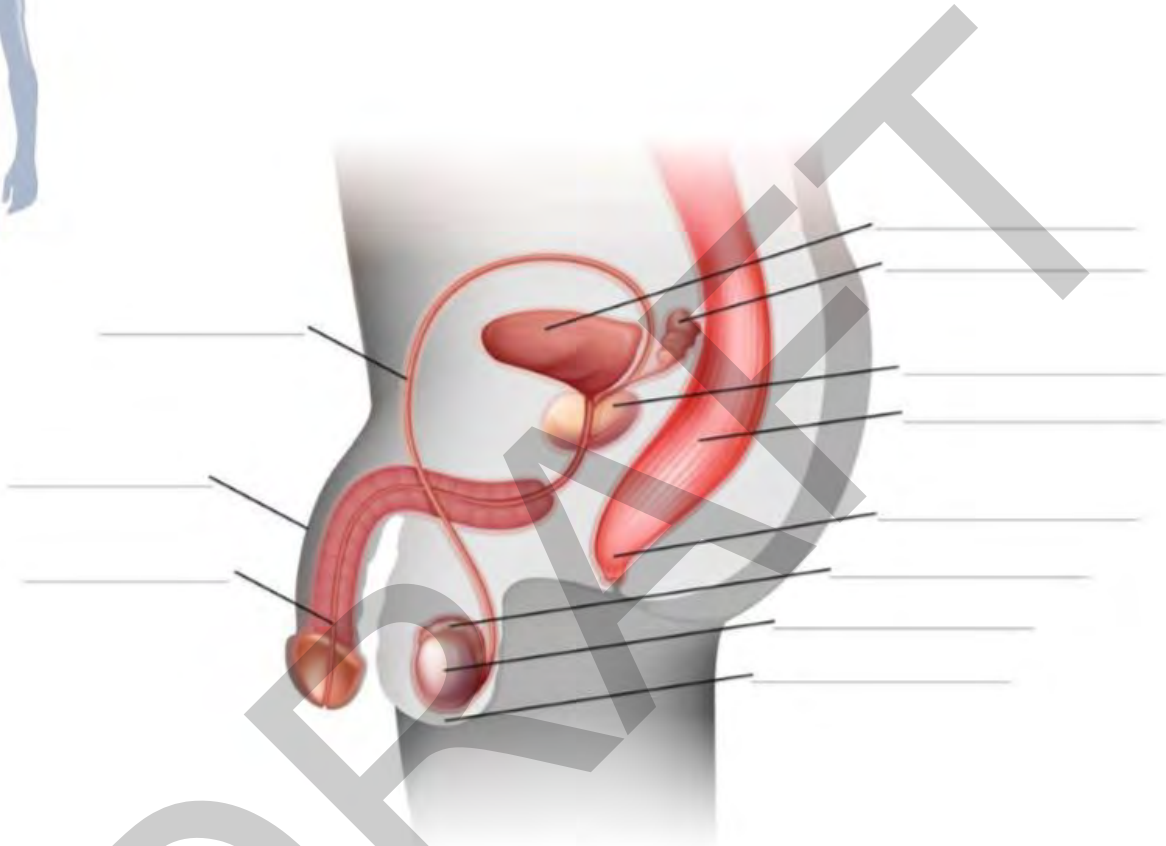


Word Bank

- | | |
|---|--|
| <input type="checkbox"/> Fallopian Tube | <input type="checkbox"/> Clitoris |
| <input type="checkbox"/> Cervix | <input type="checkbox"/> Urethra |
| <input type="checkbox"/> Ovary | <input type="checkbox"/> Anus |
| <input type="checkbox"/> Uterus | <input type="checkbox"/> Vaginal Opening |
| <input type="checkbox"/> Vagina | <input type="checkbox"/> Labia Majora |
| | <input type="checkbox"/> Labia Minora |

Reproductive System Diagram - Assigned Male

Instructions: Using the word bank below, label the parts of the anatomy for someone assigned male at birth. Words may be used more than once.



Word Bank

- | | |
|---|--|
| <input type="checkbox"/> Scrotum | <input type="checkbox"/> Rectum |
| <input type="checkbox"/> Penis | <input type="checkbox"/> Testicle |
| <input type="checkbox"/> Urethra | <input type="checkbox"/> Vas deferens |
| <input type="checkbox"/> Bladder | <input type="checkbox"/> Anus |
| <input type="checkbox"/> Prostate Gland | <input type="checkbox"/> Seminal Vesicle |

Physical Changes

Social and Emotional Changes

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair gets oily

**Hair grows in
armpits**

**Pubic hair grows
on genitals**

**Sweat glands
develop**

Breasts develop

**Start making
sex hormones**

Mood swings

Sexual thoughts

Sexual feelings

**Interested in
having a romantic
partner**

**Friendships
become more
important**

**Sometimes feel
lonely and
confused**

**Stronger feelings
of wanting to be
liked**

Stronger
feelings of
wanting to fit in

Want more
independence

Thinking about
the future

Concerned about
appearance
(looks)

Hair grows on
face

Shoulders get
wider

**Start producing
sperm**

**Penis grows
bigger**

**Testicles grow
bigger**

Nocturnal
emissions (wet
dreams)

Erections (penis
gets hard)

Ejaculation
(sperm released
from penis)

Hips get wider

Ovulation (eggs
released from
ovaries)

Menstruation
(periods) begins

Vaginal
discharge

Pregnancy and Abstinence

How does pregnancy happen
and how do I prevent it?

TEKS:

7-8.22.(B) identify how the process of fertilization occurs between a man and a woman through sexual intercourse;

7-8.22.(C) explain significant milestones of fetal development and the harmful effects on the fetus of certain substances such as alcohol, tobacco, and prescription drugs and environmental hazards such as lead;

7-8.22.(D) describe the importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur; and

7-8.22.(E) define the emotional changes that may occur during and after pregnancy, including postpartum depression, and discuss resources for support and treatment.

7-8.23.(A) explain how teen pregnancy is a possible outcome of sexual activity;

7-8.23.(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;

7-8.23.(J) identify support from parents and other trusted adults to be abstinent from sexual activity and create strategies for building peer support to be abstinent;

7-8.23.(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

7-8.23.(N) research and explain the benefits of abstinence from sexual activity such as

increased self-esteem, self-confidence, and student academic achievement;

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Today's Objective

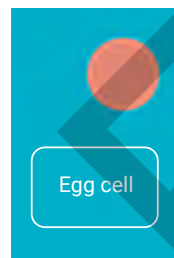
- Describe the process of fertilization and human reproduction, and pregnancy
- Explain significant milestones of fetal development and how to maintain a healthy pregnancy
- Analyze the importance of abstinence

Review the objectives with the class.

Reproduction

the action or process of making a copy of something

In humans...



Ask: What does it mean to “reproduce”?

Click to reveal the definition.

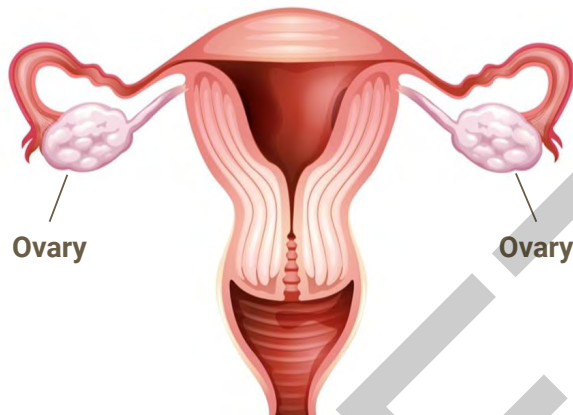
Click:

In humans, we need (**click**) a human egg cell and (**click**) some human sperm cells.

Click:

Let’s start by looking at the journey of the egg cell.

Image: <https://pixabay.com/vectors/fertilization-sperm-medical-6918867/>



Where are the egg cells stored?

Ask: Who can tell me what you remember from our previous anatomy lesson about where egg cells are stored?

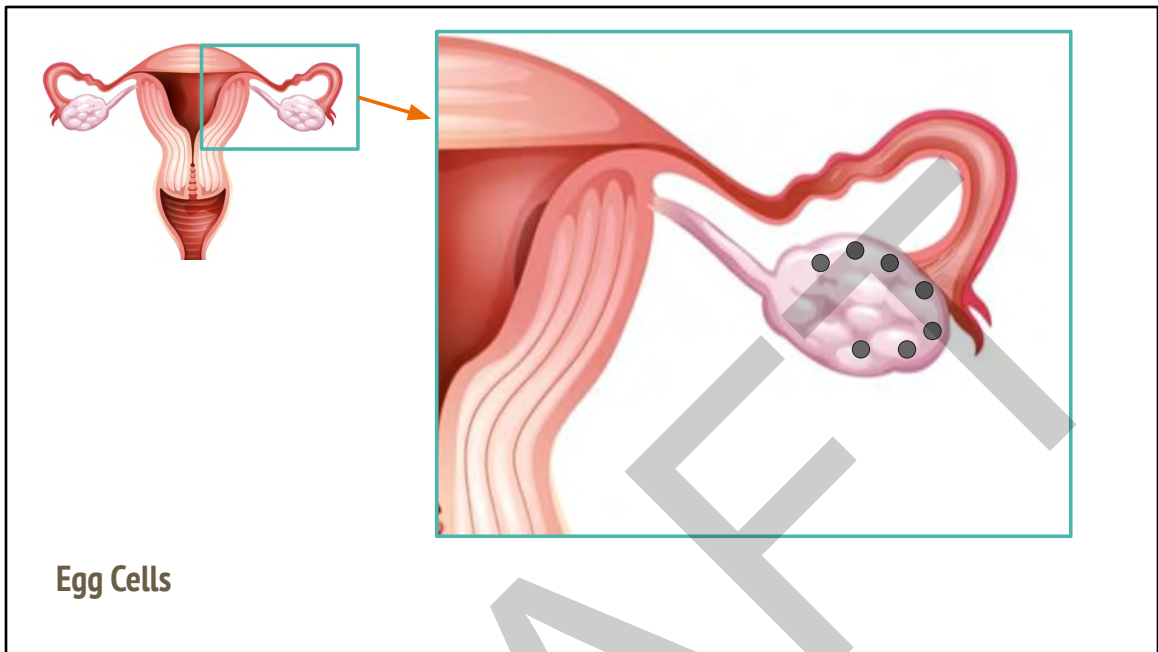
Click:

In the ovaries.

People who are born with ovaries are also born with all the egg cells they will ever have - about 7 million!

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



So what happens to those millions of eggs?

Click:

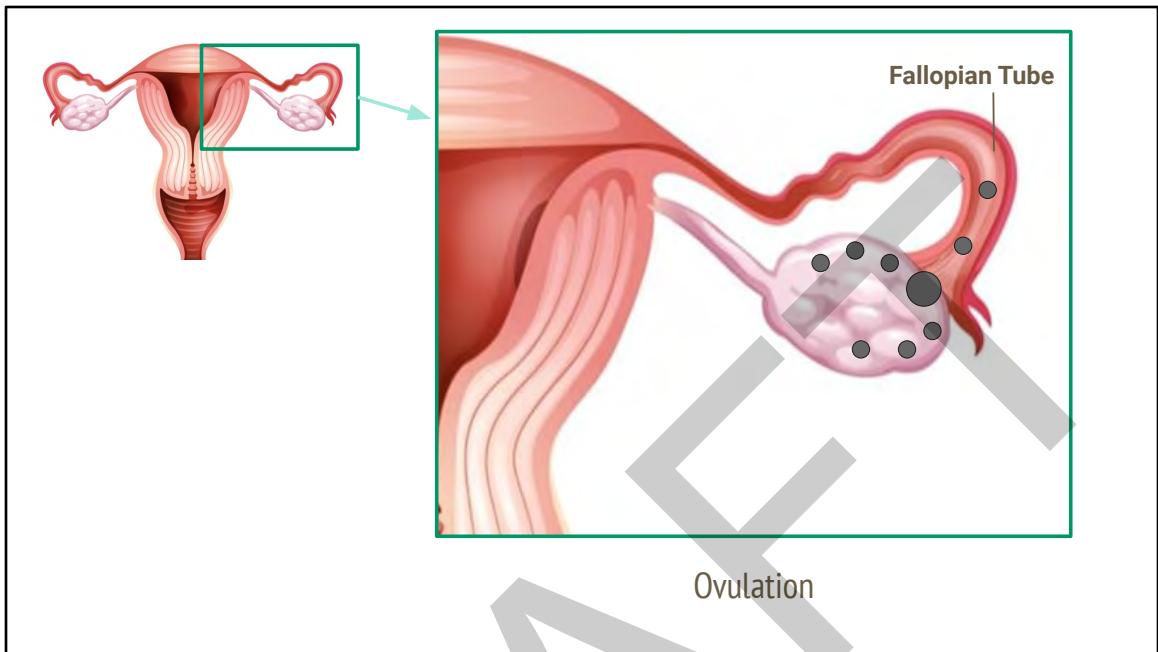
Let's look more closely at the job of an ovary.

Click:

Each month, several egg cells race to see which one is going to mature enough to be released from the ovary.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Usually, only one egg is able to develop enough to be released.

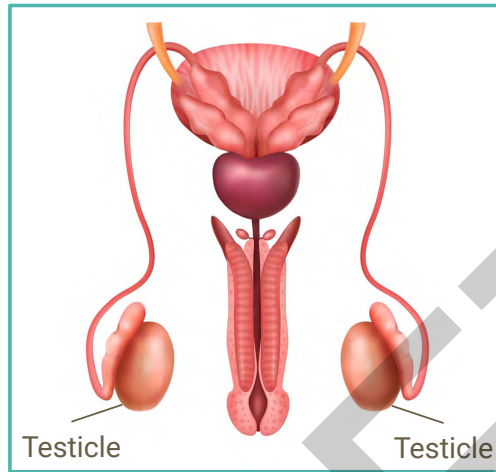
As it moves to the edge of the ovary to be released, (**click**) the others that were in the race are absorbed back into the body.

Click:

The mature egg is then released out of the ovary, this is called **ovulation**, and travels into the fallopian tube.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Sperm Cells

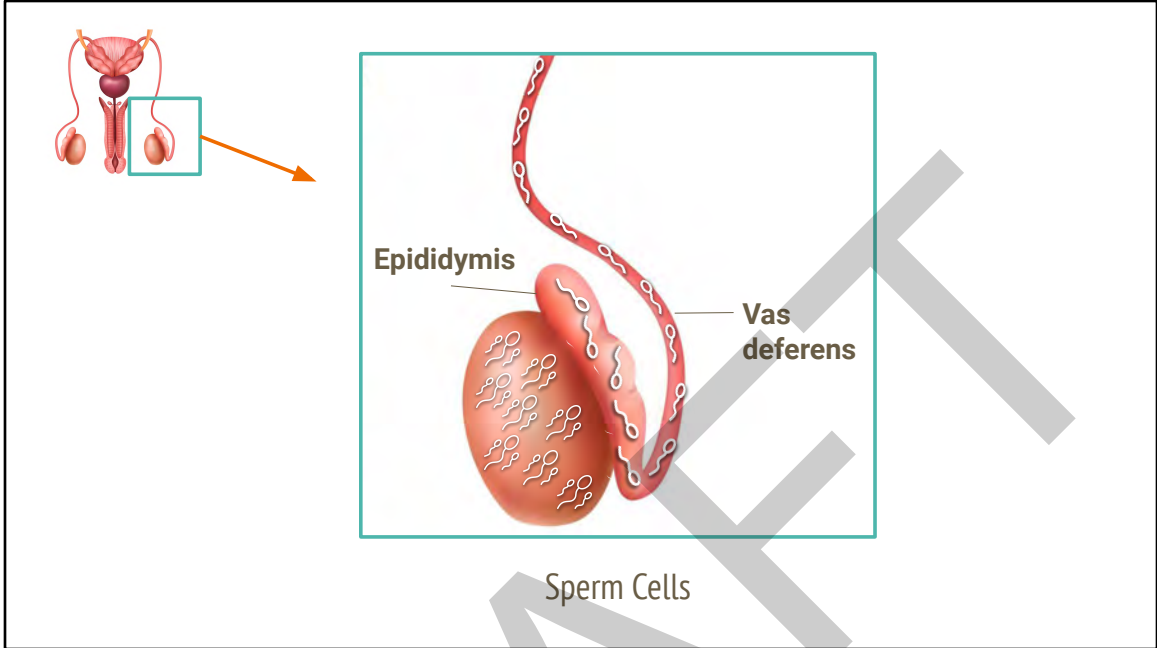
Remember that in humans, we need both a human egg cell and some human sperm cells to reproduce. So let's look at the sperm cells.

Ask: Who remembers what part of the body makes sperm?

Click:

In the testicles.

Image: <https://www.freepik.com/vectors/anatomy> Anatomy vector created by macrovector - www.freepik.com

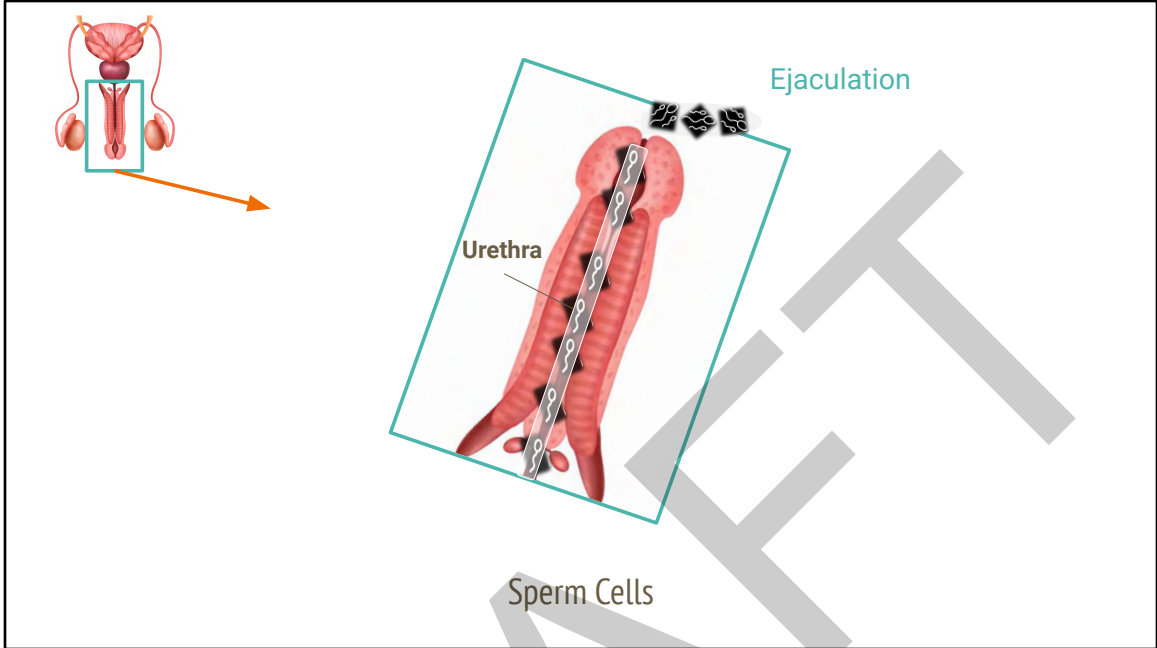


Starting in puberty, testosterone acts in the testicles to produce **(click)** millions of sperm cells every day. Sperm cells resemble tadpoles with a head and a short tail, in total measuring about 0.002 inches (0.05 millimeters) long.

The tails push the sperm into a tube behind the testes called the **(click) epididymis**. For about five weeks, the sperm travel through the epididymis, completing their development.

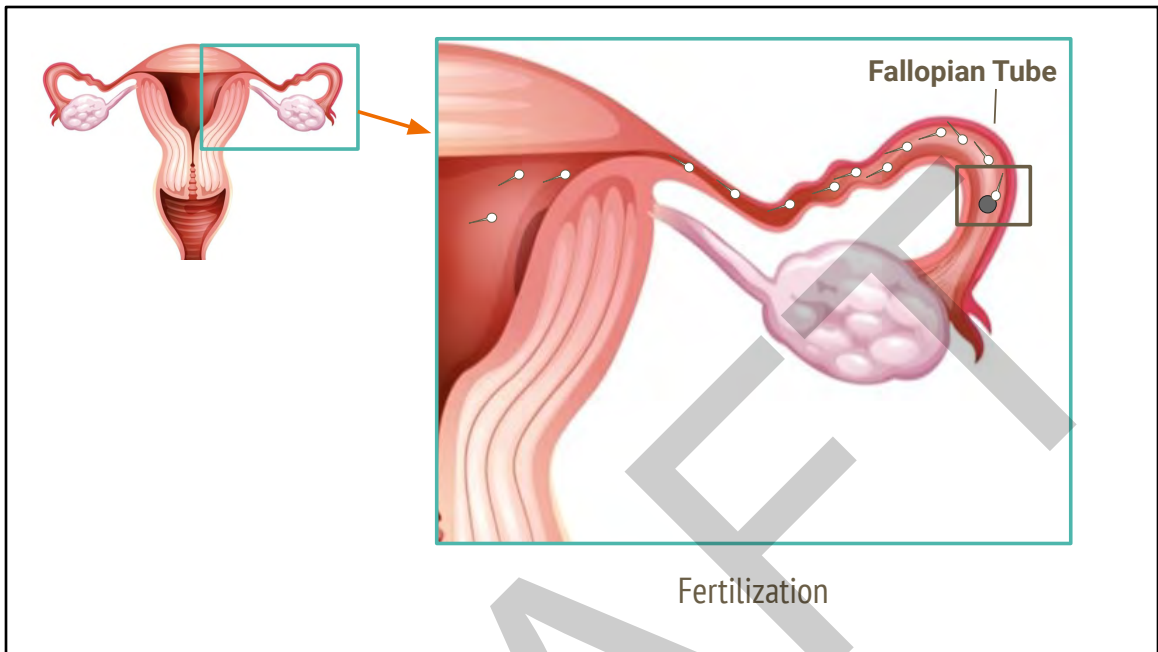
Once out of the epididymis, **(click)** the sperm move to the **vas deferens**.

Image: Anatomy vector created by macrovector - www.freepik.com



When a person with a penis is stimulated for sexual activity, the sperm are mixed with seminal fluid — a whitish liquid produced by the seminal vesicles and the prostate gland — to form semen. As a result of the stimulation, the semen, which contains up to 500 million sperm, is **(click)** pushed out of the penis through the urethra. **(Click)** This is called **Ejaculation**.

Image: Anatomy vector created by macrovector - www.freepik.com



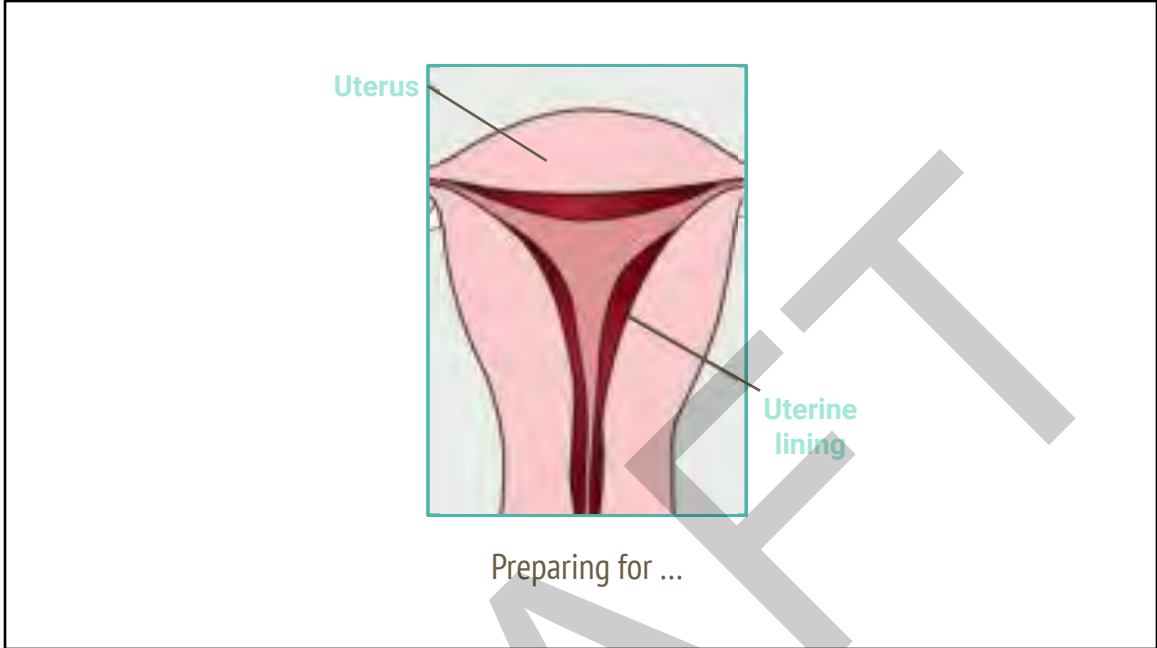
If semen get into the vagina, (**click**) the sperm travel up the vagina, through the cervix, and into the fallopian tubes, where, if ovulation has occurred, they would find an egg. This is where 1 lucky sperm would be able to join up with the egg.

Click:

This is called **fertilization**.

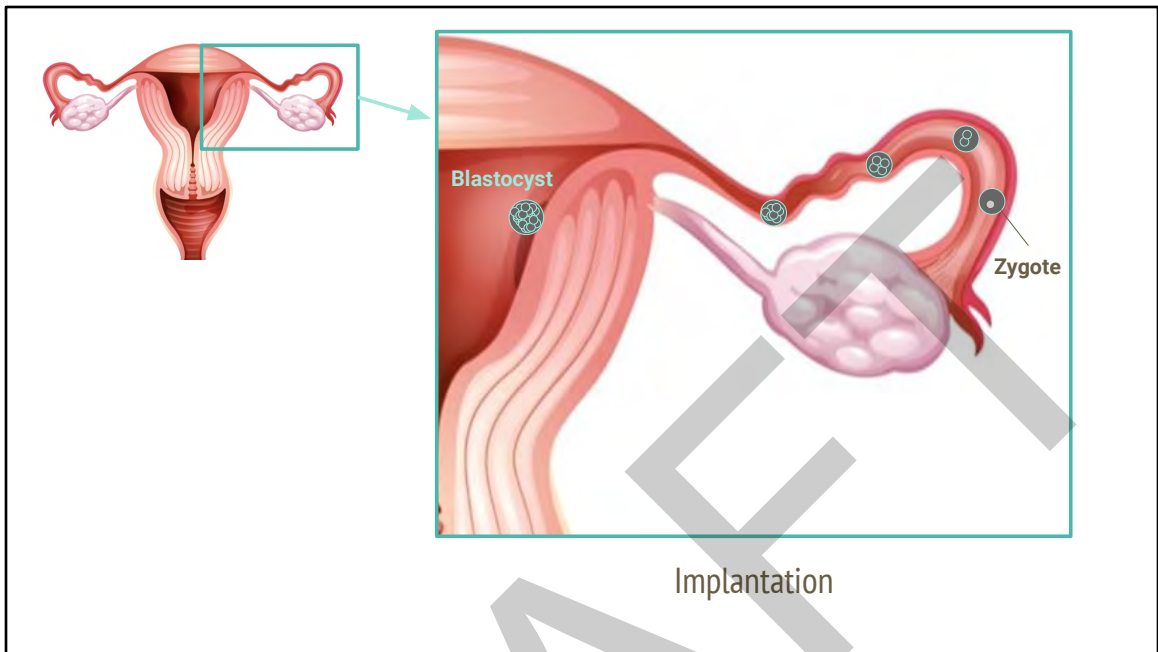
Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Meanwhile, (*click*) the lining of the uterus is building up with the nutrients and cushioning that is needed to support the growth and development of a baby.

Image: <https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>



The joining of an egg cell and sperm cell forms a **zygote**.

Click:

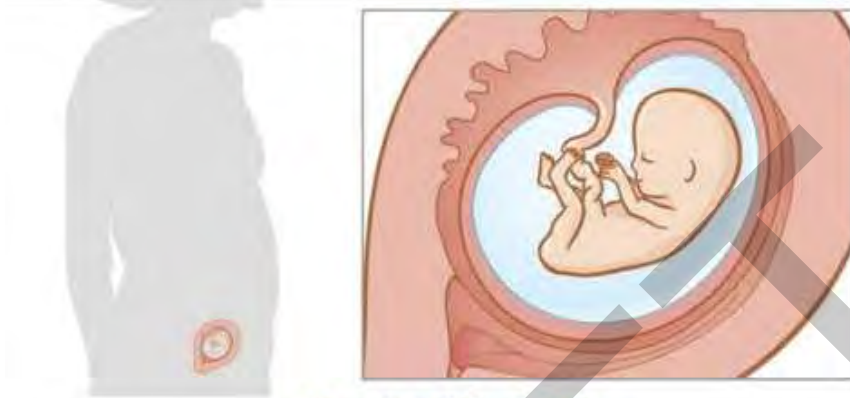
Then the zygote travels down the fallopian tube.

Once it reaches the uterus, it becomes (**click**) a **blastocyst**. The blastocyst then burrows into the uterine lining — a process called (**click**) **implantation**.

Implantation happens about 8-9 days after fertilization and is the official start of a pregnancy.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Month 3 (Week 12)



Show video and discuss

DRAFT

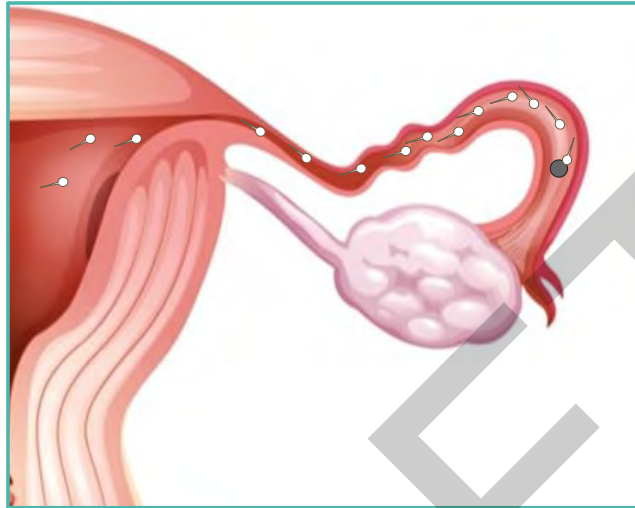
Fetal Development

Card Sort

Put the images and milestones in order of development, by trimester and month

Using the **Fetal Development Cards**, have the students put the images and milestones in order of development, by trimester and month. This can be done in a variety of ways.

- Two teams and two sets of cards and race to see who finishes first
- In smaller groups with a set of cards for each group, working together then reporting out to the full class
- As a full class with one set of cards and the students directing the placement from their seat



How does the sperm get there?

Let's go back to the point where semen would get into the body in order to fertilize an egg.

Click

Ask: How would sperm be in the body of a person with a uterus?

Students are likely going to answer by saying "Sex"

Explain that sex is the most likely way for sperm to get from a penis into a uterus, but let's talk more about what sex actually is.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

“Sex” can mean different things to different people

Sexual Contact: the intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to arouse or gratify the sexual desire of any person.

Common terms:

- sexual intercourse
- vaginal sex
- oral sex
- anal sex
- masturbation



vector created by freepik - www.freepik.com

Explain that “sex” can mean different things to different people.

Click:

Legally, the government considers **sexual contact** to be the “intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to ... arouse or gratify the sexual desire of any person.”

([https://www.justice.gov/archives/jm/criminal-resource-manual-1987-definitions-18-usc-2241-2245#:~:text=Paragraph%20\(3\)%20defines%20the%20term,sexual%20desire%20of%20any%20person.](https://www.justice.gov/archives/jm/criminal-resource-manual-1987-definitions-18-usc-2241-2245#:~:text=Paragraph%20(3)%20defines%20the%20term,sexual%20desire%20of%20any%20person.))

Click:

Some common terms associated with sexual activity are: (**click** to reveal and define each)

- **intercourse:** Some people refer to “sexual intercourse” as the reproductive process in which the penis is inserted into the vagina and semen ejaculated. This is also known as...
- **vaginal sex:** usually refers to the inserting of a penis in the vagina
- **oral sex:** typically refers to using the mouth or tongue to stimulate another person’s genitals (either penis/testicles or vulva)

- **anal sex:** typically refers to inserting a penis in an anus
- **masturbation:** refers to touching oneself for the purpose of sexual arousal or pleasure.

Now that we know what sex is and how it can lead to pregnancy, let's talk about what we can do to avoid that by **abstinence**.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13446888.htm#query=person%20questioning&position=15&from_view=search

People vector created by freepik - www.freepik.com

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Abstinence

the practice of **NOT** doing or having something that is wanted or might be enjoyable

Can apply to lots of things:

- TV
- Video games
- Sugar
- Alcohol or other drugs
- Sex



vector created by freepik - www.freepik.com

Ask students how they would define the word “Abstinence”. Take a few responses, then **click** to reveal the definition.

Students likely focused on not having sex, but point out that abstaining can apply to lots of things.

Ask for some examples, then **click** to reveal the list.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13446888.htm#query=person%20questioning&position=15&from_view=search
People vector created by freepik - www.freepik.com

Sexual Abstinence

A conscious decision not to participate in *sexual activity* and the skills needed to support that decision.



Ask for a volunteer to read the definition of “Sexual Abstinence”.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13559502.htm#query=question&position=27&from_view=search

People vector created by freepik - www.freepik.com

Benefits of Choosing Abstinence

Abstinence is 100% effective at preventing pregnancy!

What else?

- No sexually transmitted infections
- The freedom to pursue a variety of friendships
- Less complicated relationships
- The ability to focus on interpersonal aspects of relationships
- Avoiding being manipulated or used by others

State: Not having sex or engaging in sexual activity in any way means no chance of pregnancy. Abstinence is 100% effective at preventing pregnancy.

Click

Ask: What are some other benefits?

Take responses from students. Note that there are many benefits and that **any reason to choose abstinence is a good and valid reason.**

Click to reveal and discuss some common themes related to why people might want to choose abstinence. Note that they will be learning more about sexually transmitted infections in the next lesson.

Teacher note: avoid any discussions that may lead to shaming or stigmatizing those students who may have already had sex. For example, talking about how having sex can hurt someone's reputation tends to foster the belief that having sex makes someone "dirty" or "bad" or "less than" in some way. In this conversation, focus on how the benefits are going to vary from person to person, but that ultimately anyone can benefit from having less stress or worry about outcomes like pregnancy or STIs.

Transition:

So we are talking about *choosing* abstinence. That means we are talking about making a decision.

Let's look more closely at what it takes to make a decision and how we can make decisions that keep us healthy.

DRAFT

Making Decisions

What are some things that we have to make decisions about every day?



Ask students to think about some of the decisions that they make every day. Take a few responses, then point out that each day we decide:

click

to wake up in the morning

click

to go to school and do our work (if it's a school day)

click

and we decided how to communicate with the people in our lives.

State: these things may be decided for us (in the case of waking up and going to school) or may seem to come naturally (how we communicate), but our brains are making decisions about how we go through each and every part of our day. And the process is pretty much the same, regardless of the decision needing to be made.

Images:

Alarm clock: Background vector created by photoroyalty - www.freepik.com

Studying: School vector created by storyset - www.freepik.com

Friends: People vector created by pikisuperstar - www.freepik.com

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Making Decisions

1. Identify the decision
2. Brainstorm options
3. List possible outcomes
4. Make a decision
5. Reflect (and change course, if needed)



Let's Practice

In order to make any decision:

Click

We start by identifying the decision to be made.

Click

We brainstorm the options.

Click

We make a list of the possible outcomes.

Click

We make a decision based on how we feel about those possible outcomes.

Click

Then we reflect on how that went and make changes, if needed, the next time that decision comes up.

Click

Now, let's practice.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>

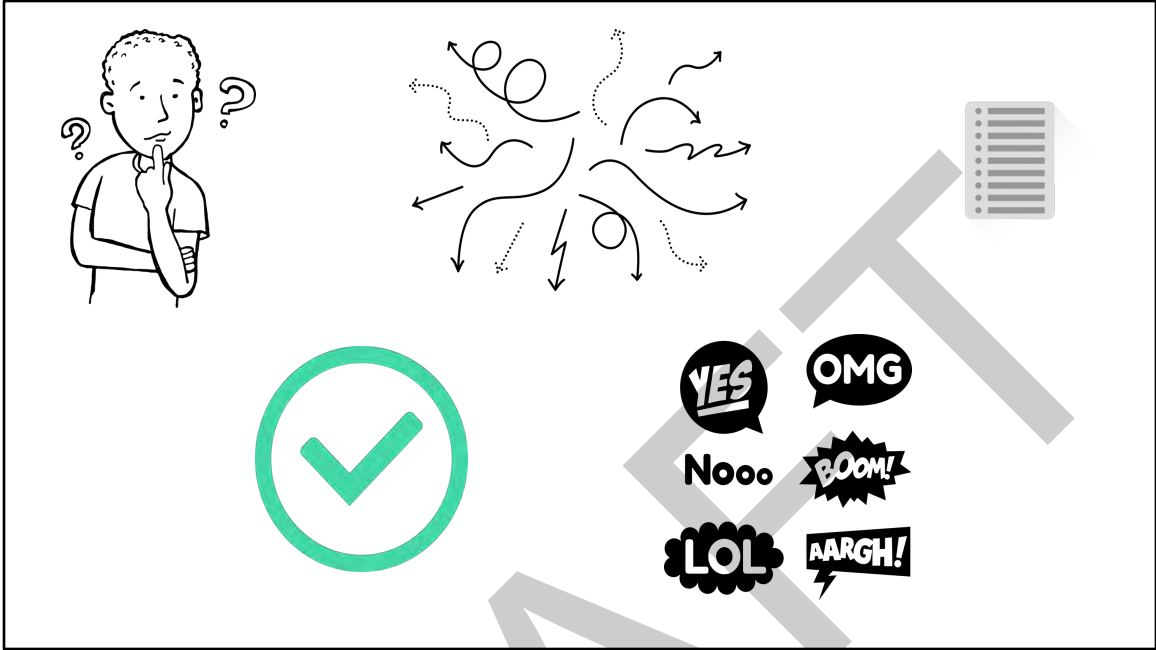
Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

DRAFT



Images used for previous slide:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

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Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

Decision-Making



1. Waking up for school



2. Possible options



3. List outcomes



4. Make a decision



5. Reflect

Let's practice by thinking about **Waking up for school**.

Walk through each of the steps. This can be done as a whole class, in small groups/pairs, or individually.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

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Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

More Practice



1. Identify another decision



2. Possible options



3. List outcomes



4. Make a decision



5. Reflect

ACTIVITY:

Have the students use the Decision-Making Handout to work through another decision. You can choose to use the same decision for the whole class to work on or let them choose individually. This decision can be about sexual activity or not.

Give students about 20 minutes. Once everyone has completed the Decision-Making Handout Activity, ask for some individuals or groups to share. Take a few minutes to discuss then conclude.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>

Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

Decision-Making and Abstinence

Abstinence is the safest and healthiest choice for you and your peers!



State: At this age, abstinence is the safest and healthiest choice for you and your peers. One day, you will be ready to consider having sex and the more you practice the process of making healthy decisions, the more likely you are to feel good about the choices you make throughout your life.

Image: <https://www.freepik.com/vectors/people> People vector created by pikisuperstar - www.freepik.com

Pregnancy & Abstinence Wrap Up

1. What is one thing you learned about human reproduction and fetal development?
2. Why is it important to practice the process of making healthy decisions?
3. How will someone know if they are ready for sex when they are older?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.

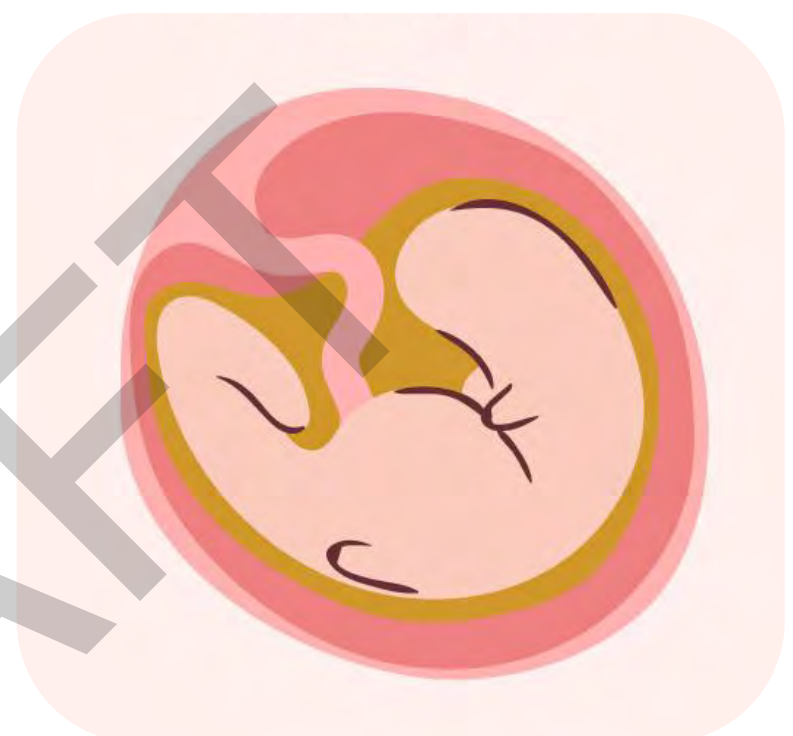


Debrief this lesson by asking the students to answer the questions either individually or in small groups. Ask for volunteers to share.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.



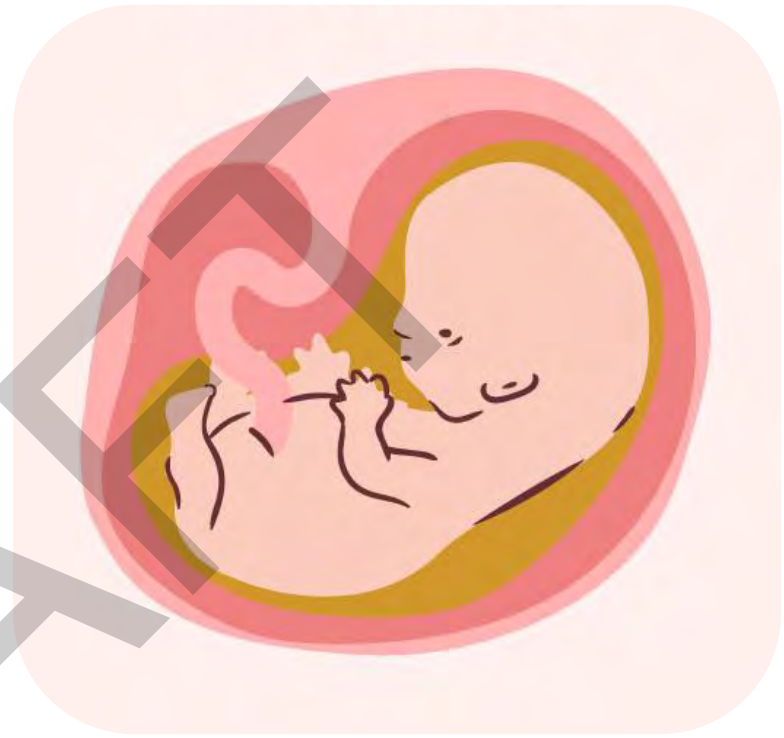
Responds more to sound; gets hiccups, can open eyes; about 12in



Arm and leg buds start growing; about 1 inch long



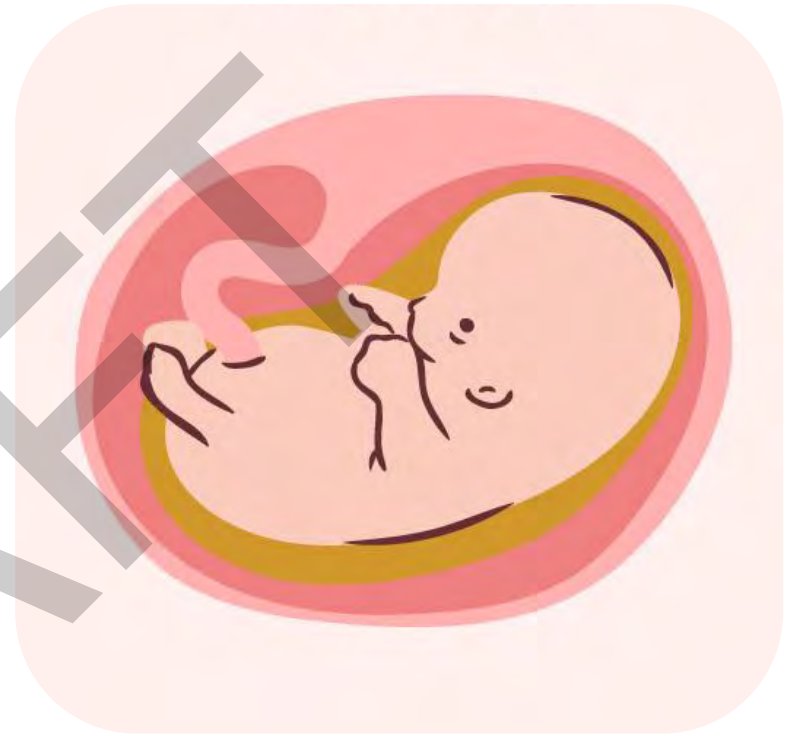
Lungs are close to fully formed; skin less wrinkled; ready to be born



Developing muscles and exercising them; will kick, twist and turn in uterus; about 10in



Brain is rapidly developing; lots of kicking; about 14in



Reproductive parts are fully formed; can suck their thumb, yawn, stretch and make faces; about 6in



Now called a fetus;
eyes, ears, nose are
formed; about 4in



Transition from
zygote to embryo;
smaller than a grain
of rice



Building layers of body
fat to stay warm after
birth; about 18 in

First Trimester

Month 1

Month 2

Month 3

Second Trimester

Month 4

Month 5

Month 6

Third Trimester

Month 7

Month 8

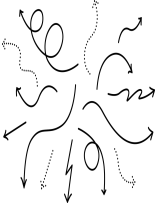
Month 9

Decision-Making Practice

Use the 5 steps to practice working through a decision.



1. Identify the decision to be made.



2. Brainstorm possible options



3. List potential outcomes for each option



4. Make a decision



5. Reflect

Consequences of Sexual Activity

What could happen when someone chooses to have sex?

TEKS:

7-8.23.(C) identify the difference between bacterial and viral sexually transmitted diseases/sexually transmitted infections (STDs/STIs), including long-term or lifetime effects such as infertility and cancer;

7-8.23.(D) describe various modes of transmission of STDs/STIs

7-8.23.(E) identify the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;

7-8.23.(F) list the signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and explain why not all STDs/STIs show symptoms initially;

7-8.23.(G) explain the importance of STD/STI screening, testing, and early treatment for sexually active individuals, including during yearly physicals or if there is a concern;

7-8.23.(I) identify emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;

7-8.23.(K) analyze the importance of abstinence as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;

7-8.23.(L) analyze the effectiveness and the risks and failure rates (human-use reality

rates) of barrier protection and other contraceptive methods in the prevention of STDs/STIs and pregnancy;

7-8.23.(M) explain that HPV vaccines can help prevent the transmission of the most common types of HPV, a virus that can cause genital warts and cervical cancer and other cancers in males and females;

DRAFT

Objectives

- Identify different methods of contraception.
- Describe the types of STIs and how they are transmitted.
- Explore ways to avoid the negative consequences of sexual activity.

Sexual Activity

"Sex" can mean different things to different people

- vaginal sex
- oral sex
- anal sex

Abstinence is 100% effective at preventing pregnancy!

Why do some people have sex?

In lesson 6, we talked about what sex is, including that **(click)** sex can mean different things to different people. For the purposes of this lesson, we are going to be talking about the consequences of engaging in sexual activity and the activities with the most risk are **(click)** vaginal sex, **(click)** oral sex, and **(click)** anal sex.

As a reminder:

- **vaginal sex:** usually refers to the inserting of a penis in the vagina
- **oral sex:** typically refers to using the mouth or tongue to stimulate another person's genitals (either penis/testicles or vulva)
- **anal sex:** typically refers to inserting a penis in an anus

Also in lesson 6, we talked about how pregnancy can be a consequence of sex, usually vaginal sex, and how **(click)** abstinence - or not engaging in any sexual activity - is the only 100% effective way to prevent a pregnancy.

So, **(click)** why do some people have sex?

Responses might include:

- pressure from friends or partner
- social status

- increased intimacy in the relationship
- curiosity
- forced or rape
- being in a long-term relationship, like marriage
- wanting to have a baby
- for fun or pleasure
- under the influence of alcohol or other drugs

DRAFT

So, what can happen?

- Unintended pregnancy
- Sexually transmitted infections
- Emotional distress
 - stress
 - regret
 - anxiety
 - depression

Explain that almost everyone will have sex at some point in their lives. And for all the reasons why people have sex, there will always be a few consequences that they may want to avoid.

Click:

- **Unintended pregnancy:** most people will choose to have a baby at some point in their lives, but it's best if it happens when the people involved have planned it because they feel that they are ready for all that is involved in raising a baby.
- **Sexually transmitted infections:** are bacteria or viruses or parasites that are passed from one person to another by way of sexual contact.
- **Emotional distress:** most teens report that they wish they had waited longer before they became sexually active. Sometimes people, regardless of age, don't think through all of the options and outcomes before making a decision to have sex with someone. and sometimes people are pressured or coerced into doing something sexually that they didn't want to do.

When people have all of the information they need to make the decision that is right for them at that time, they are less likely to experience emotional distress, but the key to that is that it is their own INFORMED CHOICE. (*Refer to previous lesson and the*

Making Healthy Decisions Worksheet.) In addition to having discussions with a parent or other trusted adult, including a medical provider, making an informed choice means knowing about all the possible options and outcomes. So let's learn more about some of the choices people have about staying safe and healthy when, at some point in their lives, they decide to have sex.

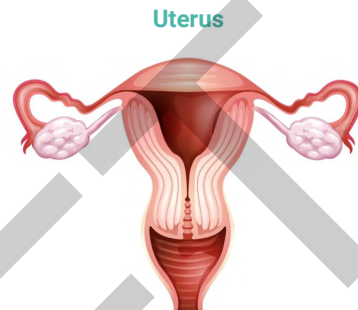
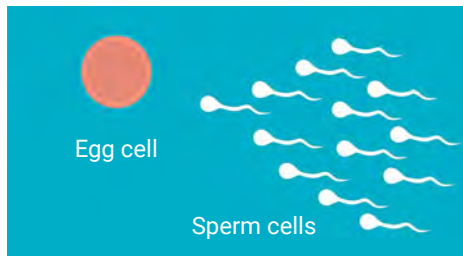
DRAFT

Preventing Unintended Pregnancy

We'll start with preventing unintended pregnancy.

DRAFT

Remember how a pregnancy happens:



Contraception (aka. Birth Control)

Remind students that for a pregnancy to happen, we need (**click**) a human egg cell, (**click**) some human sperm cells, and (**click**) a place for the fertilized egg to implant and grow, i.e. a uterus.

So, when someone decides to have sex, and there is a possibility of an egg and sperm meeting (i.e. typically vaginal sex) they might choose to use a method of contraception. Aka, (**click**) birth control.

Images:

<https://pixabay.com/vectors/fertilization-sperm-medical-6918867/>

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

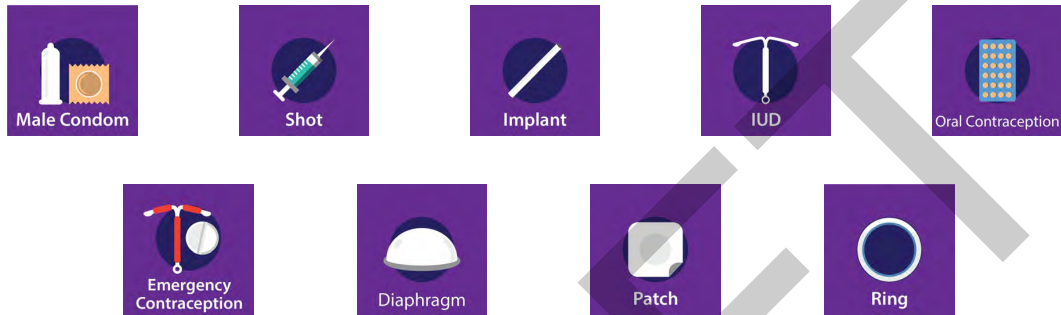
Birth Control Categories

- **Long-acting:** continue to work for years
- **Short-acting:** must be used on a daily, weekly, or monthly basis
- **Barrier:** used at the time of sex to block sperm from reaching the egg
- **Emergency:** used after sex to stop the process from going forward

Methods of birth control come in four categories:

- Long-acting: depending on the method, can last for 3-10 years
- Short-acting: must be used on a daily, weekly, or monthly basis
- Barrier: used at the time of sex to block sperm from reaching the egg
- Emergency: used after an act where sperm may have entered the body that has an egg; in this category, there is a short window of time where the process of ovulation, fertilization, and implantation can be stopped.

Methods of Birth Control - Card Sort



Activity Instructions

Print and cut out **Birth Control Cards**

On a white board (or by using the category cards in the Birth Control Cards set), create 4 columns

1. Long-Acting Method
2. Short-Acting Method
3. Barrier Method
4. Emergency Method

Ask for 9 volunteers and give each one a card. Then direct the remaining students to join those volunteers to form groups of 2-3 for each method.

As a small group, students should discuss their assigned method, determine which category it belongs to, and come up with 1-2 questions someone might have about this method.

Once all groups have completed this work (give them 3-5 minutes), ask for one person from each group to place the card on the wall or board in the correct category.

Cards should be placed as follows:

1. Long-Acting Method
 - Implant

- IUD
- 2. Short-Acting Method
 - Pill
 - Patch
 - Ring
 - Shot
- 3. Barrier Method
 - Condom
 - Diaphragm
- 4. Emergency Method
 - Emergency contraception

Ask for a volunteer from each group to report out the information about their method and what questions they came up with. Respond to those questions as needed.

DRAFT

Abstinence is the only 100% effective method.

The best method of birth control is the
one being used
CORRECTLY and CONSISTENTLY!

Summarize by saying something like: there are a lot of options for methods of birth control, each with its own advantages and disadvantages. Abstinence is the only 100% effective method. And is the healthiest option for people your age. When someone chooses to become sexually active when they are older, they will need to talk to a trusted adult and or a medical provider for more information about which method would work best for them.

Whether it be abstinence or something else, **(click)** the best method for preventing unintended pregnancy is the one you will use correctly and consistently.

Sexually Transmitted Infections

DRAFT

Definitions...let's break it down

Sexually



sexual contact: genital fluids (vaginal fluids, semen) or skin-to-skin

Transmitted



to transfer, pass, or spread from one person to another

Infection



when a **germ** enters and grows in or on the body; *viruses, bacteria, & parasites*

Disease



when the cells in your body are damaged — as a result of the infection — and signs and symptoms of an illness appear

State: Let's break it down and define each word, starting with **(click) Transmitted.**

Ask for someone to explain what it means to transmit something.

Take a few responses, then **click** to reveal the definition “to transfer, pass, or spread from one person to another”

Click:

Ask: so if we are talking about something that is passed from one person to another **Sexually**, what are we talking about?

Take a few responses then **click** to reveal the explanation and Remind students about the discussion in Lesson 6 about how we defined sexual contact as various things, but in this case we are talking about anything that exchanges genital fluids (meaning vaginal fluids and semen) or anything that involves direct skin-to-skin contact.

Summarize: So we are talking about something that is passed from one person to another by way of sexual contact.

Ask: (click) What is an Infection?

Take a few responses then **click** to reveal the definition of “when a germ enters and

grows in or on the body". Note that for sexually transmitted infections we are mostly talking about bacteria, viruses, and parasites.

Ask: Why do we sometimes hear it called "Sexually Transmitted *Disease*" and other times "Sexually Transmitted *Infections*"?

Click: What is the difference between infection and disease?

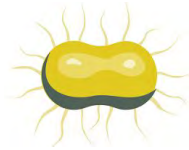
Take a few responses then **click** and explain. Infection is the first step - when it enters and grows in the body. Disease occurs when the cells in your body are damaged — as a result of the infection — and signs and symptoms of an illness appear.

Summarize:

So, germs that are passed from one person to another by sexual contact are the infections that can cause disease. Now let's look at the details of those infections, how they are transmitted and what kind of disease they may cause.



Chlamydia



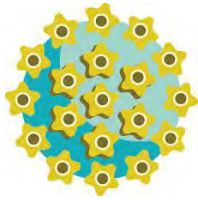
Gonorrhea



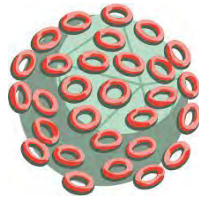
Syphilis



Herpes



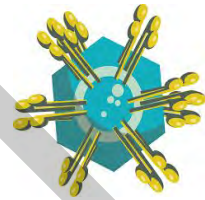
HPV



HIV



Trichomoniasis



Hepatitis B

Sexually Transmitted Infections

Ask students which STI/STDs they've heard of.

Explain that we are going to spend some time looking at 8 different infections: **Click** to reveal each

1. Chlamydia
2. Gonorrhea
3. Syphilis
4. Herpes
5. HPV
6. HIV
7. Trichomoniasis
8. Hepatitis B

Resources:

<https://teachingsexualhealth.ca/teachers/resource/stis/>

<https://www.womenshealth.gov/a-z-topics/sexually-transmitted-infections>

<https://www.mayoclinic.org/diseases-conditions/infectious-diseases/in-depth/germs/art-20045289#:~:text=Infection%2C%20often%20the%20first%20step,symptoms%20of%20an%20illness%20appear>



STI Facts

Activity Instructions:

Ask for 8 volunteers and give each an **STI Card**. Again, have the remaining students join the 8 volunteers to form groups of 2-4 students.

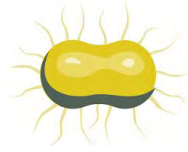
Once the groups are formed, give them a couple of minutes to review their STI Card. As you click through the next several slides, one person from each group will stand and hold up their card if the statement on the slide reflects their STI.

Image: <https://www.freepik.com/vectors/business> Business vector created by rawpixel.com - www.freepik.com

This STI can be cured with antibiotics



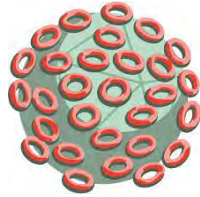
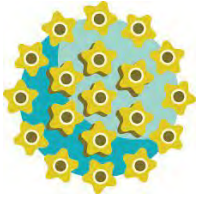
Chlamydia



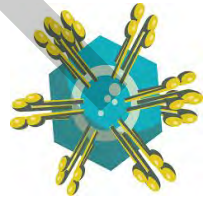
Gonorrhea



Syphilis



Trichomoniasis



This STI can be cured with antibiotics

Click

Chlamydia

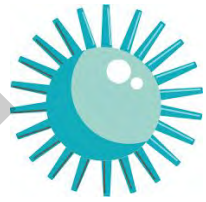
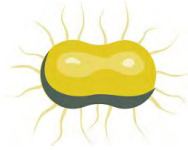
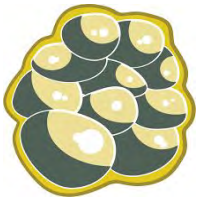
Gonorrhea

Syphilis

Trichomoniasis

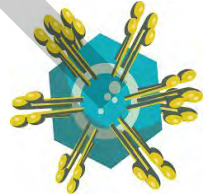
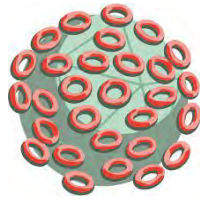
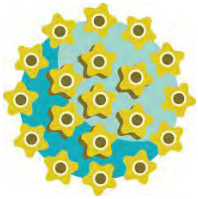
Explain that being treated with antibiotics will get rid of the bacteria/parasite and that both partners need to be treated to prevent reinfection.

This STI can be transmitted by direct skin-to-skin contact



Syphilis

Herpes



HPV

This STI can be transmitted by direct skin-to-skin contact

Click

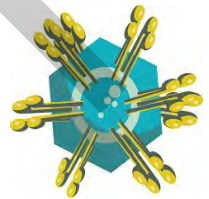
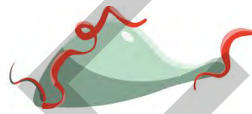
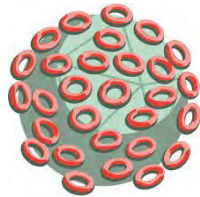
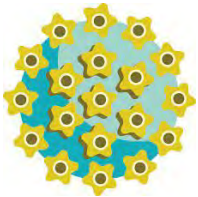
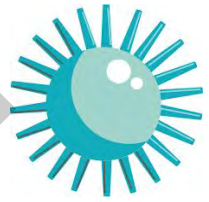
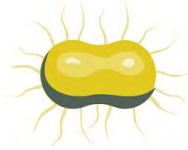
Herpes

HPV

Syphilis - when sore is present

Explain that the presence of blisters for herpes and early syphilis is an indication that there is virus in the skin and is therefore transmitted by direct contact. With HPV it's less clear. Some strains of HPV present as wart, others don't. Either way, the virus still lives in the skin and is therefore transmitted by touch.

This STI has no cure but a person's immune system can often clear it even without treatment



HPV

Hepatitis B

This STI has no cure but a person's immune system can often clear it even without treatment

Click

HPV

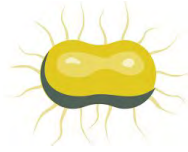
Hepatitis B

Explain that these viruses can lead to long-term complications, like liver disease with Hepatitis B or cancer from HPV. However, many strains of HPV and infections of Hep B will be cleared by the body after 1-2 years. It's important to follow up with a medical provider at regular intervals to check for these long term complications.

Someone can be infected with this STI and not know if because there can be no symptoms



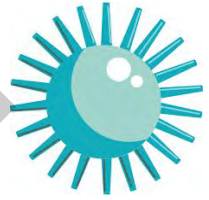
Chlamydia



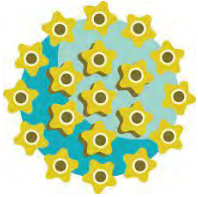
Gonorrhea



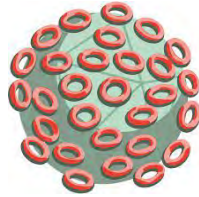
Syphilis



Herpes



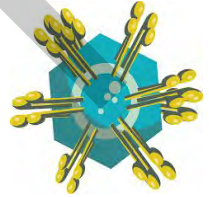
HPV



HIV



Trichomoniasis



Hepatitis B

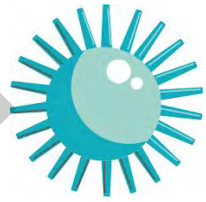
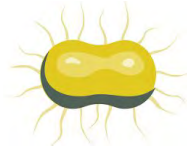
Someone can be infected with this STI and not know if because there can be no symptoms

Click

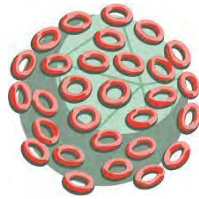
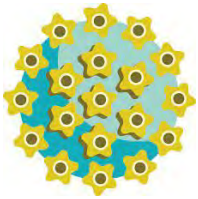
All of them!

Ask the class to describe some of the other symptoms listed on their cards.

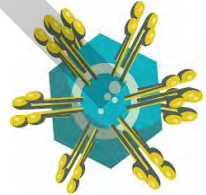
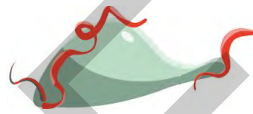
This STI has no cure but treatment can lower the levels of virus in the body making it less likely to transmit to others



Herpes



HIV



This STI has no cure but treatment can lower the levels of virus in the body making it less likely to transmit to others

Click

Herpes

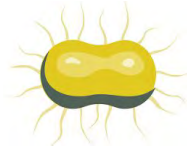
HIV

Explain that the most common symptom and tell-tale sign of infection with herpes are the painful blisters on the mouth, nose, or genitals. When the herpes virus is suppressed by treatment, there is a lower likelihood of having breakouts of the blisters. Because the herpes virus infects the skin and can be transmitted by skin-to-skin contact, having a lower amount of virus and fewer or no breakouts makes it less likely to transmit the virus to someone else. For HIV, however, the presence of the virus is determined by a blood test. Treatment with Antiretroviral therapy (ART) can lower the amount of virus in the body and therefore make it less likely to transmit.

This STI is very common among young people age 15-24



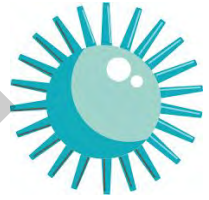
Chlamydia



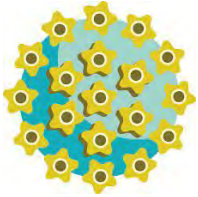
Gonorrhea



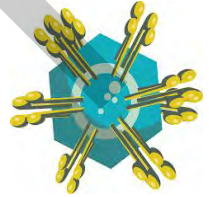
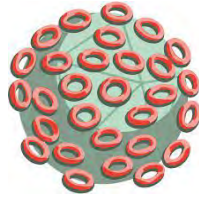
Trichomoniasis



Herpes



HPV



This STI is very common among young people age 15-24

Click

Chlamydia

Gonorrhea

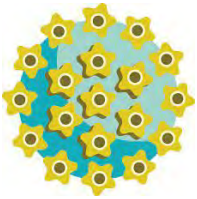
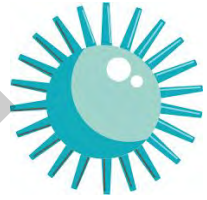
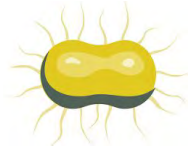
HPV

Herpes

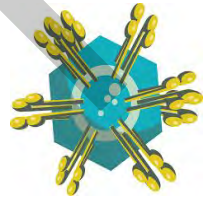
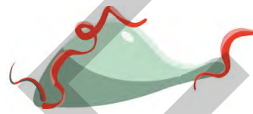
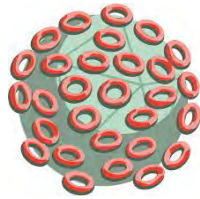
Trichomoniasis

Nearly 20 million people in the United States get an STI each year. These infections affect people of all backgrounds and economic levels. But **half of all new infections are among young people 15 to 24 years old.**

This STI has a vaccine



HPV



Hepatitis B

This STI has a vaccine

Click

HPV

Hepatitis B

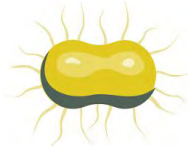
Explain that there are several different strains of HPV and the vaccine doesn't cover all of them. However, it does cover the most common strains, including those that can cause cancer. The HPV vaccine is given in a series of 2 or 3 injections, depending on age.

The Hep B vaccine is given in a series of 3-4 shots in a 6 month time frame and is usually given at birth, but can be given to all ages.

This STI can be prevented by abstaining from sexual activity



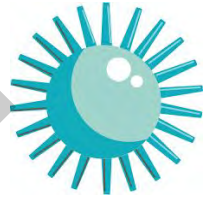
Chlamydia



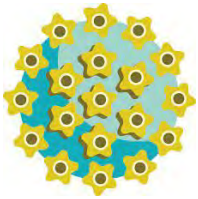
Gonorrhea



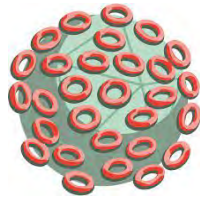
Syphilis



Herpes



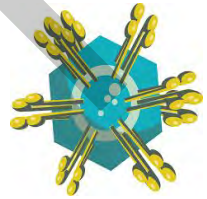
HPV



HIV



Trichomoniasis



Hepatitis B

This STI can be prevented by abstaining from sexual activity

Click

All of them!

Explain that the one exception is that herpes can also be located on the mouth, so kissing can also transmit that virus. Ultimately, it depends on how someone defines sexual activity.

STI Prevention

100% effective?

Abstinence

Exchange of body fluids:

- vaginal fluid
- semen
- blood

Skin-to-skin sexual contact

Reducing the risk

- Delay the age of first sexual contact.
- Limit the number of sexual partners.
- Use condoms.
- Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.
- Get tested for STIs.

Ask: What is the only 100% effective way to preventing becoming infected with a sexually transmitted infection?

Take a few responses then **click** to reveal **Abstinence**.

Ask: Thinking about how these different germs are transmitted, what would someone need to abstain from in order to prevent infection?

Click

Explain that a fluid that carries the germ must find its way into the body of another person if transmission is going to take place. That means that getting someone else's blood, for example, on your healthy skin is not going to result in a transmission of germs. The skin is able to keep that infection out.

Similarly, skin-to-skin contact means coming in direct contact with skin that is infected with a germ. STI germs don't live on the hands, for example. So something like holding hands is considered safe. STIs can live on the mouth, like herpes, and the genital areas - the vulva, inside the vagina, or on or around the penis.

Click

Ask: What about when someone decides to become sexually active? What can they do to reduce the risk of becoming infected with an STI?

Take a few responses then *click* to reveal and discuss the concepts.

- **Delay the age of first sexual contact.** Waiting to have sex til a person is older makes it more likely that they will have fewer lifetime partners. It also helps to ensure that the reproductive system is fully developed and healthy.
- **Limit the number of sexual partners.** Fewer partners means fewer possible exposures.
- **Use condoms.** A condom is a barrier, usually made of latex, that is put on a penis before engaging in sexual contact. This decreases the possibility of fluid exchange and covers the skin to reduce the skin-to-skin contact during sex.
- **Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.**
- **Get tested for STIs.** Getting tested won't prevent a person from getting it, but it can prevent a person from spreading it to someone else. And since most STIs can have no symptoms at all, the only way to know for sure if someone has an STI is to get tested.

**Note to teachers: Comparing these steps to the ways we have worked to prevent the spread of COVID could be a good way to help students understand the concepts.*

Using Condoms



Say: Condoms are a barrier method of contraception and the only form of contraception, besides abstinence, that can provide protection from sexually transmitted infections (STI). People who are sexually active are encouraged to use a condom with each sex activity. Using a condom correctly and consistently may help reduce the risk of STI as well as pregnancy if that is a risk.

ACTIVITY: Condom Card Lineup

Print the **Condom Cards**. This activity can be completed as one group, divided into small groups or as a race to see who can place the steps in correct order the fastest.

Image: Condom vector created by vectorpocket - www.freepik.com

Consequences

Wrap Up

Reminder: Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



1. List 1 thing about preventing pregnancy and 1 thing about preventing STIs that you learned today.
2. When it comes to avoiding the negative consequences of sexual activity, what could get in the way of you making the healthiest choice for YOU?

Debrief this lesson by asking the students to answer the questions either individually or in small groups. Ask for volunteers to share.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.



IUD

What is it?

- “T”-shaped device with copper or hormones
- Placed in the uterus by a medical provider

How does it work?

- Prevents ovulation or fertilization of the egg by sperm

How long does it last?

- 3-10 years, depending on type or until removed

How effective is it?

- 0-1 pregnancies out of 100 users in a year



Male Condom

What is it?

- Latex sheath
- Covers the penis during partner contact

How does it work?

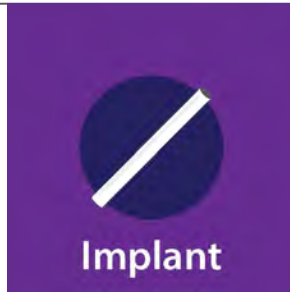
- Barrier: sperm do not enter the vagina

How long does it last?

- One time use must be used every time you have sex

How effective is it?

- 15 pregnancies out of 100 users in a year



What is it?

- Flexible plastic rod (matchstick size) that releases hormones
- Placed in the skin of the upper arm by a medical provider

How does it work?

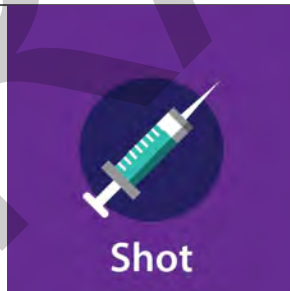
- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- 3 years, or until removed

How effective is it?

- 0-1 pregnancies out of 100 users in a year



What is it?

- Injection given every 3 months by a medical provider
- A large dose of progestin hormone

How does it work?

- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- 3 months

How effective is it?

- 3 pregnancies out of 100 users in a year



Oral Contraception

What is it?

- Small pill containing a combination of hormones
- Prescription by medical provider required

How does it work?

- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- Must be taken every day at the same time

How effective is it?

- 8 pregnancies out of 100 users in a year



Patch

What is it?

- Piece of plastic that looks like a band-aid & sticks to your skin
- Releases a combination of hormones into the bloodstream
- Prescription by medical provider required

How does it work?

- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- 1 months

How effective is it?

- 8 pregnancies out of 100 users in a year



Ring

What is it?

- Flexible plastic ring containing a combination of hormones
- Worn inside the vagina, up by the cervix
- Prescription by medical provider required

How does it work?

- Prevents the release of the egg by the ovary (ovulation)

How long does it last?

- 1 month

How effective is it?

- 8 pregnancies out of 100 users in a year



Diaphragm

What is it?

- Flexible cup shaped device that covers the cervix
- Proper fitting and prescription by medical provider required

How does it work?

- Barrier: blocks sperm from getting passed the cervix

How long does it last?

- Inserted each time before having sex

How effective is it?

- 17 pregnancies out of 100 users in a year



What is it?

- NOT a regular method of birth control
- Different types
 - IUD with copper - inserted by medical provider
 - Pills with hormones obtained at a pharmacy (no prescription required)

How does it work?

- Used after sex with no birth control or in case of failure (like if a condom broke)

How long does it last?

- Can be taken up to 5 days after sex

How effective is it?

- It depends on the type and when used

Type of **Infection**:

Bacteria

How is it **treated**?

Cured with Antibiotic

Possible **symptoms**:

- Often none
- Discharge from vagina or penis
- Burning when urinating
- Painful sex



Chlamydia

How it is **transmitted**:

- Exchange of genital fluids
 - Vaginal fluids
 - Semen

Is there a **vaccine**?

NO

How **common** among young people:

VERY COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing Chlamydia.

Type of **Infection**:

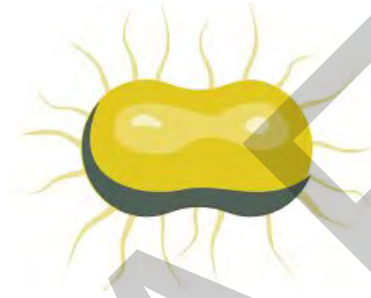
Bacteria

How is it **treated**?

Cured with Antibiotic

Possible **symptoms**:

- Often none
- Discharge from penis
- Burning when urinating
- Pain in abdomen or pelvis



Gonorrhea

How it is **transmitted**:

- Exchange of genital fluids
 - Vaginal fluids
 - Semen

Is there a **vaccine**?

NO

How **common** among young people:

VERY COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing Gonorrhea.

Type of **Infection**:

Virus

How is it **treated**?

Antiviral treatment can lower the amount of virus in the body

Possible **symptoms**:

- Often none
- Pain
- Itching
- Blisters



Herpes

How it is **transmitted**:

- Skin-to-skin contact
- Exchange of genital fluids
 - Vaginal fluids
 - Semen

Is there a **vaccine**?

NO

How **common** among young people:

VERY COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing Herpes.

Type of **Infection**:

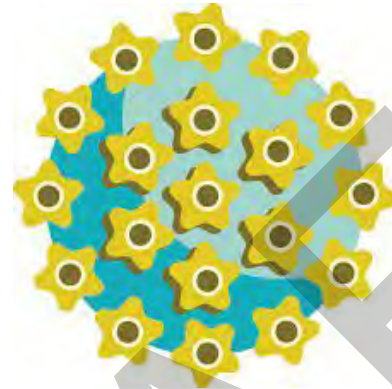
Virus

How is it **treated**?

No treatment for virus; often cleared by the immune system

Possible **symptoms**:

- Often none
- Warts



**Human
Papillomavirus
(HPV)**

How it is **transmitted**:

- Skin-to-skin contact

Is there a **vaccine**?

YES

How **common** among young people:

VERY COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing HPV.

Type of **Infection**:

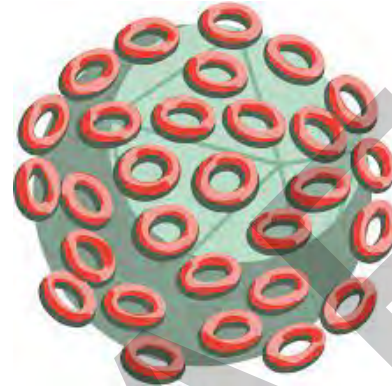
Virus

How is it **treated**?

Antiviral treatment can lower the amount of virus in the body

Possible **symptoms**:

- Often none
- Flu-like symptoms early in infection



**Human
Immunodeficiency
Virus (HIV)**

How it is **transmitted**:

- Exchange of genital fluids
 - Vaginal fluids
 - Semen
- Blood
- Breast milk

Is there a **vaccine**?

NO

How **common** among young people:

LESS COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing HIV.

Type of **Infection**:

Parasite

How is it **treated**?

Cured with Antibiotic

Possible **symptoms**:

- Often none
- Foul-smelling discharge
- Genital itching
- Painful urination



Trichomoniasis

How it is **transmitted**:

- Exchange of genital fluids
 - Vaginal fluids
 - Semen

Is there a **vaccine**?

NO

How **common** among young people:

VERY COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing Trichomoniasis.

Type of **Infection**:

Bacteria

How is it **treated**?

Cured with Antibiotic

Possible **symptoms**:

- Often none
- Small painless sore
- Rash
- Flu-like symptoms



Syphilis

How it is **transmitted**:

- Exchange of genital fluids
 - Vaginal fluids
 - Semen
- Blood
- Direct contact with sore

Is there a **vaccine**?

NO

How **common** among young people:

LESS COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing Syphilis.

Type of **Infection**:

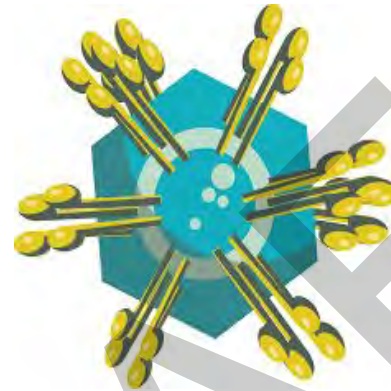
Virus

How is it **treated**?

No treatment for virus; often cleared by the immune system

Possible **symptoms**:

- Often none
- Fatigue stomach
- Pain
- Jaundice



Hepatitis B

How it is **transmitted**:

- Exchange of genital fluids
 - Vaginal fluids
 - Semen
- Blood

Is there a **vaccine**?

YES




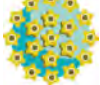
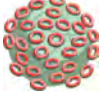
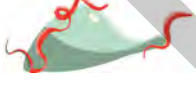

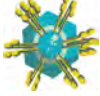
How **common** among young people:

LESS COMMON

Can it be **prevented**?

YES! Abstinence is 100% effective at preventing Hepatitis B.

Sexually Transmitted Infections (STIs) Handout

Infection	Type	How Common	Symptoms	Treatment	Transmission	Vaccine
Chlamydia 	Bacteria	Very common	Often none; discharge; burning when urinating; painful sex	Antibiotic	Genital fluids	No
Gonorrhea 	Bacteria	Very common	Often none; discharge from penis; pain in tummy/pelvis; burning when urinating	Antibiotic	Genital fluids	No
Herpes 	Virus	Very common	Often none; pain, itching, blisters	Can treat symptoms ^o	Skin-to-skin; genital fluids	No
Human Papillomavirus (HPV) 	Virus	Very common	Often none; warts	Can treat symptoms*	Skin-to-skin	Yes
Human Immunodeficiency Virus (HIV) 	Virus	Less common	Often none; flu-like symptoms early in infection	Antiretroviral therapy (ART) ^o	Blood, genital fluids, breast milk	No
Trichomoniasis 	Parasite	Very common	Often none; foul-smelling discharge; genital itching; painful urination	Antibiotic	Genital fluids	No
Syphilis 	Bacteria	Less common	Often none; small painless sore; rash; flu-like symptoms	Antibiotic	Blood, genital fluids, direct contact	No
Hepatitis B 	Virus	Less common	Often none; fatigue; stomach pain; jaundice	Depends on severity*	Blood, genital fluids	Yes

*While there is no specific cure for HPV or HepB, both of these viruses are often cleared by the immune system without treatment. Long term symptoms or complications can arise.

^oThere is no cure for HIV or herpes, but treatment can lower the amount of the virus in the body, making it less likely to transmit the virus to someone else.

Sexually Transmitted Infections (STIs) Handout

Someone can be infected with this STI and not know it because there can be no symptoms

This STI can be cured with antibiotics

This STI has no cure but a person's immune system can often clear it even without treatment

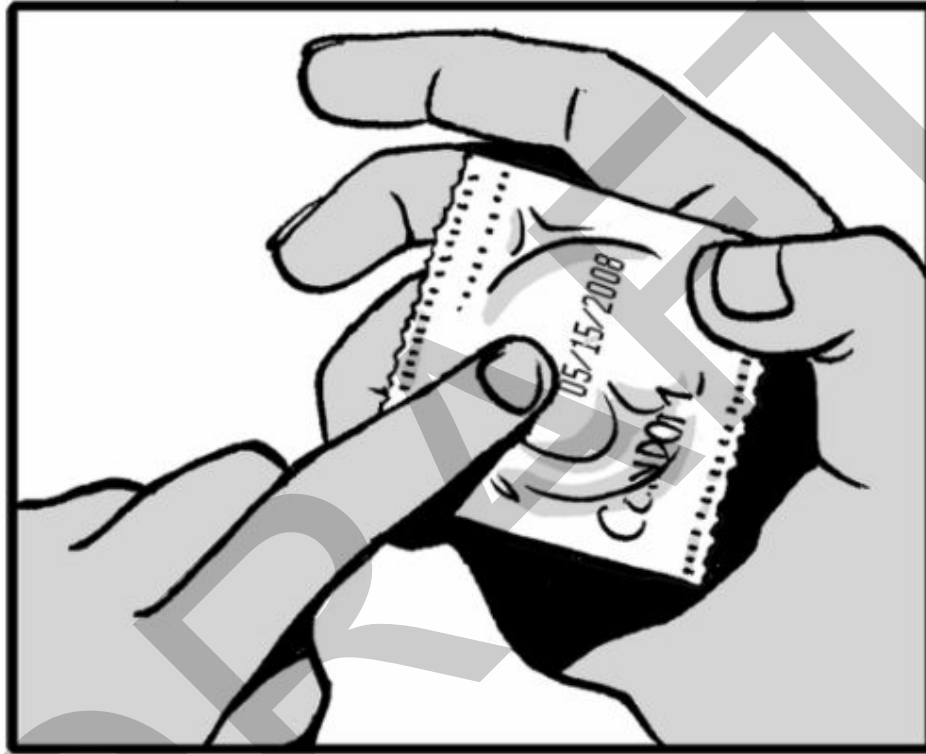
This STI has no cure but treatment can lower the levels of virus in the body making it less likely to transmit to others

This STI can be transmitted by direct skin-to-skin contact

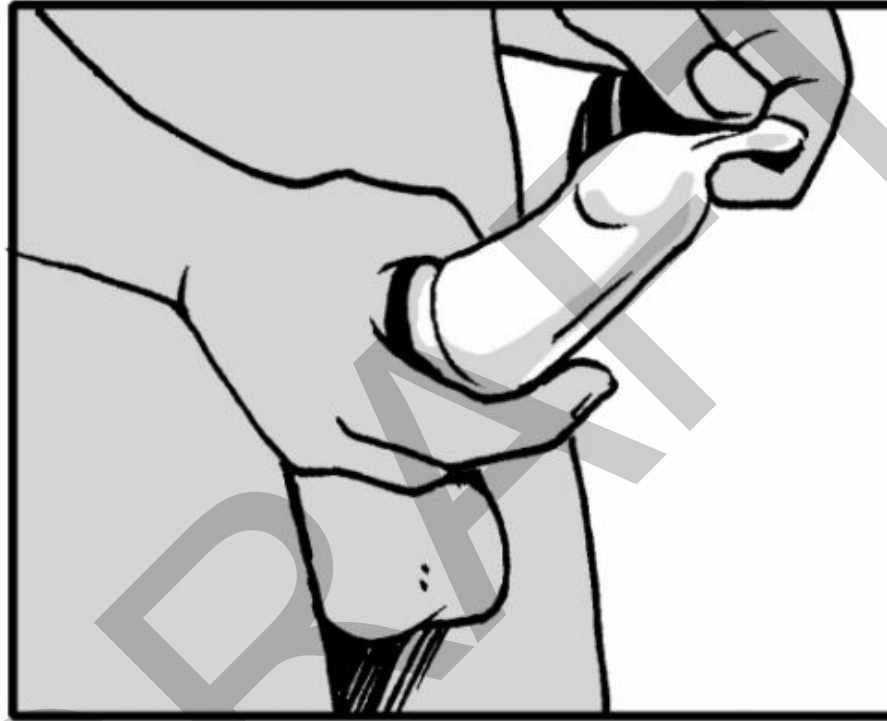
This STI is very common among young people age 15-24

This STI has a vaccine

This STI can be prevented by abstaining from sexual activity

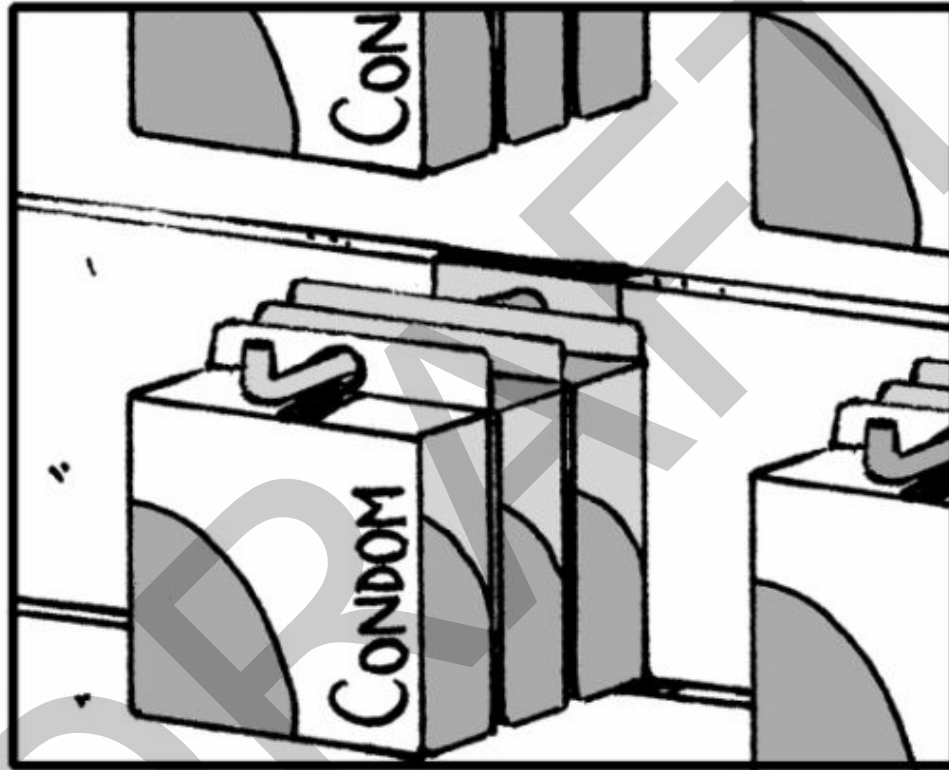


**Check package expiration date
and open it carefully**



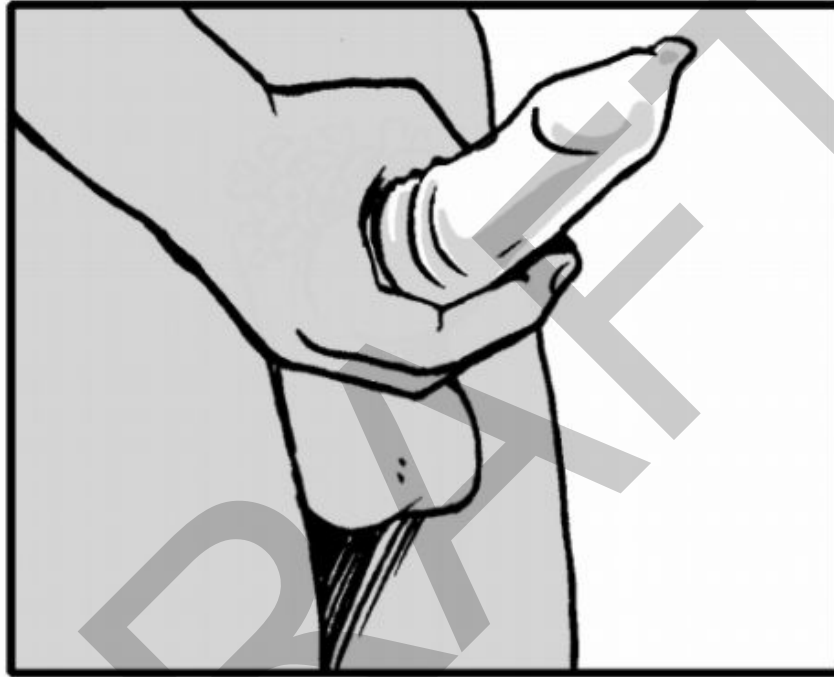
Make sure condom is right side out, pinch the tip to make room for semen, put condom on erect penis, and unroll all the way

**Both partners give
consent
(want to have sex)**



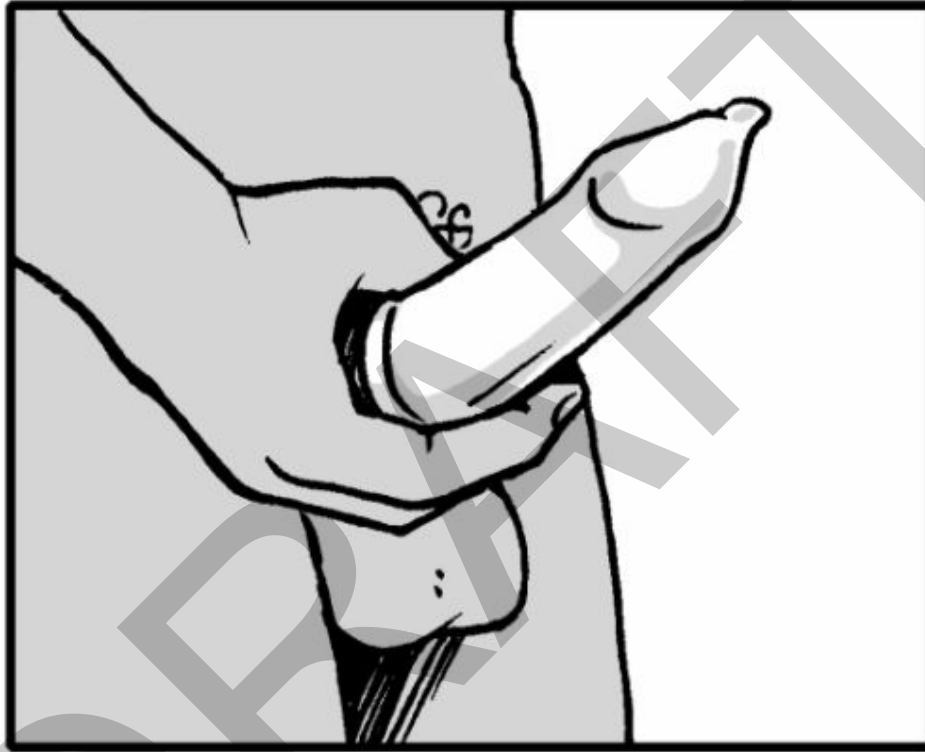
Unit 8

Get condom and/or water-based lubricant at clinic, store or other place



**Roll condom off the penis without
spilling semen, throw condom in trash
-never use a condom twice**

Penis touches partner



Hold condom at the base of penis, take penis out of partner while penis is still erect

Condom Lineup Instructions:

This activity helps participants understand the key steps to correct condom use. Each step has brief talking points that should be discussed with participants. This activity can be completed as one group, divided into small groups or as a race to see who can place the steps in correct order the fastest.

1 –Get condom and/or water-based lubricant at clinic, store, or other place

- Plan ahead
- Make sure the package says the condom is FDA approved for use
- It is important to use water-based lubricant. Oil-based lubricant can cause condoms to rip or tear easily. Silicone lubricant is okay to use, too.

2 –Both partners give consent (want to have sex)

- It is important that both partners have verbally asked for and given consent for sex before any kind of sexual activity takes place
- Assuming a partner wants to have sex is NOT giving consent

3 – Check package expiration date and open it carefully

- If a condom is expired, don't use it. Condoms can be damaged by extreme heat or cold, so it is important to store them in a cool, dry place
- Make sure that the package is sealed before opening it. There should be an air bubble in the package which ensures there aren't any holes.
- Do not use teeth or scissors. Avoid using anything sharp (nails, rings/jewelry)
- Open the condom package by tearing it on the side

4 –Make sure condom is right side out, pinch the tip to make room for semen, put condom on erect penis and unroll all the way

- With the condom is right side out, it should unroll easily
- Make sure to leave enough room in the end of the condom for semen to collect
- Only put condoms on after the penis is erect
- With one hand holding the tip of the condom, use the other hand to unroll the condom to the base of the penis
- Why is it important to roll it down to the base?

5 –Penis touches partner

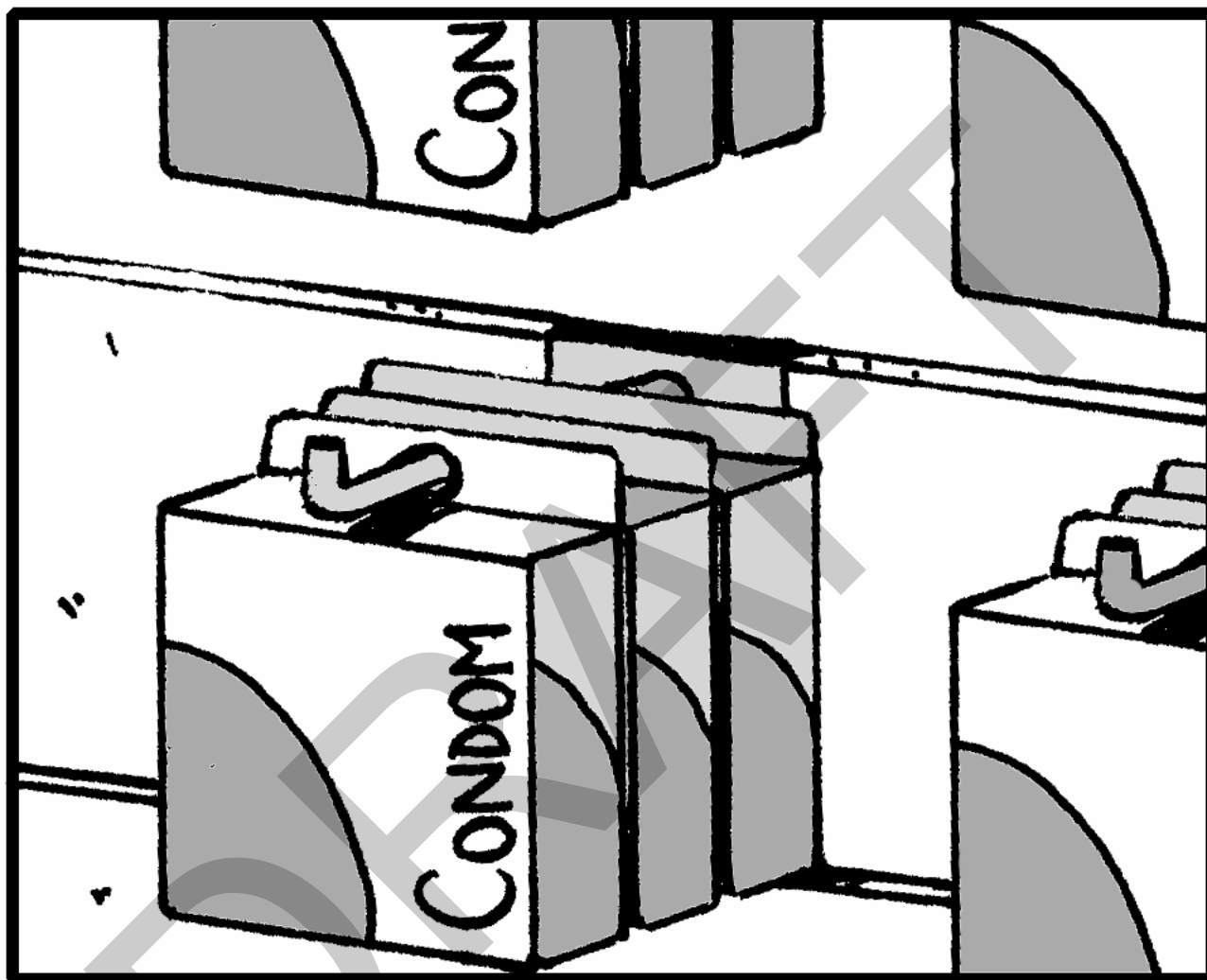
- A common mistake is for partners to start having sex, then put on a condom right before ejaculation
- Why could this be a problem?
- Keep the condom on the penis until after ejaculation
- One or both partners might decide before ejaculation that they don't want to keep having sex. That's OK!

6 –Hold condom at the base of penis, take penis out of partner while penis is still erect

- This prevents the condom from coming off, which could leave semen in the partner

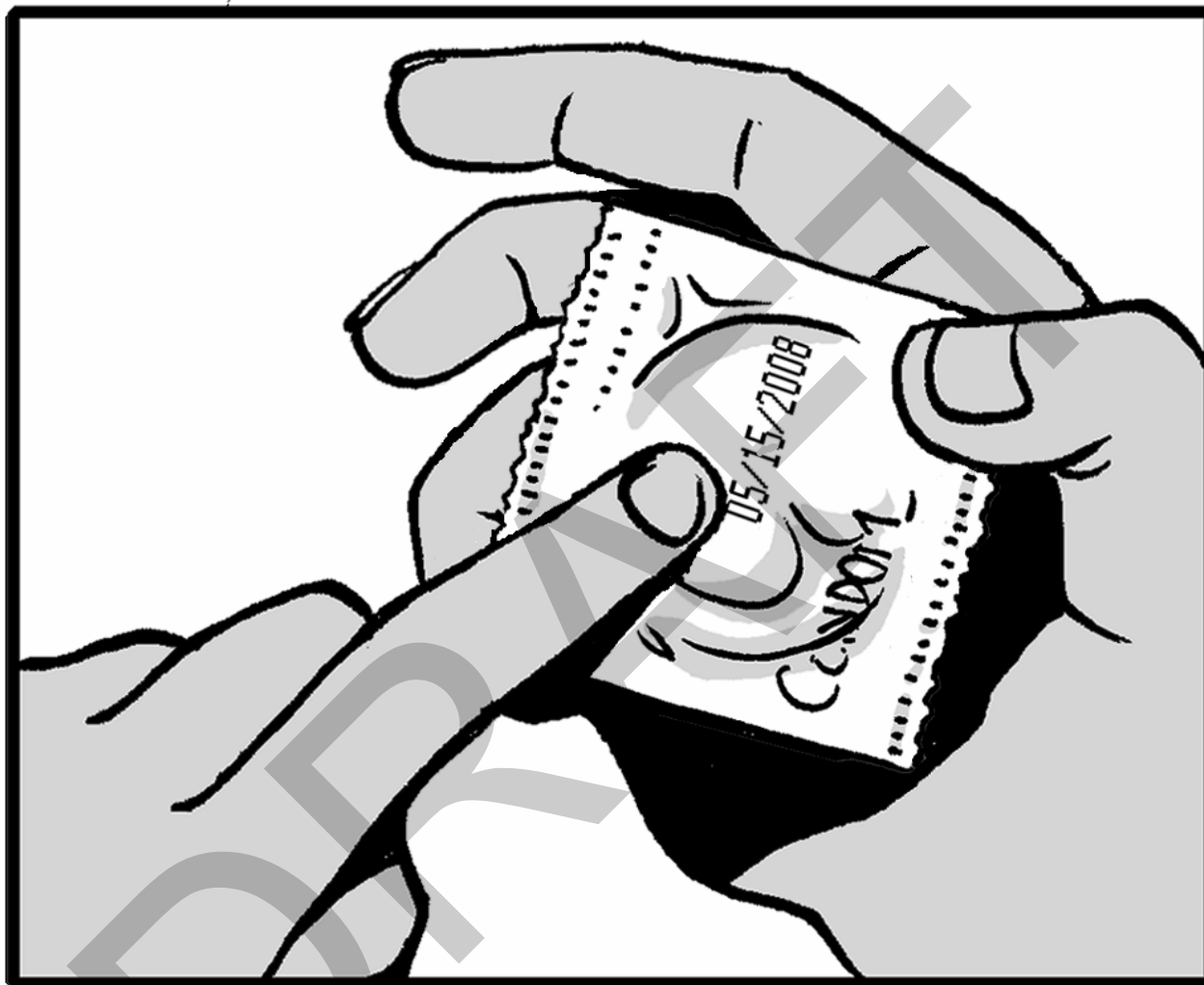
7 –Roll the condom off the penis without spilling semen, throw condom in trash – never use a condom twice

- Take condom off while facing away from the partner to be sure the semen does not get on the partner

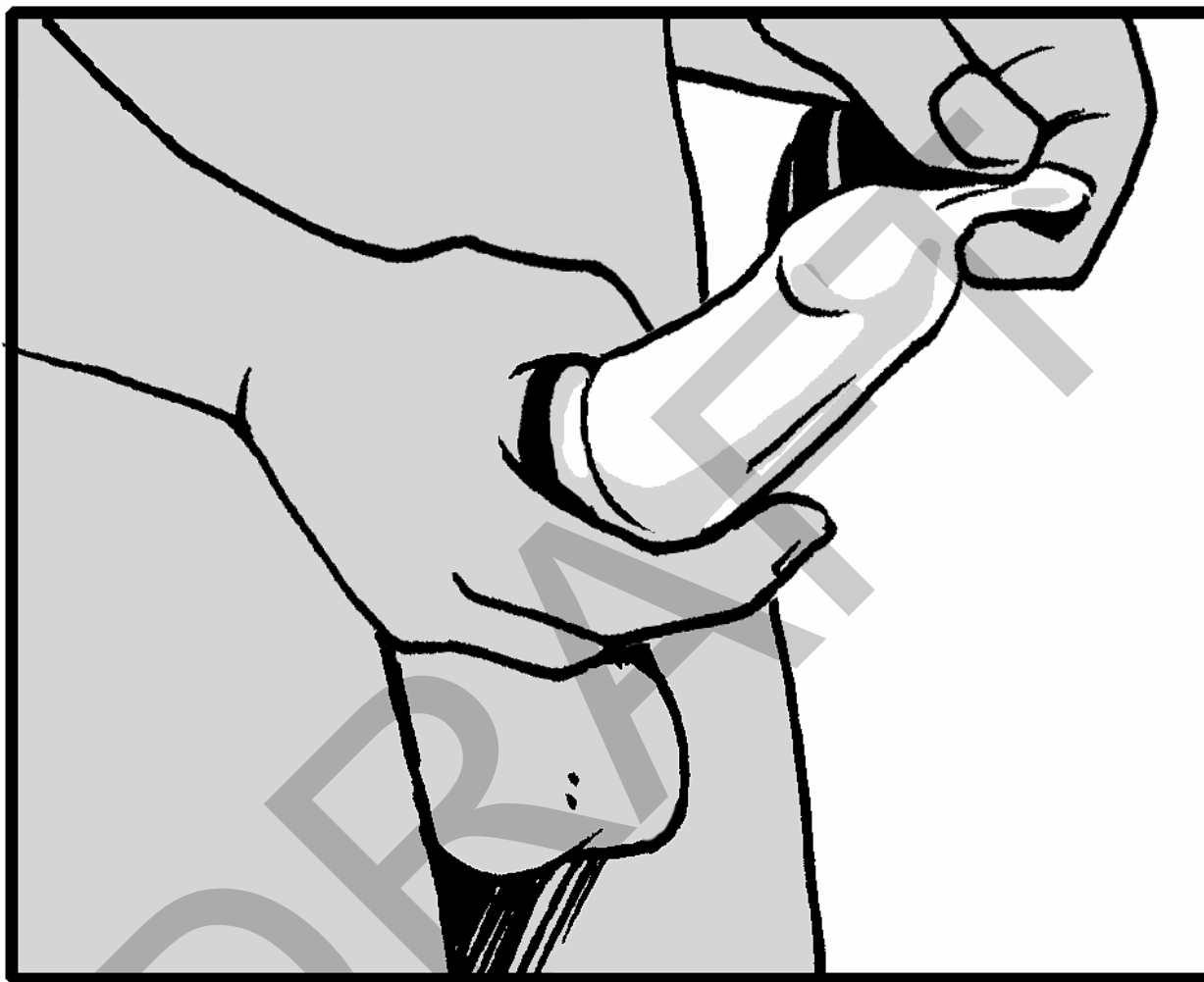


Get condom and/or water-based lubricant at clinic, store, or other place

**Both partners give
consent
(want to have sex)**

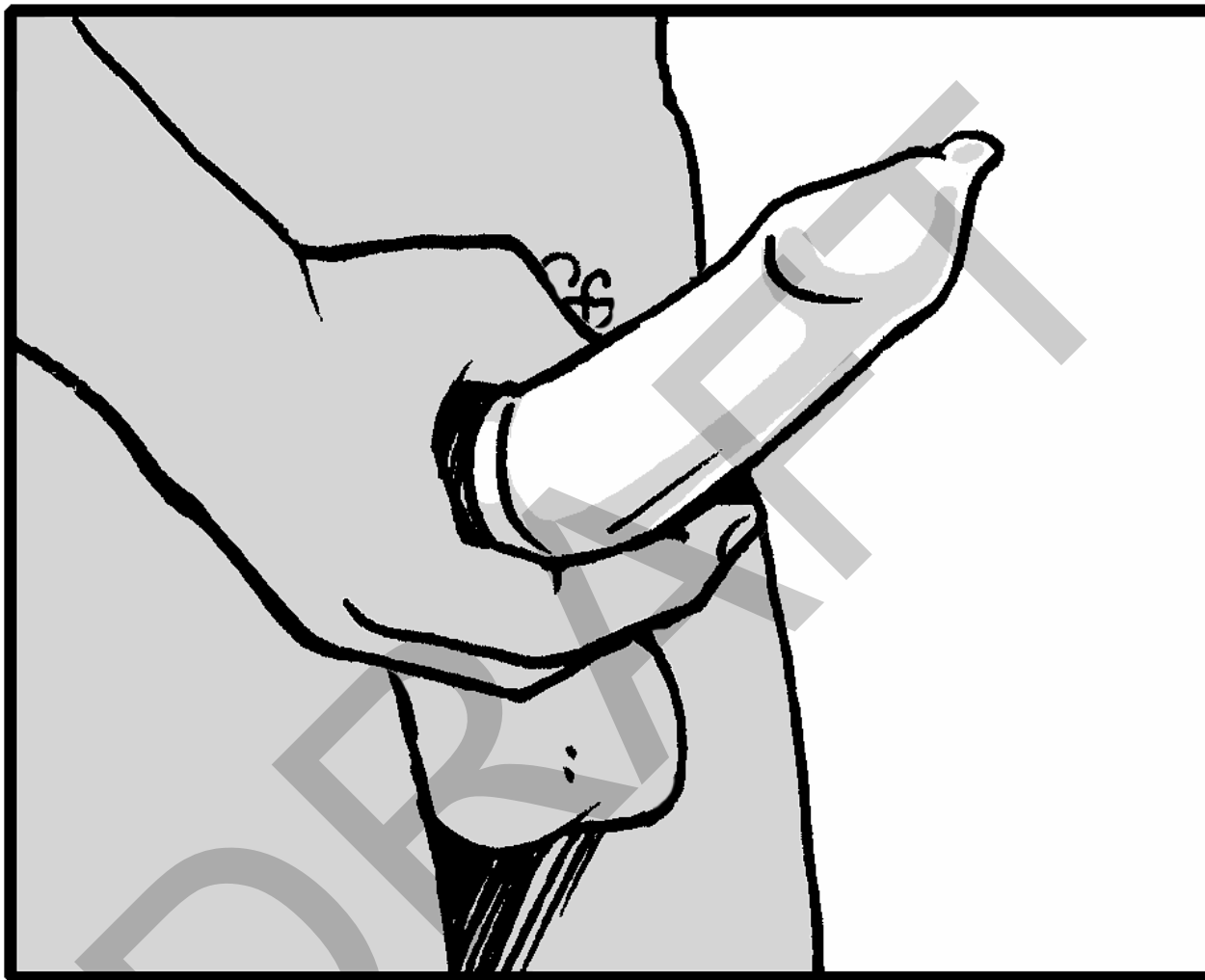


**Check package expiration date
and open it carefully**

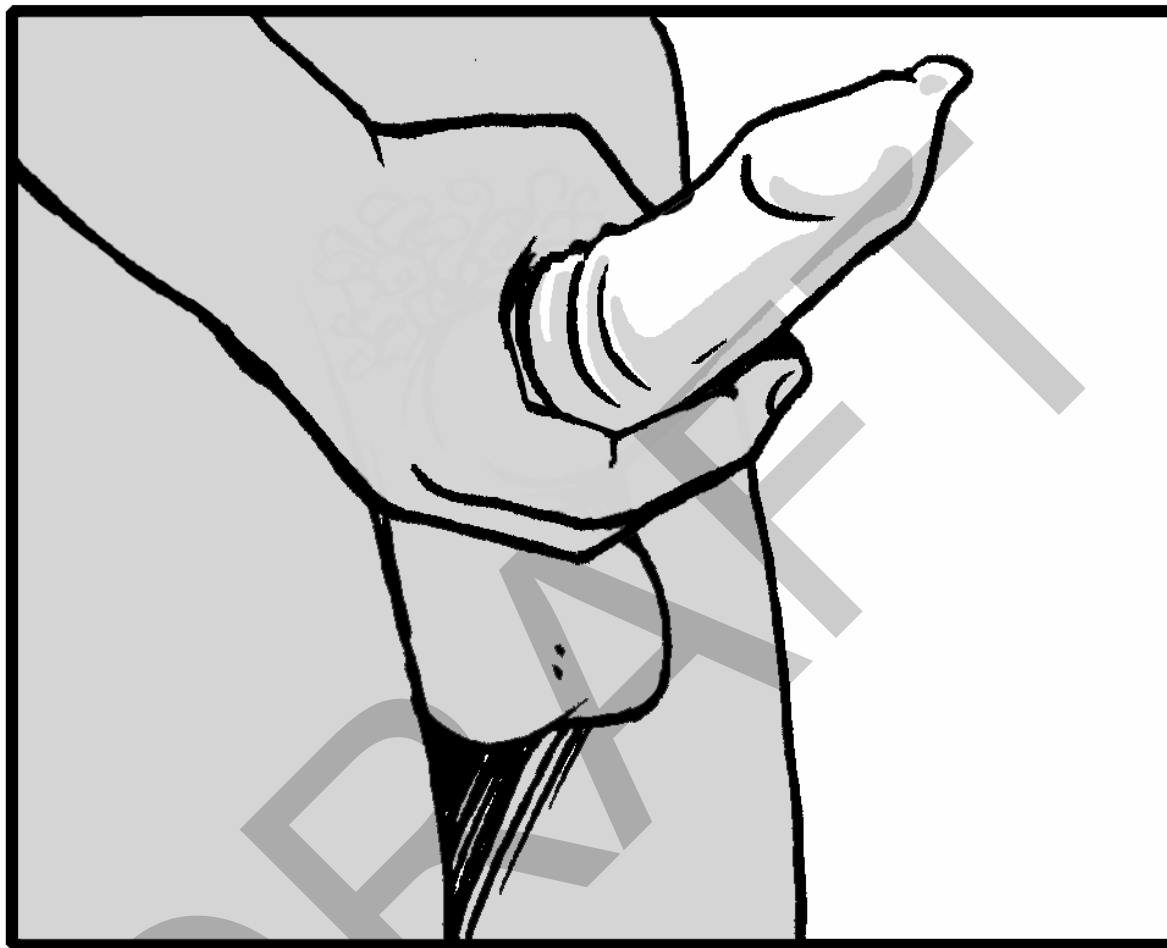


Make sure condom is right side out, pinch the tip to make room for semen, put condom on erect penis, and unroll all the way

Penis touches partner



Hold condom at the base of penis, take penis out of partner while penis is still erect



**Roll condom off the penis without
spilling semen, throw condom in trash
– never use a condom twice**

Digital Communication

How can we communicate online
in safe and respectful ways?

TEKS:

7-8.13.(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;
7-8.13.(B) discuss and analyze the consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

Today's Objectives

Identify the role of social media in our lives

Reflect on the positive and negative effects of using social media on their relationships.

Develop strategies for responding to online content that may be inappropriate or disrespectful

Discuss how to seek help when faced with inappropriate digital communications

Review lesson objectives

Social media

Websites and applications that enable users to create and share content or to participate in social networking

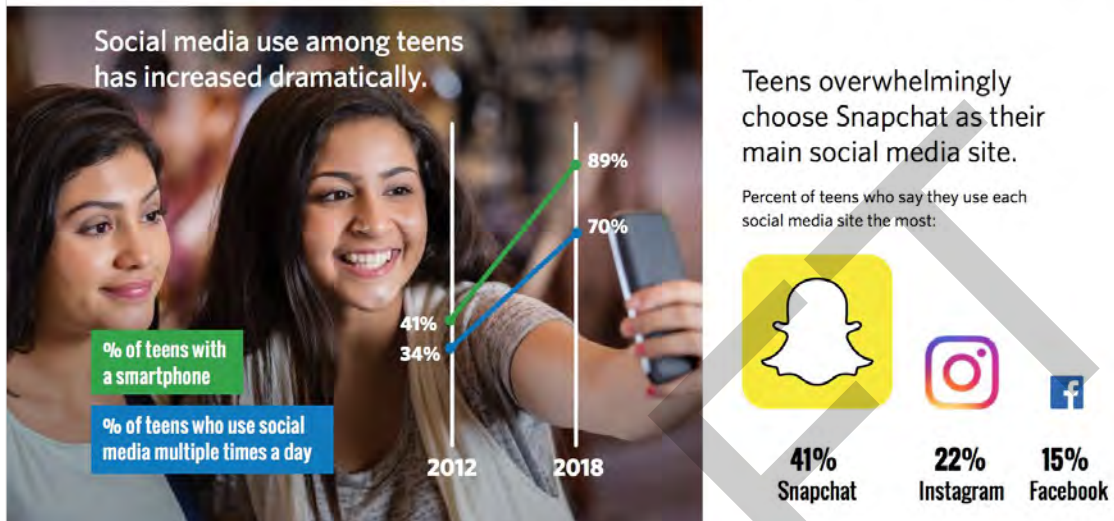
Ask students to define social media.

Take a few responses then **click** to reveal the definition.

Source: [Common Sense Education](#), *Digital Citizenship Curriculum, Grade 7*, [My Social Media Life: How does social media affect our relationships?](#)

Social Media, Social Life 2018

Among 13- to 17-year-olds
in the United States



Give students a moment to review the infographic image. Ask for volunteers to share out the things they notice.

Be sure to point out that 70% of teens report using social media multiple times per day.

Ask students whether these results match their own experience and those of their friends.

(Note: this data is from 2018, before the pandemic. We know that online activity has increased in young people since then so you might want to discuss that impact.)

Source: [Common Sense Education](#), *Digital Citizenship Curriculum, Grade 7*, [My Social Media Life: How does social media affect our relationships?](#)

Images: <https://www.commonsensemedia.org/sites/default/files/research/report/2018-social-media-social-life-infographic-final.pdf>



Watch the video.

Video:

<https://www.commonsense.org/education/videos/teen-voices-friendships-and-social-media>

Source: [Common Sense Education](#), *Digital Citizenship Curriculum, Grade 7*, [My Social Media Life: How does social media affect our relationships?](#)

Turn and Talk

- What did teens say were some benefits of social media?
- What did they identify as problems or drawbacks?



After watching the video, ask students to turn to a neighbor and discuss the two questions.

After a few minutes, ask for volunteers to share out.

They should identify some or all of the following responses:

- **Benefits:**
 - You can connect with friends
 - share pictures of what you are doing or thinking
 - share exciting things you're doing
 - stay up-to-date on the latest happenings
- **Problems or drawbacks:**
 - It's distracting
 - you feel you have to be on it
 - there's pressure to be perfect
 - there's pressure to look like your life is great
 - it can make you feel sad or even depressed

Be sure to point out that one negative part of social media, as shared by teens in the

video, is the feeling that you have to be on social media all the time.

Invite students to share how they feel when they are without their phones or devices for a period of time. Students might mention feeling anxious, depressed, worried, or fearful they're missing out.

Source: [*Common Sense Education*](#), *Digital Citizenship Curriculum, Grade 7*, [*My Social Media Life: How does social media affect our relationships?*](#)

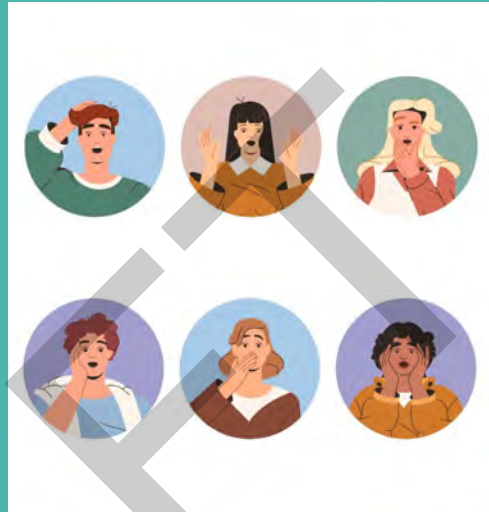
Image:

https://www.freepik.com/free-vector/flat-people-talking-pack_17053899.htm#query=conversation&position=25&from_view=search

DRAFT

“It’s Just a Joke”

What to do if we see something online that we find strange, rude or shocking



Explain that: Most of what we see online is fun or interesting, but there might be times we see something that makes us feel uncomfortable or surprised. Sometimes, people turn surprise or shock into amusement or laughter, as a way to deal with their emotions. This is when some people might share these things with others, because they want to see their friends’ reaction, or think it will make them laugh. We all find different things funny, and other people might feel upset or worried if they see those sorts of things. It is not fair or kind to be made to feel like that, whether it was sent to you or you found it by yourself. We will be learning what sorts of things other people might find upsetting, and what we can do instead of sharing shocking or rude things on.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

Image:

https://www.freepik.com/free-vector/flat-set-portraits-shocked-scared-avatar-excite-d-wondered-characters-faces-young-people-with-open-mouths-confused-perplexed-amazed-man-woman-with-frightened-emotions-horrified-person_23624508.htm#query=shock&position=31&from_view=search

Imagine the
scene



Ask students to close their eyes, or lower their gaze, and to imagine the following: You are feeling a bit down and upset. **Click:** You see a message notification on your phone, tablet or game. Your friend has sent you something to cheer you up. You open it to have a look, and it makes you feel a bit better.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

Image:

https://www.freepik.com/free-vector/bell-notification-background_1307930.htm#query=notification&position=10&from_view=search

Background vector created by freepik - www.freepik.com

Imagine the Scene

- What has your friend sent you? Is it a photo, a video, a meme, a joke, a website, a post or something else?
- What app or website did they use to send it?
- Is it public (lots of people can see it) or private (only you can see it)?
- Does it stay visible, or does it disappear – either after you open it, or a little while after?
- Why did your friend send you that, and not something else?
- How does it make you feel?

Ask students to write or draw images to record answers to the following questions:

- What has your friend sent you? Is it a photo, a video, a meme, a joke, a website, a post or something else?
- What app or website did they use to send it?
- Is it public (lots of people can see it) or private (only you can see it)?
- Does it stay visible, or does it disappear – either after you open it, or a little while after?
- Why did your friend send you that, and not something else?
- How does it make you feel?

Give students just a minute or so to respond then have them turn to a neighbor to explain to a partner what they were sent and how it made them feel.

Ask for volunteers to share.

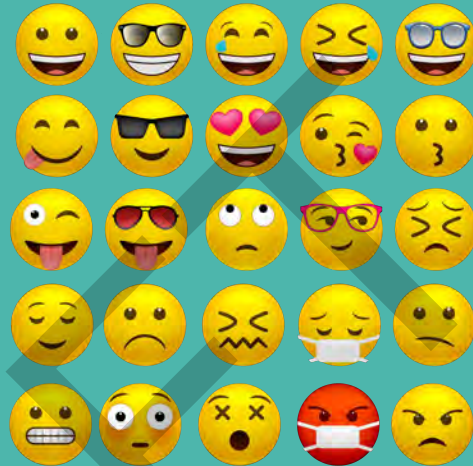
Ask for a show of hands to see how many people drew/recorded the same type of thing. Explain how this shows us that everyone finds different things online funny or enjoyable.

Then ask if the same could be said about things that upset or hurt people online – does everyone find the same things upsetting or worrying online?

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

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Reaction Scenario Card Sort



Explain that there are some things that would be upsetting for everyone, and some things that are upsetting to some people but not all. That's why it's important to think about how someone might feel about something you send them.

In this activity, we will be exploring what makes something online funny and enjoyable, and what might upset someone.

2 options for this activity

Option 1: Students work in small groups of 3-4

- Print multiple sets of **Reaction Scenario Cards**, using a different color of paper for each set to keep them separate.
- Give one set of cards to each student group.
- Have students sort the cards into two different categories - Positive Reaction or Negative Reaction
- After everyone has had time to sort, ask for volunteers to report out.

Option 2: Full class activity

- Print one set of **Reaction Scenario Cards** in a size that is large enough to be seen by students when posted on the wall.
- Divide the board/wall at the front of the room into two columns - one

- for *Positive* and one for *Negative*.
- Distribute the cards.
- Working individually or in pairs, ask students to come to the front of the room, read the card they were given, decide how someone might feel if this happened to them, and tape the card in the appropriate column.

Activity adapted from: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

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Reaction Scenarios Discussion

- Which scenarios were easy to decide on?
- Which scenarios were difficult to decide on?
- Think about the scenarios that you thought would cause a **negative** reaction. What did they all have in common?
- Think about the scenarios that you thought would cause a **positive** reaction. What did they all have in common?

Discuss as a whole group.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

What happens next?

Pick one scenario from the **Negative Reactions** category

- What will this person be thinking?
- What will they say?
- How will they feel?
- How might they reply?
- What will they do next?
- What do they wish the person who sent them this had done instead?

If students worked in small groups, ask them to decide, as a group, on one scenario from the negative reactions category to discuss the questions.

If the card sort was done as a whole group, ask students to turn to the person next to them, choose a scenario and respond to the questions together.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

What could happen next?

What could the character do next?

- Block the sender
- Report the content

What could the sender have done instead?

- Talk to an adult/parent/teacher
- Close the app/website
- Delete it
- Talk to someone about it

After a few minutes of small group discussion, ask for volunteers to briefly report out. Note the similarities and differences between the groups or scenarios. Then focus on the last two questions.

Click

What could the character do next? After some discussion, **click** to reveal and discuss any that haven't already been mentioned.

- **Blocking** someone online stops them from contacting you. Depending on the scenario, students may see this as an extreme or unrealistic response, e.g. if it was a friend who sent the upsetting content. However, it could be an option if it is one particular person who keeps doing it.
- **Reporting** content online sends a message to the safety team to request it gets taken down. This is a positive action to take as it can stop others from seeing it too.

Click

What could the person who sent the message have done instead? (*Assume that the sender in the scenario stumbled upon the content or had it sent to them first.*)

- ask an adult, talk to a teacher, show to a parent

- close the app/website
- delete it
- talk to someone about it.

Students may say the sender should have ignored it. Explain that while this would have helped stop the other person from getting upset, the person who found/saw it first will need support with how it makes them feel too.

Source: [Just a joke? Teaching Toolkit 2021](#) by [Childnet International](#)

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What about the law?

In Texas, it is a crime...

...for a minor to “intentionally or knowingly” send another minor an obscene photo/video or a photo/video of a minor engaging in sexual conduct, if they know it was a minor.

...to knowingly transmit electronic visual material that depicts any person engaging in sexual conduct or with the person’s intimate parts exposed that is not sent at the request of or with the express consent of the recipient.

In addition to blocking, reporting to the website, and talking to a parent or other trusted adult, there are potentially legal consequences.

Click

Ask for a volunteer to read the first legal statement.

Discuss with the class to make sure they understand the meaning. Then ask for examples from the scenarios that might fall under this law.

Click

Ask for a volunteer to read the second legal statement.

Discuss with the class to make sure they understand the meaning. Then ask for examples from the scenarios that might fall under this law.

***For teacher information:**

Under [Texas Penal Code Section 43.261](#), it is a crime for a minor to “intentionally or knowingly” send another minor an obscene photo/video or a photo/video of a minor engaging in sexual conduct, if they know it was a minor. First-time offenses are punishable by a Class C misdemeanor, but the statute indicates that under some circumstances a first-time offender can be charged with a Class B misdemeanor.

In 2019, the Texas Legislature added [Penal Code 21.19](#) which states that a Class C misdemeanor is committed by a person if they knowingly transmit electronic visual material that depicts any person engaging in sexual conduct or with the person's intimate parts exposed that is not sent at the request of or with the express consent of the recipient. This applies to all electronic platforms such as email, texts, apps, and social media. These laws exist to protect you. Do not allow them to discourage you from involving law enforcement if you are a victim.

Legal Content from:

<https://txssc.txstate.edu/tools/courses/before-you-text/module-3-2#:~:text=Sexting%20is%20a%20crime%20in,know%20it%20was%20a%20minor.>

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Communicating Online Wrap Up

- What is one benefit and one problem with social media?
- What are 2 examples of online content that may be disrespectful or upsetting to someone?
- What is one thing that you could ask an adult about related to something strange, rude, or uncomfortable you've seen online? (e.g. "Can I ask you about...?")

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

<p>Ashani is sent a video of her friend's new puppy chasing its own tail.</p>	<p>Ben is sent a funny meme that his friend says reminds him of Ben.</p>
<p>Cate is sent a link to the latest video from a YouTuber her friend thinks she'll like.</p>	<p>Dion is sent a selfie of his friend making a funny face.</p>
<p>Elisha is sent a funny 'good luck' video on the day of her music exam.</p>	<p>Freddie is tagged in a photo collage on his birthday that his friend made of all the funny photos they've taken together.</p>
<p>Gracie is tagged in a video that begins with the message "if you've been tagged in this video you are the 'joker' of your friend group!"</p>	<p>Harry is tagged in a meme making fun of his favorite musician.</p>
<p>Immy is sent a video of someone making jokes about the religion she follows.</p>	<p>Junior is sent a link to an article called '5 tips - How to Look Taller.' with the message: "This might help you out 😂"</p>

<p>Keira is sent a photo of someone in her grade getting changed out of her gym clothes at her gymnastics club.</p>	<p>Lloyd is sent a comment on a group chat. It's making fun of another boy, saying he looks 'girly.'</p>
<p>Mya is sent a photo that someone took looking up the shorts of another student on the bus with the message: "Haha, they didn't notice!"</p>	<p>Nish is in a group chat where his friends have used an app that can add filters to make people look like boys or girls. They are joking that Nish looks better as a girl.</p>
<p>Olivia is sent a screenshot of a group chat where other students are making fun of the way her body looks in her PE class.</p>	<p>Patrick is sent a photo of a girl he is friends with. Emojis and stickers have been added to make it look like she is a boy.</p>
<p>Rowan is tagged in a post that shows her favorite celebrity with no clothes on.</p>	<p>Simran is sent a link to a video that is made of lots of different scenes with rude language and nudity from different movies.</p>

<p>Tom is sent a screenshot of an ad on a game for adults that shows rude words and pictures of women not wearing many clothes.</p>	<p>Victoria is sent a chain message telling her she should take a naked picture of a part of her body and share it.</p>
<p>William is sent a link by a friend to a video meant for adults that shows people doing sexual things with the message, "Haha!"</p>	<p>Yasmin is sent a screenshot of a classmate without her top on, and mean comments added to it with the message: "lol can you believe this! 😂"</p>
<p>Aimee is sent a link to a video that zooms in on the body parts of different girls at school. Some parts zoom down their tops or up their skirts.</p>	<p>Bobby is sent a video that is made of clips from lots of different games. Each clip shows characters kissing or doing sexual things together.</p>
<p>Cayley is sent a photo by an older boy in her school who took the photo down his pants, underneath his underwear.</p>	

Human Sexuality and Responsibility

— Putting It All Together —

DRAFT

Today's Objectives

- Review and the Human Sexuality and Responsibility Unit
- Reflect on what matters most

Review the objectives

What we've covered

1. Introduction and Healthy Relationships
2. Unhealthy Relationships and Abuse
3. Trafficking and Exploitation
4. Communication and Boundaries
5. Reproductive Anatomy and Adolescent Development
6. Pregnancy and Abstinence
7. Consequences of Sexual Activity
8. Digital Communication

Ask for a volunteer to read the names of the lessons that have been taught in this unit.

Let's Review

- Visit 8 stations
- Post 1-2 things you remember about each lesson
- Gallery Walk - visit each station again to read what other posted
- Stand by station that stands out to you
- Discuss and summarize



Activity Instructions:

1. Set up 8 stations around the room. This can be done using chart paper or just lesson title cards, whatever works best for your set up.
2. Give each student at least 8 post its, one for each station.
3. Ask students to post 1-2 things they remember about each lesson. Encourage students to use any handouts or notes from the lessons as needed. This could also be done in pairs instead of individually.
4. Once everyone has had a chance to post something in each station, ask students to do a gallery walk to review what others have posted at each station.
5. After reviewing all stations, ask them to pick the one station that stands out most to them and stand by it.
6. Once in their groups at the stations, give them a few minutes to discuss and come up with 1-2 statements about that lesson that summarizes what students have posted.
7. Go around the room and ask each group to report out.

Image:

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[.htm#query=brainstorm&position=7&from_view=search](#)

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Using the **Putting It All Together Worksheet**, students will list 3 goals about relationships and sexual health. They will then pick one goal and complete the worksheet.

Image:

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Resources for Teens

- **Love is Respect:** Visit www.loveisrespect.org/, text "LOVEIS" to 22522
- **Get Tested:** Visit <https://gettested.cdc.gov/>
- **National Sexual Assault Hotline:** Visit <https://rainn.org/> to chat or call 800-656-HOPE (4673)
- **Trevor Project:** Visit www.thetrevorproject.org/, or text or call 866-488-7386
- **Go Ask Alice!:** www.goaskalice.columbia.edu
- **Safe Teens:** www.safeteens.org/
- **Stay Teen:** <http://stayteen.org/>
- **Teen Health:** http://teenshealth.org/teen/sexual_health/



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Putting It All Together: *what matters most to me*

My **top 3 goals** about relationships and sexual health:

1.

2.

3.

Pick one goal from above and respond to the following

Things I can do to *achieve* this goal:

Something that might be an *obstacle*:

Something I can do to *overcome* this obstacle:

The *trusted adults* who can support me in this goal are:

My *next steps* in reaching this goal are:

