

Comprehensive Sexual Health Unit 3.0

Fullerton School District

California Healthy Youth Act Requirements

- Information on the nature and transmission of HIV and other sexually transmitted infections (STIs);
- Information about all FDA-approved methods of reducing the risk of transmission of HIV and other STIs, including antiretroviral treatment, and information about treatment of HIV and STIs;
- Information about reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing;
- Discussion about social views of HIV and AIDS, emphasizing that all people are at some risk of contracting HIV and that the only way to know one's HIV status is by being tested;
- Information about accessing resources for sexual and reproductive health care and assistance with sexual assault and intimate partner violence, as well as students' legal rights to access these resources;
- Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy (including emergency contraception);
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs; information about value of delaying sexual activity must be included and must be accompanied by information about other methods for preventing pregnancy and STIs;
- Information about pregnancy, including 1) the importance of prenatal care; 2) all legally available pregnancy outcomes, including parenting, adoption, and abortion; and 3) California's newborn safe surrender law;
- Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking.

Note: **PLEASE MAKE COPIES of any lesson outlines you wish to use**

Information:

- Do not assign work on Google Doc because Google keeps this information. This is a particularly sensitive topic, and we want to keep our children safe.
- Return any notes/handouts back to students.
- California Penal Code 261.5: Underaged sex is considered illegal.

Lesson 1: Introduction, Values Clarification, and Parent Communication

- Set Expectations for Behavior + **Use the Behavior Expectations in the Binder p. 6-7**

- Participate and ask questions, as much as you can
- Always use appropriate terminology
- Don't laugh at people who ask questions
- Don't gossip about people who ask questions
- Don't ask personal questions, or share personal information. Use "I know someone who..."
- Consequences for students who struggle to be respectful will have a private conversation with the teacher
- Introduce question box (Activity 1.2; p. 9), but ask students to wait until some material is covered before they submit questions.
- Activity 1.3, p. 10-15 **SKIP**
- Values Clarification (Activity 1.4, p. 16)
 - Use teacher discretion to choose 5-10 values statements for students
 - Keep responses anonymous; at the same time, students should be free to express themselves if they wish without judgement
 - Only do Activity 1.4 p. 16 : #1-4
 - Fact questions will be answered here, but some questions are value-based. Those questions I will ask that you talk to your family or other trusted adults.
 - Option 1 and Option 2 p. 16-20 **SKIP**
- OPTIONAL: Giving Your Parents "The Talk" (Activity 1.5, p. 21)
- OPTIONAL: [Back in the Day:](#) (Activity 1.6, p. 22)
 - Allow parents the discretion to:
 - Complete the assignment
 - Complete the assignment partially and initial the questions they chose not to write down answers to
 - Send an email stating that they chose not to write down the responses, but they chose to discuss it
 - p. 21, Bullet 2: Instead of asking, "What are the potential drawbacks to talking about sex with your parents/guardians?"; Ask, "What are obstacles that prevent you from talking with your parents/guardians?"
- Teen Clinic Lists and Resources List (Activity 1.7, 27)
 - **ADD CONTEXT:** We **always** encourage students to talk to their parents or other trusted adults. However, the reason for this law is to protect young people who may be at risk of harm or abuse if they were to seek reproductive assistance. But don't forget that you have trusted adults here on campus (teachers, administrators, counselors, nurses, etc.).
 - Refer students who need the information to see the school nurse/health clerk/counselor/mental health intern
- OPTIONAL: Session 1 Wrap-up (p. 35)

Lesson 2 - We Have a Great Relationship - I Think?

- Note: This lesson may take two days (Day 2 is very important to cover thoroughly)

- This lesson is out of order with the *Teen Talk* binder
- Anonymous Question Box (Activity 8.1, p. 190)
 - Box is out, but will get to questions later in the week OR go through whenever it's needed
- Healthy Reasons to Want a Relationship (Activity 8.2, p. 191) - Quick Discussion
 - #2) Don't give them the vocabulary; let the students come up with the words to describe types of relationships
 - #3) Let students come up with responses.
 - ADD: Why do students your age have sex? Start crossing off everything on list and basically, every reason will be crossed off the list by the end of the discussion
 - #4) SKIP
- [Relationship Qualities Spectrum](#) (Activity 8.3, p. 192)
 - Choose Option 1 or 2 (p. 192-193)
 - Dangerous Scenarios: Provide enough information about dangerous situations so students can protect themselves from being victimized/"groomed"(p. 194-195)
 - Choose Note: Make sure you have a lot of space for the spectrum
 - Emphasize differences between healthy and unhealthy relationships
- What is Love? (Activity 8.4, p. 197)
 - SKIP #4: Don't watch videos; Discuss #5
- **Session 8 Wrap-up** (p. 200)
 - Review the day's lessons; Teachers can skip questions in wrap-up

Lesson 3: Your Body and How It Works: Sexual and Reproductive Anatomy

- Anonymous Question Box (Activity 2.1, p. 39)
 - Box is out, but will get to questions later in the week
- Lecture: Sexual and Reproductive Anatomy and Physiology (Activity 2.2, p. 40)
 - Give students copy (digital or paper) of "Female Anatomy Match-Up" and "Male Anatomy Match-up" and access to the **MODIFIED DIAGRAMS**
 - [MALE, FEMALE](#)
 - As a pre-test, have students complete the match-up to see what they already know. They'll come back to this later.
 - Walk students through the diagrams and define and use terms as needed (name + function)

THIS SHOULD PROBABLY BE ANOTHER DAY
(Check the pacing of this)
- Discussion: Conception and Fetal Development (p. 45-49)
 - As is...discussion
- Anatomy Match-Up Homework (Activity 2.3, p. 45)

- **Add VIDEO** - "[Human Reproduction](#)" (old, but includes the needed content - runtime: 30 minutes. ** Start at 3:30 to skip the intro)
- Activity 2.4: Conception and pregnancy Stages ([Activity 2.4, p. 57](#)) **Use teacher discretion.**
- **Pin the Part on the Pelvis** (Additional Activity , p. 71) **SKIP**
- **Whom Am I?** (Additional Activity 2, p. 72) **SKIP**
- Session 2 Wrap-up ([p. 77](#))

Lesson 4: Sexual Identity

- Anonymous Question Box ([Activity 3.1, p. 81](#))
 - Box is out, but will get to questions later in the week
 - Substitute Activity 3.3 (p.87) with Matching Activity ([LINK HERE](#))
- [LGBTQ Resource Folder](#)
 - PDF of slides with information are available in this folder
 - Information about LGBTQ youth in Orange County and across the nation
 - Terminology slides
- Straightlaced Video [Clip](#) ([Activity 3.4, p. 92](#)) **SKIP** showing entire video; whatever is used in the classroom should be shared at parent night
- Session 3 **Wrap-up** ([p. 94](#))

Lesson 5: Not Having Sex: Abstinence

- Anonymous Question Box ([Activity 4.1, p. 97](#))
 - Box is out, but will get to questions later in the week
- What is Sex? ([Activity 4.2, p. 98](#)) - **RENAME** "[Risk Matrix](#)"
 - Discuss how sexual contact can put people at risk. Define sexual contact if students request clarification.
 - Emphasize abstinence
 - In discussing why teens choose to have sex, list the reasons on the board. Accept that they are reasons. Then discuss why they are NOT good reasons. Cross out the items as you discuss why they are not good reasons to have sex as a teenager. For example, risk of pregnancy or transmission of STIs. For teacher reference, see page 108, "Reasons why teens choose to have sex."
- **Optional (time-permitting) - Abstinence Posters** (Additional Activity 1, p. 107-109) **SKIP**
- **Optional (time-permitting) - Opinions about Abstinence** ([Additional Activity 2, p. 110](#))
 - Skip "My parents think sex..."
 - Skip Section 4 and 5.
- Session 4 **Wrap-up** ([p. 111](#))

Lesson 6: All About Birth Control

- Anonymous Question Box ([Activity 5.1, p. 115](#))

- Box is out, but will get to questions later in the week OR go through whenever it's needed
- [All About Birth Control \(Activity 5.2, p. 116\)](#) - **OVERVIEW SKIP**
- OPTIONAL: Birth Control Brainstorm ([Additional Activity 1, p. 120](#))
 - 1 and 2 Only
 - p. 121-125 For Teacher Reference Only
- OPTIONAL: Decisions for Health, "Risks of Sexual Activity," p. 32-33
 - Birth Control Grid [p. 127](#)
 - Use this [Birth Control Grid](#)
 - Answer Key is on the following pages of Birth Control Grid
 - Use teacher discretion (or modify to time) to decide whether to give blank sheet and fill in OR give filled out sheet and go over
 - Discuss which ones are most common, accessible or appropriate for teenagers
- [Birth Control Sequences \(Additional Activity 2, p. 135\)](#) - **SKIP**
- [Birth Control Acronyms \(Additional Activity 3, p. 140\)](#) - **SKIP**
- [Session 5 Wrap-up \(p. 141\)](#)
 - **SKIP #2:** What clinic would you recommend someone to go to if the need birth control or other sexual health services?

Lesson 7: Pregnancy Options

- Anonymous Question Box ([Activity 6.1, p. 145](#))
 - Box is out, but will get to questions later in the week OR go through whenever it's needed
- Refer back to Activity 2.3 (Discussion: Conception and Fetal Development) and connect to yesterday's discussion about birth control.
- **ADD/SHARE** Statistics about California Teen Pregnancy (link [HERE](#))
- Pregnancy Options ([Activity 6.2, p. 146](#))
 - **SKIP #3** After reviewing facts...
 - Optional p.149 [Worksheet HERE](#) Share at parent night before using.
- [Session 6 Wrap Up \(p. 152\)](#)
 - **SKIP** Can you name the four legal pregnancy options?
 - **MODIFY** What is one thing you learned about your values about the options available to a pregnant person? To - Family values will play a significant role in pregnancy, please talk to your family or a trusted adult.
 - **SKIP** How can you be supportive of other people's values about these options?
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Lesson 8: The Facts about STIs, including HIV/AIDS

- Anonymous Question Box ([Activity 7.1, p. 156](#))
 - Go through box and answer questions
- [STI Information Sheet](#) for teacher reference only

- Focus on signs and symptoms column, omit Route of Transmission and Ways to Stay Protected
- **STI class worksheet (Activity 7.2, p. 157) SKIP**
- Quick HIV/AIDS Facts for teacher reference only (Activity 7.3, p. 164)
 - Share the top two boxes on the difference between HIV and AIDS
- **ADD:** [Discovery Education HIV/AIDS](#) video OR [HIV/AIDS Answers for Young People](#)
- **OPTIONAL:** [HIV/AIDS Experiment from Mark Sonny](#)
- OPTIONAL: STI Prezi (Activity 7.4, p. 167) If used, please share with parents at preview night first.
- **MODIFY** Condom Demonstrations (Activity 7.5, p. 176) to become a DISCUSSION
 - Proper Usage
 - Proper Application
 - Go through steps on 176-279 (just without a visual demonstration)
- **Optional (time-permitting) - STI Brainstorm (Additional Activity 1, p. 180) SKIP**
- **Optional (time-permitting) - STI Clues: Who Am I? (Additional Activity 2, p. 182) SKIP**
- **Condoms Steps Game (Additional Activity 3, p. 183) SKIP**
- **Session 7 Wrap-up (p. 185)**
 - ASK Can you name one bacterial STI and one viral STI?
 - SKIP other three questions.
- Homework (please choose option (1) or option (2)):
 - Option (1) Bring in two ads that use sex to sell a product that has nothing to do with sexuality (e.g. car tires, Carl's Jr, etc.) found in a magazine, newspaper or take a photo of a television ad (do NOT search the Internet)
 - Option (2) Bring in a current events article.

Lesson 9 - Sex in the Media

- Anonymous Question Box (Activity 9.1, p. 203)
 - Box is out, but will get to questions later in the week OR go through whenever it's needed
- **SUBSTITUTE** - Discussion:
 - Why do companies use sex to sell products that have nothing to do with sex?
 - Why are more women used in ads? Do you think this is fair that they use more women than men?
 - Do you think the ads should stay the same or change? If you were going to change the ads, what changes would you make?
- [Dove Campaign For Beauty](#)
 - Discussion:
 - What are your reactions to this?
 - Almost all of the advertising we see has been modified. What effect does this have on us?

- Why do advertisers do this?
- Are there ads that objectify males?
- **Body Image Inventory (Activity 9.2, p. 204) - SKIP AND REPLACE WITH ABOVE**
- **I Just Wanna Be Me! (Additional Activity 1, p. 212) SKIP**
- **Session 9 Wrap-up (p. 217)**
 - Review the day's lessons; Teachers can skip questions in wrap-up

Lesson 10: Sexual Violence Prevention

- Anonymous Question Box (Activity 10.1, p. 221)
 - Go through questions today
- My Body, My Boundaries (Activity 10.2, p. 222)
 - **SKIP #5; Do not distribute handout**
 - Discuss Scenario #5: Red Flags (p. 225-226)
- **Session 10 Wrap-up (p. 231)**
 - Review the day's lessons; Teachers can skip questions in wrap-up

Lesson 11: Communication and Decision Making

- Anonymous Question Box (Activity 11.1, p. 235)
 - Box is out, but will get to questions later in the week OR go through whenever it's needed
- Activity Options (any combination below in any order; Can discuss/read, but do not do role play options below) -
 - Option 1: Dealing with Pressure (Activity 11.2, p. 236)
 - Option 2: Assertive Techniques
 - **Option 3: Toothpaste DVD (15 minutes) (Additional Activity 1, p. 249) SKIP**
 - Option 4: Are They Really Ready? (Additional Activity 2, p. 250)
 - Option 5: Refusal Skills (Additional Activity 3, p. 262)
- **My Super Future (Modified Version) (Activity 11.3, p. 246)**
 - USE MODIFIED VERSION (link provided)
 - Do not collect; have each child keep it
- **Session 11 Wrap-up (p. 263)**
 - Review the day's lessons; Teachers can skip questions in wrap-up

Lesson 12: Say Again? Review Activities

- Time permitting
- Anonymous Question Box (Activity 12.1, p. 267)
 - Box is out, but will get to questions later in the week OR go through whenever it's needed
- **Parent Interview Wrap-up (Activity 12.2, p. 268) - SKIP**
- **Teen Talk Jeopardy (Activity 12.3, p. 269) SKIP**

- Combine with Teen Talk Baseball (Additional Activity 1, p. 279) **SKIP**
- Post-Test with Evaluation (Activity 12.4, p. 274) **SKIP**
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- Course Wrap-up (p. 294)
 - Review the day's lessons; Teachers can skip questions in wrap-up

Use Teacher Discretion for Additional Activities Following End of Course