

Middle School – Comprehensive Sexual Health Lesson Plan

This sequence of 25 lessons from the *HealthSmart* middle school program, including the supplemental lesson available on the *HealthSmart* website, provides a comprehensive sexual health education unit aligned with the HECAT Knowledge and Skills Expectations, the National Sexuality Education Standards and the California Healthy Youth Act (CHYA).

Unit Key: ABST = Abstinence, Puberty & Personal Health; HIV/STI = HIV, STI & Pregnancy Prevention; NPA = Nutrition & Physical Activity; VIP = Violence & Injury Prevention

ABST Lesson 4: Talking About Sexuality

This lesson introduces the topic of sexuality and puberty. Students develop classroom agreements for discussion, then define and look at different aspects of sexuality. They discuss why it is important to be able to talk about sexuality with parents and other trusted adults and identify sources of accurate information.

CHYA EC § 51933(e): Encourages communication with parents, guardians or other trusted adults about human sexuality and provides the knowledge and skills to do so.

HIV/STI Lesson 2: Sexual Identity & Sexual Stereotyping

In this lesson, students learn about sexual identity and the problems with sexual stereotyping. After reading about different types of sexual attractions and gender roles, they examine common sexual stereotypes. They discuss ways to challenge stereotypes and then practice responding to a variety of situations in which stereotyping is occurring.

CHYA EC § 51933 (d)(5): Includes definitions and affirmative language that acknowledges sexual diversity as normal and healthy.

CHYA EC § 51933(d)(6): Teaches about gender, gender expression, gender identity, and explores the harm of negative gender stereotypes.

HIV/STI Lesson 3: What Is Affirmative Consent?

This lesson begins with an activity in which students practice listening and communicating in verbal and nonverbal ways. They review and discuss a definition of Affirmative Consent. Then they work in teams to apply the things they have learned by analyzing scenarios where consent may or may not be present. The full class reviews and discusses the scenarios.

CHYA EC § 51933(g): Provides knowledge and skills to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.

CHYA EC § 33544(a)(2): Provides knowledge of the affirmative consent standard and skills needed to establish boundaries in peer and dating relationships.

HIV/STI Lesson 4: Healthy Romantic Relationships

In this lesson, students learn about healthy romantic relationships. They list words that describe a good relationship in their lives, then learn about and discuss qualities of healthy and unhealthy relationships. They practice in identifying healthy and unhealthy qualities in some relationship scenarios. Then they complete an activity sheet to identify qualities of healthy and unhealthy relationships and explain how these qualities might look in a romantic relationship.

CHYA EC § 51933(g): Provides knowledge and skills to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.

CHYA EC § 51933(f): Teaches the value and prepares pupils to have and maintain committed relationships, such as marriage.

CHYA EC § 51934 (a)(11): Provides information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.

ABST Lesson 5: The Reproductive System: A Body with a Vagina

This lesson teaches about the vagina and related reproductive anatomy. After learning the names and functions of these reproductive organs, students test their knowledge through a matching activity. They then complete an activity sheet about what they've learned.

CHYA EC § 51930(b)(2): Teaches and promotes healthy attitudes about adolescent development and body image. Adolescent development may include puberty in middle school and mention of continued development for older age groups.

ABST Lesson 6: The Reproductive System: A Body with a Penis

This lesson teaches about the penis and related reproductive anatomy. After learning the names and functions of these reproductive organs, students test their knowledge through a matching activity. They then complete an activity sheet about what they've learned.

CHYA EC § 51930(b)(2): Teaches and promotes healthy attitudes about adolescent development and body image. Adolescent development may include puberty in middle school and mention of continued development for older age groups.

ABST Lesson 7: Puberty

In this informational lesson, students learn about puberty. Small groups brainstorm physical, emotional and social changes they think occur during puberty. The class discusses and evaluates the groups' lists, and then students complete an activity sheet on the changes they learned about. As homework, students interview parents or other adults about puberty and sexuality.

CHYA EC § 51930(b)(2): Teaches and promotes healthy attitudes about adolescent development and body image. Adolescent development may include puberty in middle school and mention of continued development for older age groups.

ABST Lesson 8: The Menstrual Cycle & Pregnancy

This lesson teaches about ovulation, the menstrual cycle and fertilization. Students read about the menstrual cycle, then work in pairs to answer questions about the reading.

They also read about and discuss fertilization and how pregnancy occurs. Then pairs complete an activity sheet that reviews the material covered in the last 4 lessons.

CHYA EC § 51930(b)(2): Teaches and promotes healthy attitudes about adolescent development and body image. Content should not promote shame or stigma related to this content. Avoidance of relevant content (i.e., menstruation) promotes shame and stigma.

NPA Lesson 11: Body Image Basics

This lesson examines the importance of a positive body image. Students learn the definition of body image and discuss factors that can influence how people view their bodies. They examine media messages about body image and appearance and analyze how these can affect body image. Then they explore steps to help build a positive body image.

CHYA EC § 51930(b)(2): Teaches and promotes healthy attitudes about adolescent development and body image. Body image may include media literacy, eating disorders, gender expectations related to appearance, etc.

ABST Lesson 9: Taking Care of Sexual Health

In this lesson, students learn about taking care of their sexual health. They examine the definition of sexuality, then, in small groups, read about ways young people can protect their sexual health. They complete an activity sheet to show what they've learned.

CHYA EC § 51934 (a)(8): Provides information about local resources, how to access sexual and reproductive health care services, and youth's legal rights to access local resources for sexual and reproductive health. *(Note: LEAs will need to add specific local resources and information about CA-specific rights.)*

ABST Lesson 10: Feelings & Relationships

In this lesson, students explore appropriate and inappropriate ways to show feelings of attraction toward others. They discuss how feelings change during puberty and the negative consequences of having sex. They learn about sexual abstinence and setting personal limits as a way to avoid those consequences. Then they complete an activity in which they list healthy and safe ways to express romantic feelings.

CHYA EC § 51934(a)(3): Provides information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Provides information on the value of delaying sexual activity.

CHYA EC § 51934 (b): Provides instruction regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

CHYA EC § 51933€ Encourages communication with parents, guardians and other trusted adults about human sexuality and provides the knowledge and skills to do so.

ABST Lesson 11: Benefits of Abstinence

This lesson reinforces the choice to be abstinent. Students identify the benefits of sexual abstinence and vote on a list of the top 10 benefits. Then they use what they have learned to compose a letter of advice about abstinence.

CHYA EC § 51934(a)(3): Provides information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Provides information on the value of delaying sexual activity.

HIV/STI Lesson 5: Reproduction & Teen Pregnancy

This lesson reviews facts about reproduction and pregnancy. After reading about how fertilization occurs, students take part in an activity that helps them understand the risk of pregnancy as a result of unprotected sex. They list consequences that would occur if they became teen parents, and work in pairs to create posters of the top 3 reasons not to become a teen parent. They take home a family sheet to help them discuss the challenges of being a parent with a parent or guardian.

CHYA EC § 51933(e): Encourages communication with parents, guardians and other trusted adults about human sexuality and provides the knowledge and skills to do so.

HIV/STI Lesson 6: STI Facts

In this lesson, students study facts about sexually transmitted infections (STIs). They define STI and learn how STIs are transmitted. After reading more about STIs, they work in small groups to review the facts, including symptoms, which STIs can and cannot be cured, and the physical, social and emotional consequences of STI.

CHYA EC § 51934 (a)(1): Provides information on the nature of other sexually transmitted infections and their effects on the human body.

CHYA EC § 51934 (a)(2): Provides information regarding the transmission of STIs other than HIV.

HIV/STI Lesson 7: HIV Facts

In this lesson, students learn facts about HIV. After learning the definition of HIV, they take part in an activity designed to illustrate the risks of HIV transmission. They discuss how HIV is transmitted and then discuss the activity results to understand ways to help prevent it. The teacher clarifies that HIV can't be transmitted by everyday activities or day-to-day contact, and then explains the symptoms and long-term health consequences of untreated HIV.

CHYA EC § 51934 (a)(1): Provides information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.

CHYA EC § 51934 (a)(2): Provides information regarding the transmission of HIV and relative risk of infection according to the behaviors.

CHYA EC § 51934 (a)(4): Provides information about the effectiveness and safety of the FDA approved antiretroviral medical intervention consistent with the U.S. Centers for Disease Control and Prevention; provides information about the effectiveness and safety of the FDA approved methods that prevent or reduce the risk of contracting HIV and other STIs.

CHYA EC § 51934 (a)(5): Provides information about the effectiveness and safety of reducing HIV transmission by decreasing needle use and needle sharing.

CHYA EC § 51934 (a)(6): Provides information how antiretroviral therapy (ART) can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.

CHYA EC § 51934 (a)(7): Provides opportunities for discussion on social views and addresses myths and stereotypes about HIV and AIDS, and people living with HIV. Emphasizes that successfully treated HIV- positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

HIV/STI Lesson 14: Preventing Pregnancy

In this lesson, students learn about some commonly used birth control methods. Students brainstorm a list of contraceptive methods they may have heard about. They learn about how different types of methods work and their effectiveness, including which methods protect from pregnancy only and which help protect from HIV and other STD as well as pregnancy.

CHYA EC § 51934(a)(3): Provides medically accurate information on prevention methods (condoms, contraception).

CHYA EC § 51934(a)(9): Provides information about the effectiveness and safety of all FDA-approved contraceptive methods.

HIV/STI Lesson 8: STI & Responsible Actions

This lesson reinforces taking care of sexual health by teaching responsible actions around STI prevention. After discussing the responsibilities of a person who has an STI, students read and discuss a story to learn more about the importance of testing and treatment. Then they work in pairs to read scenarios about relationships in which one person has an STI, and answer questions about the responsibilities of each partner.

CHYA EC § 51933 (d)(5): Includes relationship examples that are distinctly between people of the same gender, cannot only include gender neutral couple names.

CHYA EC § 51934 (a)(6): Provides information about treatment of STIs, which could also reduce the risk of HIV transmission.

CHYA EC § 51934 (a)(8): Provides information about local resources, such as testing and treatment for HIV and other STIs.

HIV/STI Lesson 9: Making Sexual Health Decisions

This lesson focuses on decision-making skills. Students learn decision-making steps and see them modeled for a decision around dating. They work in pairs to read a sample scenario and use the steps to recommend a healthy and safe decision. Then they consider situations that could affect their own sexual health and follow the decision-making steps to propose a decision that will help protect their sexual health.

CHYA EC § 51933(h): Provides knowledge and skills for making and implementing healthy decisions about sexuality, including using effective decision-making skills to avoid high-risk activities.

HIV/STI Lesson 10: Resisting Sexual Pressure

This lesson introduces refusal skills. Students work in small groups to suggest lines they might hear if someone is pressuring them to have sex. After learning about effective words and actions for resisting sexual pressure, groups write responses to the pressure lines another group created. Students then work in pairs to practice resisting pressure to have sex using the refusals their groups created. They also practice what to say to show they respect another person's refusal. They take home a family sheet to help them talk with their parents or another adult family member about responsible sexual behaviors.

CHYA EC § 51933(e): Encourages communication with parents, guardians or other trusted adults about human sexuality and provides the knowledge and skills to do so.

CHYA EC § 51933(h): Provides knowledge and skills for making and implementing healthy decisions about sexuality. Should include negotiation skills in addition to refusal skills. Scenarios and activities should include harm reduction and nuanced social situations, not only refusal skills.

CHYA EC § 51933(g): Provides knowledge and skills to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.

HIV/STI Lesson 11: Roleplay Practice: Saying NO to Sexual Pressure

In this skills-based lesson, students practice refusal skills using roleplays. After watching a demonstration roleplay that uses effective refusal skills, students complete a half-scripted roleplay by writing responses to pressure lines. They practice their roleplays in pairs and receive feedback on their refusal skills.

CHYA EC § 51933(h): Provides knowledge and skills for making and implementing healthy decisions about sexuality. Should include negotiation skills in addition to refusal skills. Scenarios and activities should include harm reduction and nuanced social situations, not only refusal skills.

HIV/STI Lesson 12: Using Condoms for Safer Sex

This lesson teaches about practicing safer sex by using latex or polyurethane condoms. Students learn how condoms help prevent pregnancy and STIs. They watch as the teacher demonstrates condom use, and then do an activity to review the correct sequence of steps for proper condom use. They discuss where in their community teens can get condoms and how to overcome potential embarrassment about obtaining and using condoms.

CHYA EC § 51934 (a)(4): Provides information about the effectiveness and safety of the FDA approved methods that prevent or reduce the risk of contracting HIV and other STIs.

HIV/STI Lesson 13: Negotiating Condom Use

In this skills-based lesson, students learn strategies for planning ahead and negotiating condom use. After discussing steps in planning ahead, they work in pairs to help negotiate condom use with a partner. They review the steps for resisting sexual pressure and discuss how to apply these steps to refusing to have sex without a condom. Then they write responses that can be used to counter pressure to have unprotected sex.

CHYA EC § 51933(h): Provides knowledge and skills for making and implementing healthy decisions about sexuality. Should include negotiation skills in addition to refusal skills. Scenarios and activities should include harm reduction and nuanced social situations, not only refusal skills.

VIP Lesson 16: Dealing with Unwanted Touch

This lesson helps students learn what to do if they are at risk of being sexually abused. After reviewing group agreements, students examine their feelings in response to different situations involving touch, then participate in an exercise that helps them identify personal boundaries. While reinforcing that unwanted touch is never the victim's fault, the teacher reviews things students can do to protect themselves, then has students repeat the earlier exercise to practice assertive communication and experience what it is like to tell someone to stop invading their personal space.

CHYA EC § 51934 (a)(10)(A)(B): Provides information about sexual harassment, sexual assault, sexual abuse, and human trafficking.

VIP Lesson 17: Understanding Sexual Abuse

This lesson helps students understand, recognize and seek help for sexual abuse. After reviewing group agreements to help ensure safe and respectful class discussion of this serious topic, they explore the definition of abuse. Then they work in small groups (or as a class) to read and respond to questions about scenarios in which young people are in danger of being sexually abused. They discuss why sexual abuse is never the fault of the person who has experienced abuse and why it is important for survivors of abuse to get help. They learn about resources they could turn to if they or a friend were being sexually abused, and then practice how to ask for help for themselves or a friend.

CHYA EC § 51934 (a)(10)(A)(B): Provides information about sexual harassment, sexual assault, sexual abuse, and human trafficking.

CHYA EC § 51934 (a)(8): Provides information about local resources, such as assistance for sexual assault and intimate partner violence.

Supplemental Lesson: Pregnancy Options

This lesson examines the potential outcomes and options for a pregnancy. Students consider the thoughts and feelings a young person who is experiencing a pregnancy might have, then learn about pregnancy options through a mini-lecture that covers continuing the pregnancy to parenting, continuing the pregnancy and creating an adoption plan, continuing the pregnancy to safe surrender, and electively ending the pregnancy through abortion. They learn about the importance of prenatal care when a person decides to continue a pregnancy, and brainstorm healthy actions someone can take to help ensure a healthy pregnancy. Then they complete an activity sheet to summarize what they have learned.

CHYA EC § 51934(a)(9)(A)(B)(C): Includes an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all the following: (A) parenting, adoption and abortion; (B) information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code; and (C) the importance of prenatal care.