

## Comprehensive Sexual Health Lesson Plan

This sequence of 24 lessons from the HealthSmart high school program provides a comprehensive sexual health education unit aligned with both the HECAT Knowledge and Skills Expectations and the National Sexuality Education Standards.

Unit Key: ABST = Abstinence, Personal & Sexual Health; HIV/STD = HIV, STD & Pregnancy Prevention; EMH = Emotional & Mental Health; VIP = Violence & Injury Prevention

### **ABST Lesson 6: Understanding Sexuality**

This lesson introduces the topic of sexuality. After defining sexuality and developing groundrules for discussion, students complete a survey to see what they know about sexual health. Then they examine different aspects of sexuality, including sexual choices, sexual orientation and gender identity. They explore the physical, emotional, intellectual and social dimensions of sexual health, then categorize various examples to help them understand that human sexuality is complex and multidimensional.

### **HIV/STD Lesson 2: Respecting Sexual Differences**

Students continue learning about aspects of sexuality, with a focus on diversity challenges and respecting others. After reviewing different ways sexual identity can be expressed, students create and present scenarios about differences in gender identity, sexual orientation and sexual status. They examine the benefits of promoting respect for all the different aspects of human sexuality, and discuss the challenges and negative consequences that can arise when people disrespect sexual differences. They assess the atmosphere at their school and plan a simple advocacy campaign to encourage incoming students to behave in respectful ways.

### **EMH Lesson 9: Building Healthy Relationships**

This lesson focuses on how to build healthy relationships with family, peers and others. Students begin by discussing the parent/guardian survey they completed as homework, and think about how their family relationships have helped shape their emotional health. They brainstorm characteristics of healthy relationships and examine how these qualities contribute to good relationships with family members, peers and dating partners. They review some unhealthy characteristics that can occur in relationships, and consider how these can be changed or mitigated. Then they analyze some of their own relationships to assess characteristics and suggest ways to strengthen them.

### **EMH Lesson 10: Dealing with Difficult Relationships**

In this lesson, students examine ways to deal with difficult relationships with family, friends and dating partners. After reviewing characteristics of healthy relationships, students analyze some case studies to identify problems in family relationships and suggest ways to deal with these issues and build the relationships. They talk about how the qualities of healthy relationships apply to friendships and dating relationships, and discuss warning

signs that would suggest ending a relationship. They learn some strategies for ending relationships using clear and effective communication and practice using a roleplay. They also review strategies for coping with strong feelings when a relationship ends. Then they analyze some case studies involving difficult relationships between friends and dating partners to identify the warning signs, and evaluate whether the people involved should work to build their relationship or end it.

### **VIP Lesson 8: Preventing Dating Violence**

In this lesson, students are introduced to the problem of teen dating violence. They define dating violence and examine causes and motivations for this type of violence, including issues of power and control between partners. They compare and contrast healthy and unhealthy dating relationships and identify acts of dating violence to practice recognizing warning signs. After discussing barriers to getting help, they review resources for help with dating violence.

### **ABST Lesson 7: Review of the Reproductive Systems**

This lesson reviews reproductive anatomy and physiology, including how pregnancy happens. After taking a pretest to assess their current knowledge, students review the organs and functions of the male and female reproductive systems.

### **ABST Lesson 8: Taking Care of Your Sexual Health**

In this lesson, students read about taking care of sexual health and discuss what they have read. They learn about male self-exams and breast self-exams. They brainstorm reliable sources of information about sexuality. They assess various sexual health situations and then create a sexual health action plan for themselves.

### **ABST Lesson 9: Abstinence: What's in It for Me?**

In this lesson, students begin to define and explore the concept of sexual abstinence and consider how it can apply to their lives. After discussing the various choices people can make about sexual activity, they examine the potential negative consequences of becoming sexually active. They work in pairs to brainstorm benefits of being abstinent, and to come up with solutions for challenges to an abstinence choice. Then they consider a variety of ways teens can express feelings of sexual attraction toward others and evaluate which of these ways are safe and healthy and support the choice to be abstinent.

### **HIV/STD Lesson 4: Avoiding Pregnancy**

In this lesson, students learn about using birth control to avoid unwanted pregnancy. After examining the potential negative consequences of becoming a teen parent, they work in small groups to research and learn about particular methods of birth control. Students convene in larger groups to teach each other about the various methods, and then participate in a class discussion to review main points. To summarize and assess their knowledge, students read several scenarios about sexually active couples and suggest the best birth control method(s) for each one.

### **HIV/STD Lesson 5: STD: The Facts**

In this lesson, students learn about some of the most common STDs. They work in small groups to examine facts and create posters about a particular STD, then present the information to the class. Students then compare and discuss commonalities among different STDs. They examine reasons teens might not get tested for STD, and identify ways to address these barriers.

### **HIV/STD Lesson 6: HIV: The Facts**

In this lesson, students learn facts about HIV. After learning the definition of HIV, they take a fact or myth quiz to test what they know about it. They read more about HIV and place behavior cards on a continuum to identify low-risk and high-risk activities for HIV. They then discuss ways to avoid the risk of getting HIV.

### **ABST Lesson 10: Influences on Sexual Choices**

In this lesson, after surveying peers and adults about abstinence, students compile responses to the survey on chart paper and calculate averages for the percentages listed. They discuss norms and perceived norms and the other influences on choices about sexual activity that the survey covered. They brainstorm how using alcohol or other drugs can influence a person's choices about sexual activity. Then they complete an activity sheet about influences on the choice to be abstinent.

### **ABST Lesson 11: Countering Media Pressure**

In this lesson, students continue their analysis of influences on sexual choices, focusing on the role of media and technology. After considering how media and technology affect their lives in both positive and negative ways, students brainstorm ways media and technology can encourage sexual behaviors, and ways they can support abstinence. Then they participate in a 2-part media analysis activity by first conducting individual research into the sexual messages sent by a particular form of media or technology, then working in small groups to form conclusions based on their research and create a report for the class. The small groups present their findings in the final class session.

### **ABST Lesson 12: Setting Limits to Support Abstinence**

In this lesson, students learn the importance of setting personal limits to support being sexually abstinent and taking care of their sexual health. They consider various situations or activities that could lead to pressure to become sexually active, and classify these according to the challenge each poses to a choice to be abstinent. They use their analysis of the pressure situations to discuss the kinds of personal limits that could help them avoid pressure and remain abstinent. Then they identify people who can support them in sticking with a choice to be abstinent.

### **ABST Lesson 13: Making Decisions to Support Abstinence**

This lesson focuses on using decision-making skills to support abstinence and setting personal limits for sexual behaviors. Students learn decision-making steps and see them modeled for a decision around going to a party with a date. They work in pairs to read a

sample scenario and use the steps to recommend a healthy and safe decision that will support abstinence. Then they consider situations that could affect their own sexual choices and follow the decision-making steps to set sexual limits that will help them remain abstinent.

### **HIV/STD Lesson 8: Assessing & Avoiding STD Risks**

In this lesson, students examine behaviors that increase the risk for STD and learn strategies for avoiding these risks. They participate in a group activity that illustrates the risk of having serial or overlapping sexual partners. They brainstorm ways people can be sexually responsible and lower their risk of STD. Then they analyze some example scenarios to evaluate the characters' STD risks and make recommendations for reducing the risk.

### **HIV/STD Lesson 9: Getting Tested for HIV, Other STD & Pregnancy**

In this lesson, students apply what they know about sexual responsibility to the issue of HIV, STD and pregnancy testing. After reviewing the potential risks that accompany the choice to be sexually active, they discuss why it's important for people to know their STD/HIV status as well as that of a potential sexual partner. They work in small groups to read about testing and identify basic information. Then they review places testing is available in the community. As homework, students are assigned to visit or research local testing resources and prepare a report.

### **ABST Lesson 14: Resisting Sexual Pressure**

Students learn about refusal skills that will help them stick to their personal limits and resist pressure to engage in sexual behaviors. After brainstorming pressure lines and other things someone might say or do to convince another person to have sex, students study the techniques being used in each one. Then they learn about refusal skills, including clear NO statements, alternative actions and delay tactics. They see these refusal skills modeled by the teacher, then practice using them in pairs to resist different pressure lines. (*Note:* It's recommended that the HealthSmart Abstinence, Personal & Sexual Health lessons on refusal skills [Lessons 14 & 15] both be taught to help students master the skill.)

### **ABST Lesson 15: Roleplay Practice: Saying NO to Sexual Activity**

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. Then they create their own situations, pressure lines and refusal lines and perform their roleplays. (*Note:* It's recommended that the HealthSmart Abstinence, Personal & Sexual Health lessons on refusal skills [Lessons 14 & 15] both be taught to help students master the skill.)

### **HIV/STD Lesson 10: Using Condoms**

In this lesson, students learn the steps to proper condom use. After reviewing the importance of using condoms to help reduce the risk of STD/HIV, the teacher performs a condom demonstration and reviews the steps. Student practice putting cards with the steps

in the correct order, then practice in pairs using actual condoms. They discuss where to get condoms and complete a homework assignment to research the availability of condoms from local stores and other resources.

### **HIV/STD Lesson 11: Negotiating Condom Use**

In this lesson, students learn strategies for planning ahead and negotiating condom use. After reviewing the importance of using condoms if sexually active, they examine steps for planning ahead to make using condoms easier. They learn about negotiation skills and discuss how these skills can support condom use. Then they complete an activity sheet in which they apply the negotiating skills they have learned to prepare them to talk to a partner about using condoms.

### **ABST Lesson 16: Setting a Goal to Protect Sexual Health**

Students set a goal to protect their sexual health by remaining abstinent or taking healthy actions. They learn about steps for setting a goal and practice working through these steps for a sample goal. They examine the knowledge, skills, people and attitudes that can support them in achieving a goal to protect sexual health. Then they write a realistic, specific and measurable goal around remaining abstinent or otherwise protecting their sexual health and develop a plan to achieve it.

### **HIV/STD Lesson 13: My Commitment to Protect Myself**

In this lesson, students consider their own personal commitment to healthy behaviors that will help protect their sexual health. They review what they know about avoiding sexual health risks, including being abstinent or taking steps to prevent pregnancy, HIV and other STD, if sexually active. Then they decide what their own commitment will be, and how they'll either protect a choice to be abstinent, or take steps to reduce the risk for themselves and their partners if they are or decide to become sexually active.

### **HIV/STD Lesson 14: Advocating to Keep Friends Safe & Healthy**

In this lesson, students learn about advocating for teens to make healthy choices to protect themselves from unintended pregnancy, HIV and other STD. After learning about advocacy skills, they brainstorm ideas for advocacy messages. They discuss benefits of graduating without getting pregnant, causing a pregnancy, or getting HIV or other STD. Then they work in groups to create advocacy messages and present them to the class.

### **Unit Assessments**

The Unit Assessments included with the HIV, STD & Pregnancy Prevention unit can be used to assess this Comprehensive Sexual Health unit.