

(Revised: 12.21.18)

Lesson and content	Homework Prompts-- Students may ask you:	Additional questions that may arise or topics you might want to consider discussing
<p>0 – Getting Started Students discuss why it can be embarrassing to talk about these topics. They create class agreements to maintain a safe space for all to learn these topics. They begin to explore statistics about teens’ sexual behavior and they compare their preconceived ideas and what they have heard to these statistics. Students review reliable web resources for teens.</p>	<p>What type of sex education did you (the parent) receive as a teenager?</p>	<p>Why is it important for me to study this in school?</p> <p>Also consider sharing:</p> <ul style="list-style-type: none"> ● Your family’s values around sex education. ● The topics you are looking forward to discussing with your child ● That you hope your child will know that you are always available for questions or to talk (if that is the case).
<p>1 – Understanding Change Students explore physical and emotional changes that happen during puberty. Health issues regarding sexual and reproductive systems are introduced. Students examine gender role stereotypes and asked to empathize with a person of a different gender than themselves. Definitions of gender identity, and sexual orientation are introduced.</p>	<p>At what age did you start seeing changes in your body?</p>	<ul style="list-style-type: none"> ● “Am I normal” questions, such as: why am I the shortest/tallest person in my class? Will my breasts get bigger? How come some people have more hair on their chest than others do? ● Why do people “grow up” or go through puberty? ● How long does puberty last? Is it painful? ● Is it ok to masturbate? ● Can a boy run out of sperm? ● If a girl has a dream about another girl, is she a lesbian? ● What does gay mean? ● Who decided that it’s OK for girls to wear dresses but it’s not OK for boys? <p>Also consider sharing:</p> <ul style="list-style-type: none"> ● Your family’s values around maintaining good health. ● Your family’s values around different sexual orientations.

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		<ul style="list-style-type: none"> Your family's values around gender roles and any expectations (explicit or implicit) that your family might have.
<p>2 – Exploring Friendships Students brainstorm the characteristics of a good friend, and examine their own ability to be a good friend and to create friendships with peers. Students explore the nuances between healthy and unhealthy relationships and learn to look for red flags of unhealthy relationships.</p>	<p>Describe the activities that you planned and participated in when you were [your child's] age.</p>	<ul style="list-style-type: none"> How do I talk to a friend that is doing something that is hurting my feelings? If my friend was talking behind my back, what should I do? How do you know if you have a crush on someone? When is a good age to start dating? What <i>is</i> dating? When did you (the parent) have your first kiss? First crush? What does "more than friends" mean? <p>Your child may measure their experiences against yours, so it's important to remember that you are guiding them on their own path.</p>
<p>3 – Bullying and Abuse Students define bullying and brainstorm a list of why bullying can happen. Students define sexual harassment and learn facts about relationship violence, statutory rape, and sex trafficking. Students define consent, and discuss internet safety and ways to protect themselves from unhealthy relationships.</p>	<p>Discuss how you would recommend that your child handle bullying or inappropriate sexual advances.</p>	<ul style="list-style-type: none"> What is a bully? What do I do if I see someone being bullied? What is abuse? What is consent? What is sexting? What should I do if I think that I or a friend is in an unhealthy relationship? How do I tell someone that they are not treating me respectfully? <p>Consider sharing:</p> <ul style="list-style-type: none"> Are there other trusted adults (other than yourself) who you can recommend that your child can talk to if needed?
<p>4 -- Human Trafficking Students define and examine examples of human trafficking, including sex trafficking. Students identify the warning signs of human trafficking and</p>	<p>Describe what you would do if you suspected someone was being trafficked.</p>	<p>Consider sharing:</p> <p>What makes someone vulnerable to be manipulated in a relationship?</p> <p>What are red flags or signs of dangerous or unhealthy relationships?</p>

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resources for escaping and reporting human trafficking		
<p>5 – Preventing an Unplanned Pregnancy Students define sexual abstinence as the only certain way to prevent an unplanned pregnancy or sexually transmitted infection. Students learn about the various methods of contraception and their effectiveness rates.</p>	Discuss your family’s values and beliefs regarding sexual activity.	<p>How does a person actually get pregnant? How do you know if you’re pregnant? Can someone get pregnant the first time they have sex?</p> <p>Consider sharing:</p> <ul style="list-style-type: none"> ● Your family’s values around when it’s appropriate to be physically intimate with another person. ● Your family’s values around using contraception. ● Your own experiences with birth control. ● If you are willing to help your child access birth control when they get to that stage.
<p>6 – Teen Pregnancy: Choices and Responsibilities Students review the options a person has if they find themselves pregnant. A decision-making model is introduced, and students evaluate each option as it would apply to their own lives.</p>	What are some of the most important decisions that you [the parent] needed to make in your life and how you made your decisions?	<p>Consider sharing:</p> <ul style="list-style-type: none"> ● What you believe is the ideal time to have children. ● Your family’s values around abortion and adoption. ● What you would want your child to do if they had an unexpected pregnancy.
<p>7– Myths and Stereotypes about HIV Infection Students watch a video of young people living with HIV and participate in an activity to help build empathy.</p>	<p>Discuss how you would feel if you found out that a friend or family member was infected with HIV.</p> <p>Discuss what you would do if you found out a friend or family member was infected with HIV.</p>	<p>How is HIV spread? What is the difference between HIV and AIDS? Why would someone inject themselves with drugs? How does a person know if they have HIV? Can a person get HIV from having sex with someone that doesn’t have HIV? <i>Or</i> Can two “virgins” give each other HIV? Can you catch HIV from casual contact with another person who has it?</p> <p>Consider sharing:</p> <ul style="list-style-type: none"> ● If you have family members or friends living with HIV.

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<p>8– The HIV-AIDS Epidemic Students identify methods of transmission of the HIV virus, and are introduced to prevention and treatment methods for HIV.</p>	<p>Discuss how old you were when you first heard about the AIDS epidemic, and what you heard.</p>	<p>Consider sharing:</p> <ul style="list-style-type: none"> Your personal experiences (if you have any) with friends or family members living with HIV. What you remember thinking when you first learned about HIV.
<p>9 – Preventing Sexually Transmitted Infections Students identify common STIs and understand the signs and symptoms, and when and where they can access clinical testing and services.</p>	<p>Discuss any STIs you were aware of as a teen, and what you would recommend that a young person should do if they thought they might have an STI.</p>	<p>How does a person know if they have an STI? Does it hurt to get an STI test? What’s a virus? What’s a bacteria? If I sometimes have wetness in my undies do I have an STI?</p> <p>Consider sharing:</p> <ul style="list-style-type: none"> Whether you would be comfortable helping your child access sexual health services someday when they become sexually active.
<p>10 – Recognizing and Reducing Risk Students identify abstinence as the only 100% effective method to avoid pregnancy and STIs. Students also identify “high, medium, and low risk” activities for HIV and STI transmission.</p>	<p>Talk about the ways you know about to prevent the spread of HIV and other STIs.</p>	<p>Why/how do condoms prevent HIV?</p> <p>Consider sharing:</p> <ul style="list-style-type: none"> Your family’s values around delaying or abstaining from sexual activity. Your family’s values around dating for teens (when/if it’s acceptable in your family).
<p>11 – Media and Peer Pressures Students think about how the media and their peers might influence them to engage in high risk behaviors. Students practice skills to refuse the pressure to engage in these behaviors and recognize that many of their peers do not participate in high risk behaviors.</p>	<p>Discuss what you as a parent would want your child to do when they or another child is being pressured to do something risky. Go over the Escape Plan handout.</p>	<p>Did you (the parent) ever do something you didn’t want to do but felt pressured to do?</p> <p>Consider sharing:</p> <ul style="list-style-type: none"> How do the messages your child sees in the media differ from your own family values? Your own experiences with peer pressure and/or bullying.

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<p>12 – HIV/STI Testing & Community Resources Students participate in an activity that mimics how HIV can be spread through a population. Students identify resources for HIV/STI testing, counseling and information.</p>	<p>Discuss where you would want your child to go if they thought they had a medical problem.</p>	<p>Consider discussing:</p> <ul style="list-style-type: none"> • What you would like your child to do if they find themselves in a situation in which they need to access sexual health services. • Would you like them to come to you first in all circumstances? If not, which other adults can they go to who you trust?
<p>13 – Goal-Setting Students identify personal goals for the future, and plan the steps for achieving those goals. Students discuss how an unplanned pregnancy or HIV infection might change with those life goals. Students plan ways that they can protect their sexual health.</p>	<p>Review completed Positive Prevention Post-Test, Goal-Setting, & lesson wrap-up worksheets. Review and help support your child’s Personal Contract to Protect their Health. Discuss your hopes for your child.</p>	<p>Consider sharing:</p> <ul style="list-style-type: none"> • Your expectations for your child’s long-term goals after high school. <p>Ask your child what they think the most valuable parts of this program were for them, and how what they learned might impact their choices in the future?</p>

For great resources for any of these topics, we love the videos on www.amaze.org as a great place to start for some upper Elementary and Middle School students and their families. As a parent, you will want to watch these cartoons first to see if they align with your family’s values. They are all medically-accurate and age appropriate, according to national level sexual health experts.