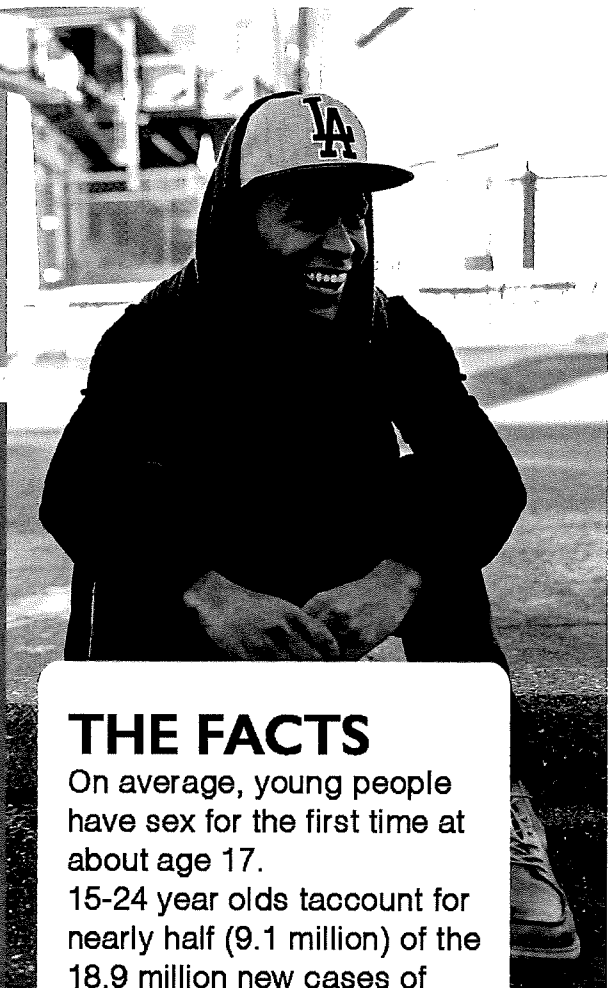




PARENTS, Help your teen make the Best ChoiceSM

Teens report that their parents have the greatest influence over their decisions about sex—more than friends, siblings, or the media.

Most teens also say they share their parents' values about sex, and making decisions about delaying sex would be easier if they could talk openly and honestly with their parents.

http://www.cdc.gov/healthyyouth/protective/pdf/talking_teens.pdf

THE FACTS

On average, young people have sex for the first time at about age 17.

15-24 year olds account for nearly half (9.1 million) of the 18.9 million new cases of

STIs each year. www.cdc.gov/std

OUR MISSION

Best ChoiceSM equips young people with the necessary information and tools to avoid emotional stress, sexually transmitted diseases and the heartbreak of unplanned pregnancies.

www.bestchoicestl.org



JOIN US for a Q&A night!

st. louis
thrive

PRESURVEY

INSTRUCTIONS: Your ideas and opinions are important. Please answer EVERY question. All answers are confidential. Your answers are combined with other students. This is not a test. There are no right or wrong answers. Do not talk to others while you are working on this survey.

If you have any questions, please talk to your Best ChoiceSM Educator. Thank you!

1. Date: ____ / ____ / ____
2. Best ChoiceSM Educator: (1) ____ Mr. Austin (2) ____ Mr. J (3) ____ Ms. Lindsay (4) ____ Ms. M (5) ____ Ms. Mandy (6) ____ Ms. Shannon (7) ____ Sgt. Suz
3. School name: _____
4. Your gender: (Check one) (1) ____ Female (2) ____ Male
5. **HOME** ZIP code: ____ - ____ - ____
6. Ethnicity/Race: (Select one or more)
 - (1) ____ American Indian or Alaska Native
 - (2) ____ Asian
 - (3) ____ Black or African American
 - (4) ____ Hispanic or Latino
 - (5) ____ Native Hawaiian or Other Pacific Islander
 - (6) ____ White/Caucasian
7. Grade Level: (Check one) ____ 6th ____ 7th ____ 8th ____ 9th ____ 10th ____ 11th ____ 12th
8. Have your parents/guardians ever talked to you about waiting to have sex?
(Check one) (1) ____ Yes (2) ____ No
9. If you had a question about sex, where would you go for answers? (Check **all** that apply to YOU)
 - (1) ____ A peer I trust (for example: friend, sister, brother, boyfriend, girlfriend)
 - (2) ____ An adult I trust (for example: my parent(s)/guardians, coach, doctor, teacher, counselor,
a friend's parent, grandparent, Best ChoiceSM educator, religious leader, aunt)
 - (3) ____ The Internet
 - (4) ____ Other: _____
10. Have you ever had sex or sexual contact? (Check one) (1) ____ Yes (2) ____ No
11. Have you ever been infected with an STI/STD? (Check one) (1) ____ Yes (2) ____ No
12. Have you ever been pregnant or gotten someone pregnant? (Check one) (1) ____ Yes (2) ____ No
13. Do you feel you have the information you need to say "no" to sex if that is your choice?
(Check one) (1) ____ Yes (2) ____ No

MORE ON BACK

14. Do you intend to wait to be sexually active from now until you get married?

(Check one) (1) ☐ Yes (2) ☐ I don't know (3) ☐ No

15. If you had a question about sex, who would you talk to?

(Check **all** that apply to YOU)

- (1) ☐ A friend
- (2) ☐ Another family member (for example: sister, brother, aunt, uncle, grandmother, cousin)
- (3) ☐ My parent(s)/guardian(s)
- (4) ☐ An adult I trust (for example: a neighbor, a teacher, a friend's parent, religious leader, a doctor)
- (5) ☐ Other: _____

16. Will you be sexually abstinent from now on and until you get married?

(Check one) (1) ☐ Yes, for certain (2) ☐ Yes, probably (3) ☐ I don't know, I am not sure (4) ☐ No

POSTSURVEY

INSTRUCTIONS: Your ideas and opinions are important. Please answer EVERY question. All answers are confidential. Your answers are combined with other students. This is not a test. There are no right or wrong answers. Do not talk to others while you are working on this survey.

If you have any questions, please talk to your Best ChoiceSM Educator. Thank you!

1. Date: ____ / ____ / ____
2. Best ChoiceSM Educator: (1) ____ Mr. Austin (2) ____ Mr. J (3) ____ Ms. Lindsay (4) ____ Ms. M (5) ____ Ms. Mandy (6) ____ Ms. Shannon (7) ____ Sgt. Suz
3. School name: _____
4. Your gender: (Check one) (1) ____ Female (2) ____ Male
5. **HOME** ZIP code: ____ _
6. Ethnicity/Race:(Select one or more)
 - (1) ____ American Indian or Alaska Native
 - (2) ____ Asian
 - (3) ____ Black or African American
 - (4) ____ Hispanic or Latino
 - (5) ____ Native Hawaiian or Other Pacific Islander
 - (6) ____ White/Caucasian
7. Grade Level: (Check one) ____ 6th ____ 7th ____ 8th ____ 9th ____ 10th ____ 11th ____ 12th
8. Have your parents/guardians ever talked to you about waiting to have sex?
(Check one) (1) ____ Yes (2) ____ No
9. If you had a question about sex, where would you go for answers? (Check **all** that apply to YOU)
 - (1) ____ A peer I trust (for example: friend, sister, brother, boyfriend, girlfriend)
 - (2) ____ An adult I trust (for example: my parent(s)/guardians, coach, doctor, teacher, counselor,
a friend's parent, grandparent, Best ChoiceSM educator, religious leader, aunt)
 - (3) ____ The Internet
 - (4) ____ Other: _____
10. Have you ever had sex or sexual contact? (Check one) (1) ____ Yes (2) ____ No
11. Have you ever been infected with an STI/STD? (Check one) (1) ____ Yes (2) ____ No
12. Have you ever been pregnant or gotten someone pregnant? (Check one) (1) ____ Yes (2) ____ No
13. Do you feel you have the information you need to say "no" to sex if that is your choice?
(Check one) (1) ____ Yes (2) ____ No

MORE ON BACK

14. Do you intend to wait to be sexually active from now until you get married?

(Check one) (1) ☐ Yes (2) ☐ I don't know (3) ☐ No

15. If you had a question about sex, who would you talk to?

(Check **all** that apply to YOU)

- (1) ☐ A friend
- (2) ☐ Another family member (for example: sister, brother, aunt, uncle, grandmother, cousin)
- (3) ☐ My parent(s)/guardian(s)
- (4) ☐ An adult I trust (for example: a neighbor, a teacher, a friend's parent, religious leader, a doctor)
- (5) ☐ Other: _____

16. Will you be sexually abstinent from now on and until you get married?

(Check one) (1) ☐ Yes, for certain (2) ☐ Yes, probably (3) ☐ I don't know, I am not sure (4) ☐ No

17. Do you feel like you are now more aware of the risks involved in sexual activity than before the presentation?

(Check one) (1) ☐ Yes (2) ☐ No

18. What information from the presentation was **MOST** valuable to you? Please explain.

19. What information from the presentation was **LEAST** valuable to you? Please explain.

20. Would you share what you've learned in this presentation with a friend?

(Check one) (1) ☐ Yes (2) ☐ No

Explain:

21. Will this presentation help you make healthier decisions regarding your sexual behavior?

(Check one) (1) ☐ Yes (2) ☐ No

Explain:

22. What radio station(s) do you typically listen to?

1st _____

2nd _____

3rd _____

FEEL FREE TO WRITE OUR CONTACT INFO DOWN:

Mr. Austin: amccartney@bestchoicestl.org

Mr. J: jbaker@bestchoicestl.org

Ms. Lindsay: lzeiler@bestchoicestl.org

Ms. M: mmalone@bestchoicestl.org

Ms. Mandy: mbounds@bestchoicestl.org

Ms. Shannon: sgardner@bestchoicestl.org

Sgt. Suz: skoehler@bestchoicestl.org

Website: www.bestchoicestl.org



BEST CHOICESM
HEALTHY SAFE STRONG

6th Grade Lesson Outline

Pre Survey

Lesson 1: Goals, Risky Behaviors, & Decision Making

- Introduction
- What are YOUR future goals?
- How Risky Behaviors effect who I am?
 - Video-a celebrity that got involved in a risky behavior, the consequences, and how they beat the odds
- Decisions: the act or process of deciding
 - Pre-frontal cortex-teens brains aren't fully developed, and sometimes emotions override situational judgment
 - What does maturity look like? Responsibility, Respect, Restraint

Lesson 2: Respect, Friendships and Healthy vs Unhealthy Relationships, Refusal Skills

- Relationships are like? Draw a picture to describe what relationships are like in your life
- Respect: What does it mean?
- What is a good friend?
 - The same characteristics that you look for in a good friend you will someday look for in a partner and/or spouse
- Healthy vs. Unhealthy Relationships (friend, family, romantic)
 - identifying specific characteristics of both health and unhealthy relationships and learning how to get away from an harmful situation
- Refusal Skills
 - What would you do game?
 - Talk about sexting and consequences of sexing.

Lesson 3: Male/Female Puberty & STDs

- Male anatomy and puberty
- Female anatomy and puberty
 - Anatomy Video (explanation of the female menstrual cycle)
- STDs – Sexually Transmitted Infections
 - Exposure Activity-students will exchange sponges with black light paint that is invisible unless exposed to a black light to understand how easily STIs are spread.
- Q & A



BEST CHOICESM
HEALTHY SAFE STRONG

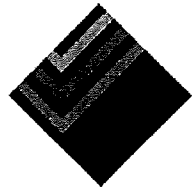
Lesson 4: Media Influence, Emotional Consequences, & Setting Boundaries & Avoidance Techniques

- Media Today
 - Voice of Choices Activity- students will participate in an activity that demonstrates the many voices of influence are around them in any given situation
- Safe/Caution Zone vs Danger Zone
- Avoiding Dangerous Situations
- Internet safety
 - tips and rules about sexual predators and internet safety.

Post Survey

* The chronology of topics and activities are subject to change based on the setting and educator.

** It is not the educator's goal to encourage or support teen dating. Teens will be encouraged to talk with their parents/guardians to establish the proper time frame, rules, and boundaries for dating. Best Choice's goal is to establish a level of communication between student and parent/guardian in preparation for this stage of their life.



BEST CHOICESM
HEALTHY SAFE STRONG

7th Grade Lesson Outline

Pre Survey

Lesson 1: Goals, Risky Behaviors, & Consequences

- Introduction
- Future Goals
 - setting realistic goals
 - staying away from obstacles that may stop you from reaching your goals
- Risky Behaviors - Drugs, Alcohol, Smoking, Sex
 - Video-Teens React-A man discusses the consequences of engaging in a risky behavior (drunk driving)
- The Whole Person

Lesson 2: Male & Female Anatomy/Puberty, & Intro to STDs

- Puberty trivia
- Female anatomy and puberty
- Male anatomy and puberty

Lesson 3: STDs Continued

- Sexual Activity - any bodily contact meant to give or receive sexual pleasure
- Major STD informational slides
- Glow Germ Activity- Demonstrating how sexually transmitted infections are spread

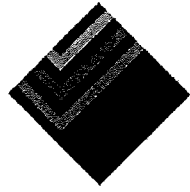
Lesson 4: Media/Peer Influence, Emotional Consequences, Setting Boundaries & Avoidance Techniques

- Awareness test - Media has such a powerful influence, and negative messages can be hidden.
- Refusal Skills
 - What would you do game?
 - Talk about sexting and consequences of sexting
- Safe Zone vs Danger Zone: How far is too far?
 - creating boundaries for relationships BEFORE they begin
- Avoiding Dangerous Situations
- Internet safety - tips and rules about sexual predators and internet safety.

Post Survey

* The chronology of topics and activities are subject to change based on the setting and educator.

**It is not the educator's goal to encourage or support teen dating. Teens will be encouraged to talk with their parents/guardians to establish the proper time frame, rules, and boundaries for dating. Best Choice's goal is to establish a level of communication between student and parent/guardian in preparation for this stage of their life.



BEST CHOICESM

HEALTHY SAFE STRONG

8th Grade Lesson Outline

Pre Survey

Lesson 1: Dating Differences

- Dating Differences
 - If/when you start dating both parties need to be on the same page.
 - open communication and community support will help create standards for healthy romantic relationships
- Is love a feeling? Love and Sex are not the same thing
- Love vs. Infatuation
 - Qualities of true love
- Risky Behaviors - teen specific statistics describing the effects of irresponsible behavior
- The Whole Person - social, physical, intellectual, emotional, spiritual consequences

Lesson 2: Male/Female Anatomy & Introduction to STDs

- What is Sexual Activity? Any bodily contact meant to give or receive sexual pleasure
- Reproductive System Anatomy - male and female
- STD informational slides
 - Pictures based on teacher's judgment

Lesson 3: STD's continued & the Ineffectiveness of "Safe Sex"

- STI informational slides (cont.)
 - Pictures based on teacher's judgment
 - Videos
- Sticky note activity to demonstrate passing of STIs (only if time allows)
- Exposure - Explain how bodily fluids are transferred during sexual activity
- Condoms/Safe Sex ineffectiveness in STI prevention
 - Abstinence: the only 100% prevention method
- Teen Pregnancy

Lesson 4: Media Influence, Intro to Human Trafficking, Internet Safety, Healthy vs Unhealthy Relationships & Boundaries

- Why are teens having sex? Students will discuss reasons why they believe their peers are sexually active
- Discuss media effects on teens
- Human Trafficking
 - Awareness intro to luring techniques and red flags
- Internet Safety
 - Tips and guidelines about sexual predators
- Boundaries- Where do you draw your line?
 - this decision and commitment needs to be made BEFORE a relationship begins
 - Place and physical boundaries
- Healthy vs. Unhealthy Relationships



Post Survey

*The chronology of topics and activities are subject to change based on setting and educator.

**It is not the educator's goal to encourage or support teen dating. Teens will be encouraged to talk with their parents/guardians to establish the proper time frame, rules, and boundaries for dating. Best Choice's goal is to establish a level of communication between student and parent/guardian in preparation for this stage of their life.



Best ChoiceSM Sexual Integrity Program Outline

6th Grade Curriculum

- Lesson 1** Goals, Risky Behaviors & Decision Making
- Lesson 2** Respect, Friendships & Healthy vs Unhealthy Relationships
- Lesson 3** Male/Female Puberty
- Lesson 4** Sexually Transmitted Diseases (STD)
- Lesson 5** Media Influence, Boundaries, Refusal Skills

7th Grade Curriculum

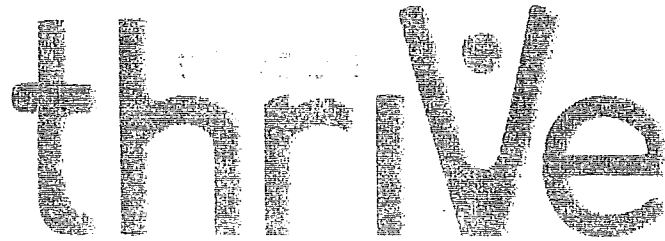
- Lesson 1** Goals, Risky Behaviors & Consequences
- Lesson 2** Male & Female Anatomy/Puberty, Introduction to STDs
- Lesson 3** STDs & Emotional Consequences
- Lesson 4** Sexual Integrity & Media/Peer Influence
- Lesson 5** Setting Boundaries

8th Grade Curriculum

- Lesson 1** Healthy Relationships
- Lesson 2** Male/Female Anatomy & Introduction to STDs
- Lesson 3** STDs, Ineffectiveness of “Safe Sex” & Emotional Consequences
- Lesson 4** The Influence of the Media & Sexual Integrity
- Lesson 5** Building a Foundation & Setting Boundaries

High School Curriculum

- Lesson 1** Healthy Relationships
- Lesson 2** Sexually Transmitted Diseases & Consequences of Sexual Activity
- Lesson 3** STDs, Ineffectiveness of Contraceptives & Emotional Consequences
- Lesson 4** The Influence of the Media & Sexual Integrity
- Lesson 5** Building a Foundation & Setting Boundaries



6th Grade Lesson Outline

Pre Survey

Lesson 1: Goals, Risky Behaviors, & Decision Making

- Intro to Thrive®
- What are YOUR future goals?
- How Risky Behaviors effect who I am?
 - Video-a celebrity that got involved in a risky behavior, the consequences, and how they beat the odds
- Decisions: the act or process of deciding
 - Pre-frontal cortex-teens brains aren't fully developed, and sometimes emotions override situational judgment
 - What does maturity look like? Responsibility, Respect, Restraint

Lesson 2: Respect, Friendships, & Healthy vs Unhealthy Relationships

- Relationships are like? Draw a picture to describe what relationships are like in your life
- Respect: What does it mean?
- What is a good friend?
 - The same characteristics that you look for in a good friend you will someday look for in a girl/boyfriend and spouse
- Healthy vs. Unhealthy Relationships (friend, family, romantic)
 - identifying specific characteristics of both health and unhealthy relationships and learning how to get away from an harmful situation

Lesson 3: Male/Female Puberty

- Male anatomy and puberty
- Female anatomy and puberty
 - Anatomy Video (kidshealth.org explanation of the female menstrual cycle)
- Q & A

Lesson 4: STD's

- STIs-Sexually Transmitted Infections
 - Exposure Activity-students will exchange sponges with black light paint that is invisible unless exposed to a black light to understand how easily STIs are spread.
- A portion of: The Rules Have Changed Video by Dr. Meg Meeker
- Emotional Consequences of teen sex
- Q & A

Lesson 5: Media Influence, Boundaries, Refusal Skills

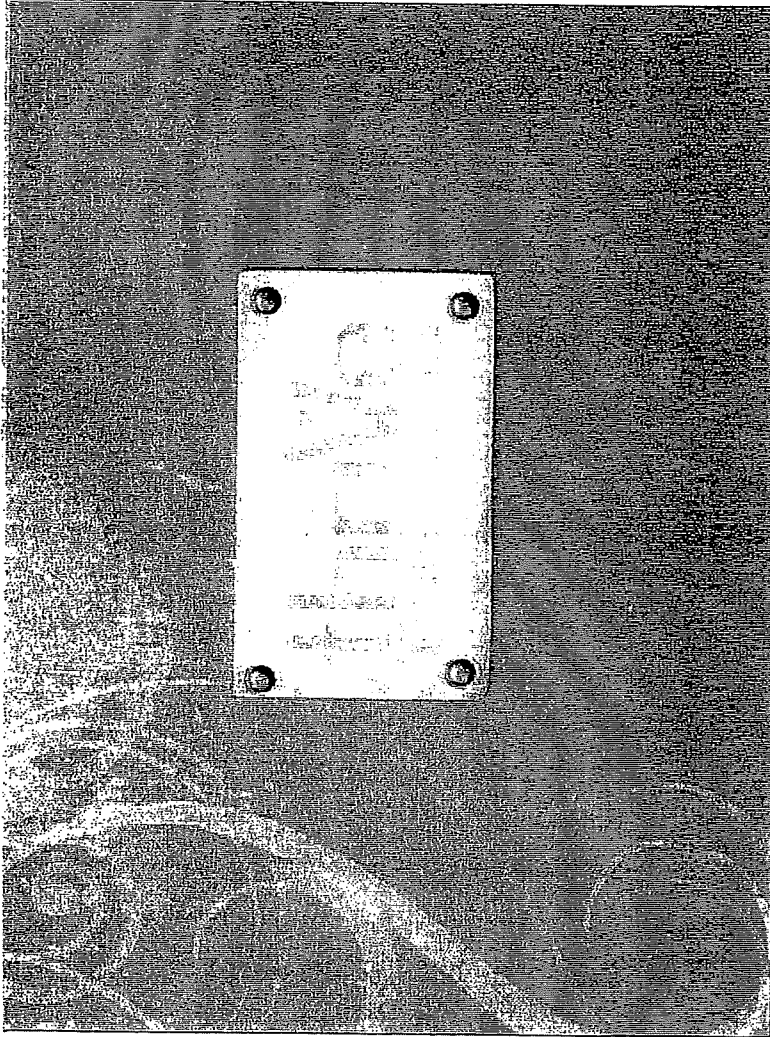
- Media Today
 - Voice of Choices Activity- students will participate in an activity that demonstrates the many voices of influence are around them in any given situation
- Safe/Caution Zone vs Danger Zone

- Refusal Skills Skit: Learning how to say NO to pressure!
- Building a relationship house-the foundation of the relationship needs to be solid first before any of the other elements

Post Survey

* The chronology of topics and activities are subject to change based on the setting and educator.

**It is not the educator's goal to encourage or support teen dating. Teens will be encouraged to talk with their parents/guardians to establish the proper time frame, rules, and boundaries for dating. ThriVe®'s goal is to establish a level of communication between student and parent/guardian in preparation for this stage of their life.



6TH
Grade

Day 1
Objective: Introduce yourself. Talk about your organization.

- Who you are
- What you do
- Where are you located
- Why are you here

Instructions:

An example introduction...

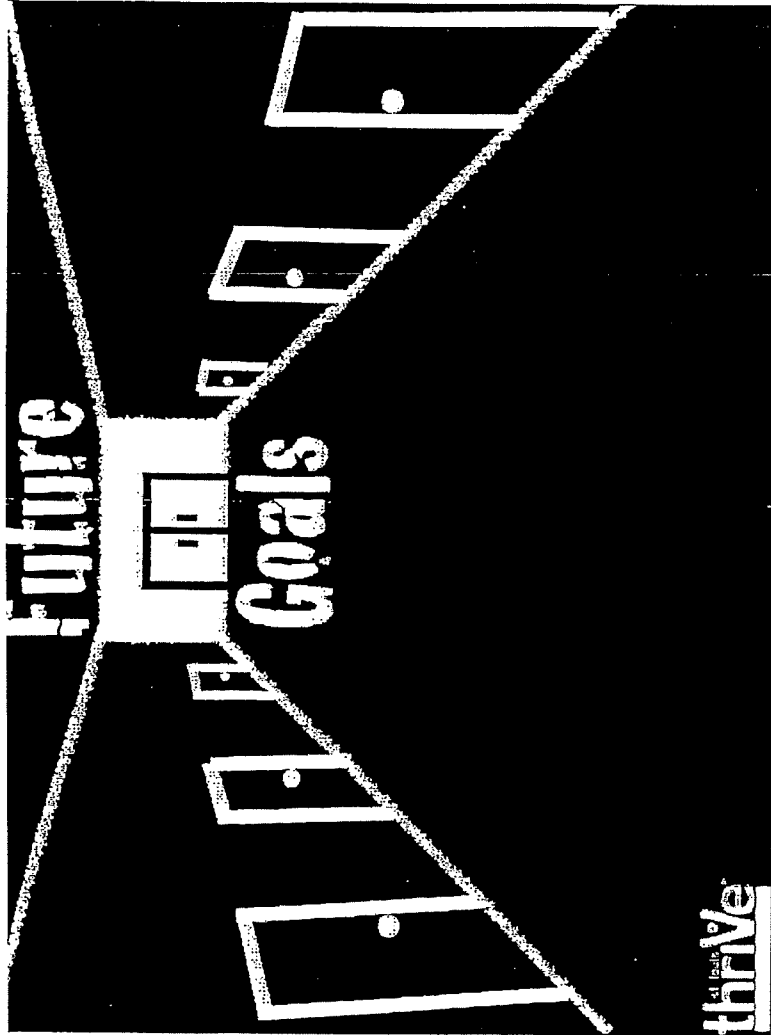
"Hello, My name is _____ and for the next five days we will be talking about relationships, safety, avoidance, and boundaries."

Activity: *Get To Know Me Bingo*

Description:
Instructor will hand out bingo sheets. On each square of the bingo sheet, there will be different characteristics. For example, left handed, plays soccer, musician, etc. Have the students go around the classroom asking for their friends to write their signature on a square that has a characteristic that applies to them. (Optional: The first student[s] to get 4 of their friends signatures in a row receive[s] a prize.) This activity serves as an ice breaker for the students on day 1.

Materials Needed:

- Bingo Sheets
- Prize (optional)



Objective: To help students understand their future goals.

Instructions:

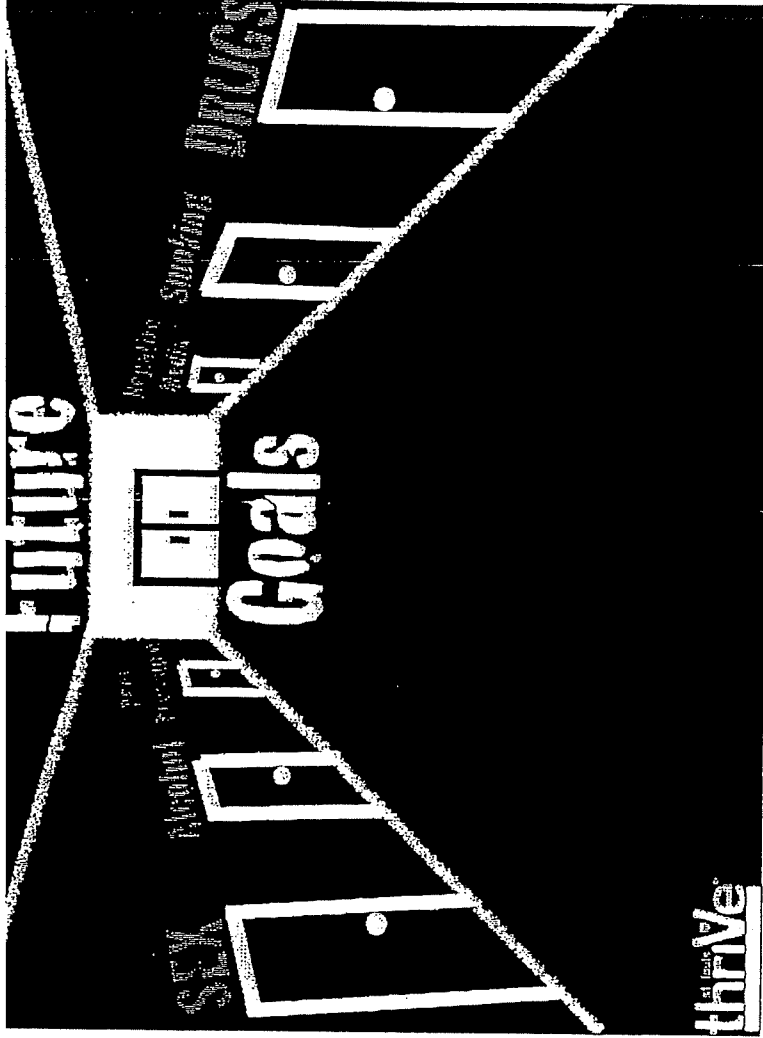
After students participate in the "Getting to Know You Bingo," ask the class to imagine themselves walking down the "hallway of life," trying to get to their future goals.

Ask the students:

-How many people in here have a future goal?

After a show of hands, call on a few students to share their future goals with the class. Explain that as they try to get to their future goals, many of them are going to be faced with "dark rooms" that could potentially stop them from getting to that goal should they decide to enter. Discuss with the class that sometimes their friends will try to invite them into one of these rooms just to "try it out." Ask the students to name each of the dark rooms before proceeding to the next slide.

Activity: None



Objective: To help students understand how participating in risky behaviors can potentially prevent them from reaching their future goals

Instructions:

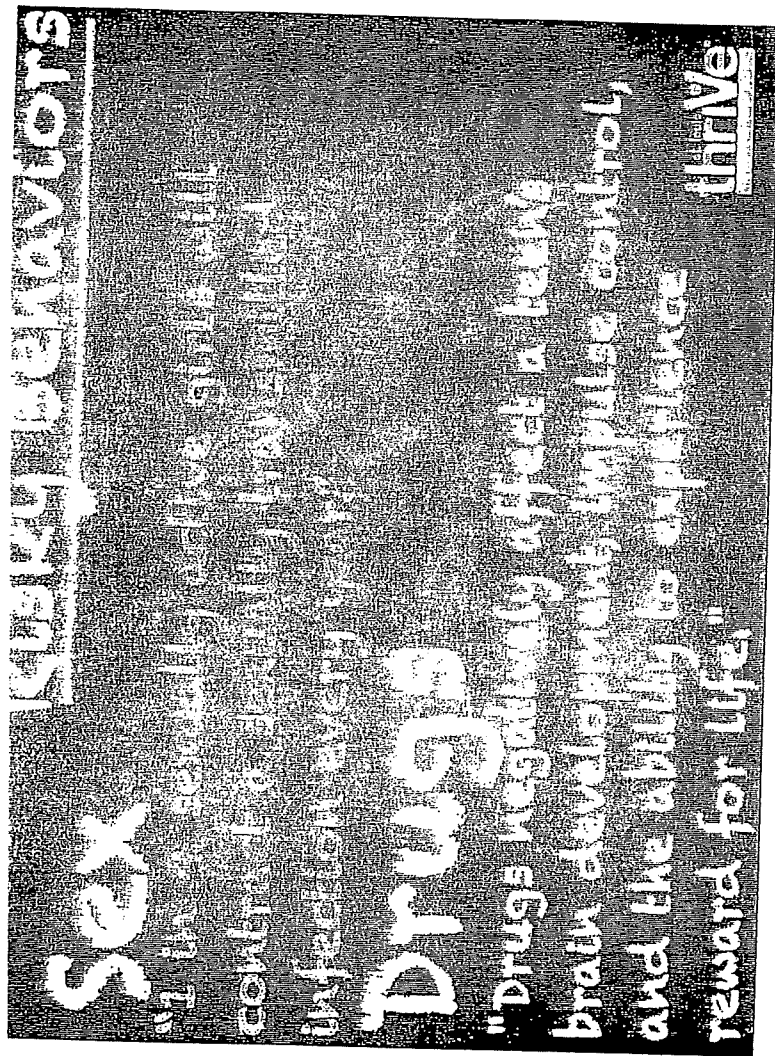
Explain how opening each door leads to a risky behavior and that sometimes when people enter a room they have a hard time finding their way out. Discuss with students that individuals who "get stuck" in a dark room, can potentially become addicted to something-even though that was not their initial intent when they opened the door.

Ask the class: What is a risk?

Take a few answers and define a risk as *choosing an action in which you don't know whether the outcome will be positive or negative*. To help illustrate this point, share a true story (either personally or within the media) of a young person that chose to engage in risky behavior in which their outcome was not favorable.

Activity: None

Materials Needed: None



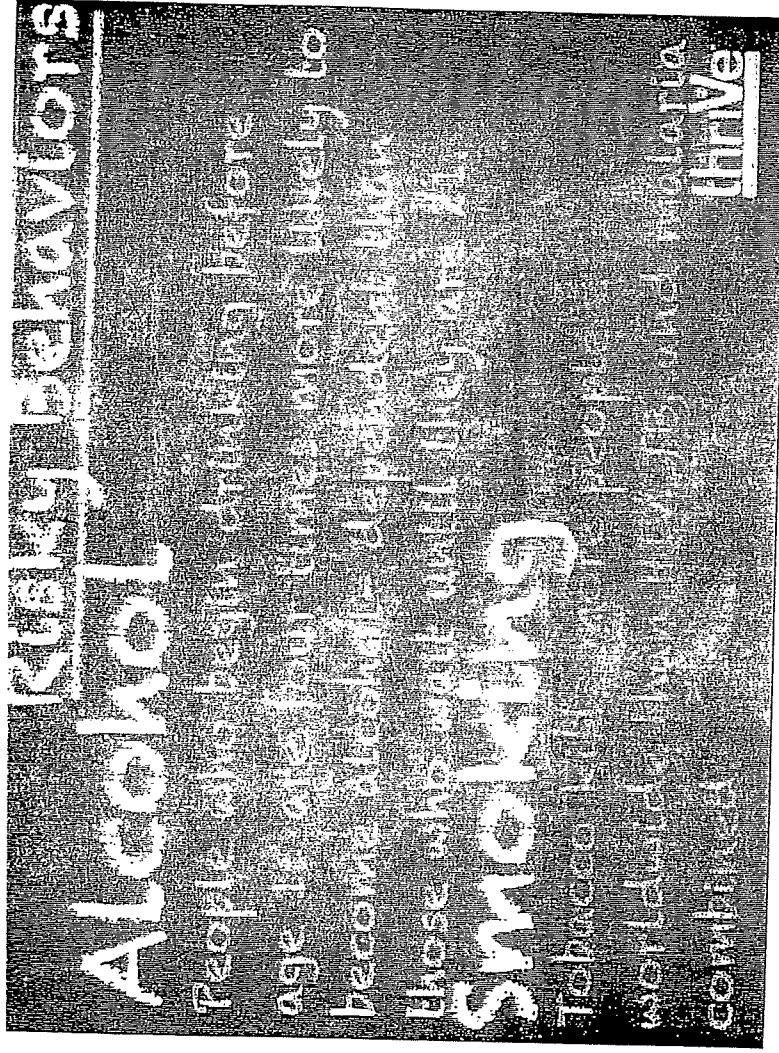
Objective: To help students understand the four main risky behaviors can affect your future goals.

Instructions:

Have the students read each statistic. Ask the students to think about each statistic and encourage them to ask any questions they might have.

Activity: None

Materials: None



Objective: To help students understand the four main risky behaviors can affect your future goals.

Instructions:

Have the students read each statistic. Ask the students to think about each statistic and encourage them to ask any questions they might have.

Activity: None

Materials: None



Objective: To help students understand the five areas of life that make up a whole person.

Instructions:

Explain that just as there are many parts to a person, there are many parts impacted by our actions. We are social (how we interact with others), physical (physical bodies), intellectual (our brains and the ability to think before acting), emotional (our feelings-happy, sad, angry, lonely; etc.), and spiritual beings (our personal beliefs about right and wrong). We cannot just leave one part of us behind when we decide to have sex with someone.

Ask the students:

-Do you believe actions have consequences?

Explain: Yes, good or bad, our actions generally result in a consequence, sometimes something we want, and sometimes something we don't want to happen

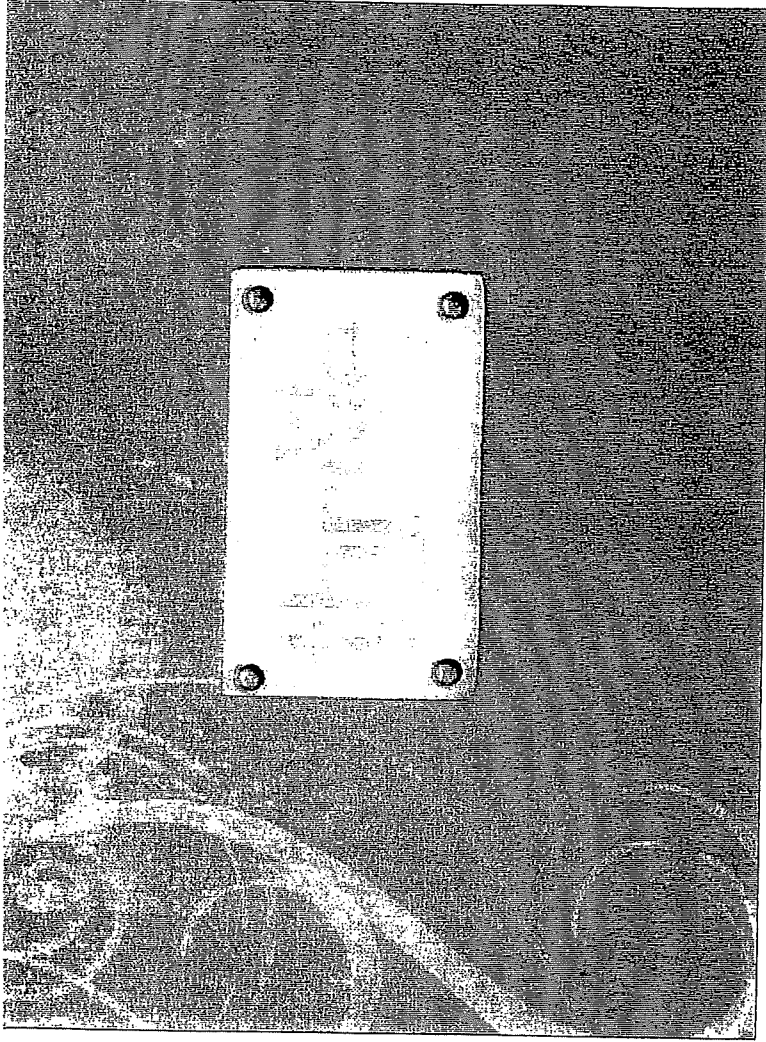
Discuss with the students what could be some consequences of risky behaviors in each of these areas of life (social, physical, intellectual, emotional, and spiritual)? Another way of asking this is, "How can risky behaviors affect these different areas of your life?"

Explain: Socially we interact with others, physically we have bodies, intellectually we have brains and the ability to think before acting, emotionally we have feelings, and spiritually we all have a belief system--what we think is right and what we think is wrong

Give a scenario of a person who has participated in a risky behavior and explain how it has affected each area of his or her life. Go through the four risky behaviors discussed in the previous slide (sex, alcohol, drugs, smoking) and discuss how they could possibly affect the five areas of the students' lives.

Activity: None

Materials: None



Day 2

Objective: To help students understand the qualities that demonstrate a "good friend" and what behaviors can lead a relationship to becoming healthy or unhealthy.

What are RELATIONSHIPS like today?

Objective: To help students understand thinking about their own idea of what relationships are like.

Activity: "Relationships are like "

Description:

Students are asked to take out a blank sheet of paper, on which they will draw a picture of what they think relationships are like today. They will be told to be as creative as possible, using only images (no words) to describe different characteristics of relationships. For example, a student may draw a picture of a roller coaster. Have the student explain how the roller coaster represents a relationship. He or she may say something like, "Relationships are like roller coasters—they all have ups and downs."

Materials Needed:

- Blank paper
- Pens, pencils, etc

Resource: None



Objective: To help students understand what it means to have self-worth, value and respect for oneself and in our relationships with others.

Instructions:

Explain to the class how we learn about the value of self-esteem and how people with low self-esteem tend to experience problems in life. Ask the students to define what self-esteem is.

Student answers should reflect statements like the following:

- How we value ourselves
- Our attitude towards ourselves
- Our ability to manage difficult situations
- Our confidence level
- How we see ourselves in our community

Explain to the class that respecting ourselves is important to our emotional health but also important in the relationships that we have with others.

Ask:

-What does it mean to respect yourself in relationships?

Some possible answers might include: setting boundaries, listening to your instincts (if you feel something is wrong then it probably is), staying away from people that don't respect your wishes, etc.

Ask:

-What does it mean to respect others?

Some possible answers might include: accepting others as valuable and important, treating others with dignity and worth, etc.

Activity: None

Materials Needed: None



Objective: To help students understand the characteristics that make up a "good friend" so that they're able to recognize if these qualities are in their own friendships.

Instructions:

Explain to students that in friendships we can find others who respect us for who we are and not what we do. Generate discussion by asking the following open-ended questions.

Ask:

Who in this class has a best friend?

Why is your best friend your best friend?

When you start dating in the future, wouldn't you want your boyfriend or girlfriend to have these qualities?

Why wouldn't you want to be in a relationship with someone that does not possess these qualities? How would that make you feel?

Explain to the class that it is important to find good examples of healthy relationships in our lives.

Activity: None

Materials Needed: None



Objective: To help students understand how healthy and unhealthy relationships leave us feeling.

Instructions:

Begin by asking the class how healthy relationships leave us feeling and allow the class to fill in the answer. A sample lead-in statement could be: "Healthy relationships FILL our needs tank with ____," and have students fill in the blank. Next ask the class about unhealthy relationships. A sample lead-in statement could be: "Unhealthy relationships DRAIN our needs tanks leaving us feeling ____." Have students share a personal story about a time when they realized they were in an unhealthy friendship or dating relationship. Make sure to explain to students that it is very important to pay attention to how they're feeling when they are with others, and get out of situations that are harmful and hurtful to them.

Activity: None

Materials Needed: None

Healthy

• **Mutual Respect**—Each person values the other individual, understands each other, and would never challenge the other person's boundaries.

• **Fairness & Equality**—Take turns with the things you both like; not fighting to get your own way all the time.

• **Separate Identities**—not losing yourself, staying true to your family, dreams, and goals.

Objective: To help students understand what type of behaviors they can expect in healthy relationships.

Instructions: Have each student read a bullet point out loud and discuss.

Activity: None

Materials Needed: None

Unhealthy

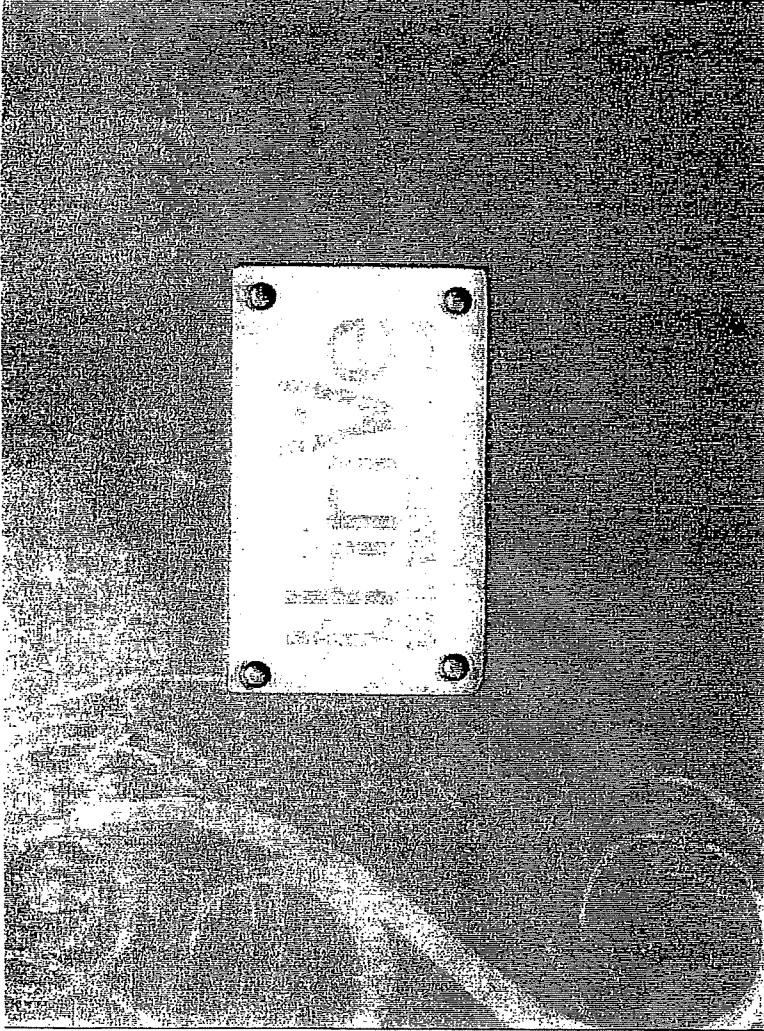
- Does my boyfriend or girlfriend try to pressure me to go further sexually than I want to?
- Criticize the way I look or dress, and say I'll never be able to find anyone else who would date me?
- Keep me from seeing friends or from talking to my other guys or girls?
- Want me to quit an activity, even though I love it?

Objective: To help students understand what type of behaviors they can expect in unhealthy relationships.

Instructions: Have each student read a bullet point out loud and discuss.

Activity: None

Materials Needed: None



Day 3

To help students understand the male and female anatomy along with an introduction of STD's. Because some students at this age may not be comfortable asking questions out loud, pass out pieces of paper at the beginning of class so that students can write their questions down. Devote 5-7 minutes at the end of the class to answer the questions.

Activity: "Puberty Trivia"

Description:

Instructor will divide the class into 2 teams (typically boys vs. girls). Ask each team questions about changes during puberty and the male and female reproductive systems. Before answering a question, the teams may quietly discuss an answer together. When a team gives a correct answer, give that team 1 point. If a team fails to give the correct answer, give the opposing team the opportunity to answer it and "steal" the other team's point. The first team to reach 5 points wins.

Questions may include:

-What is the female hormone that causes changes during puberty?

Answer: estrogen

-What is the male hormone that causes changes during puberty?

Answer: testosterone

-Where is the female hormone produced?

Answer: the ovaries

-Where is the male hormone produced?

Answer: the testicles

-True/False: The penis is a muscle.

Answer: False. The penis is made up of tissue.

-Where is the only place a baby can successfully grow?

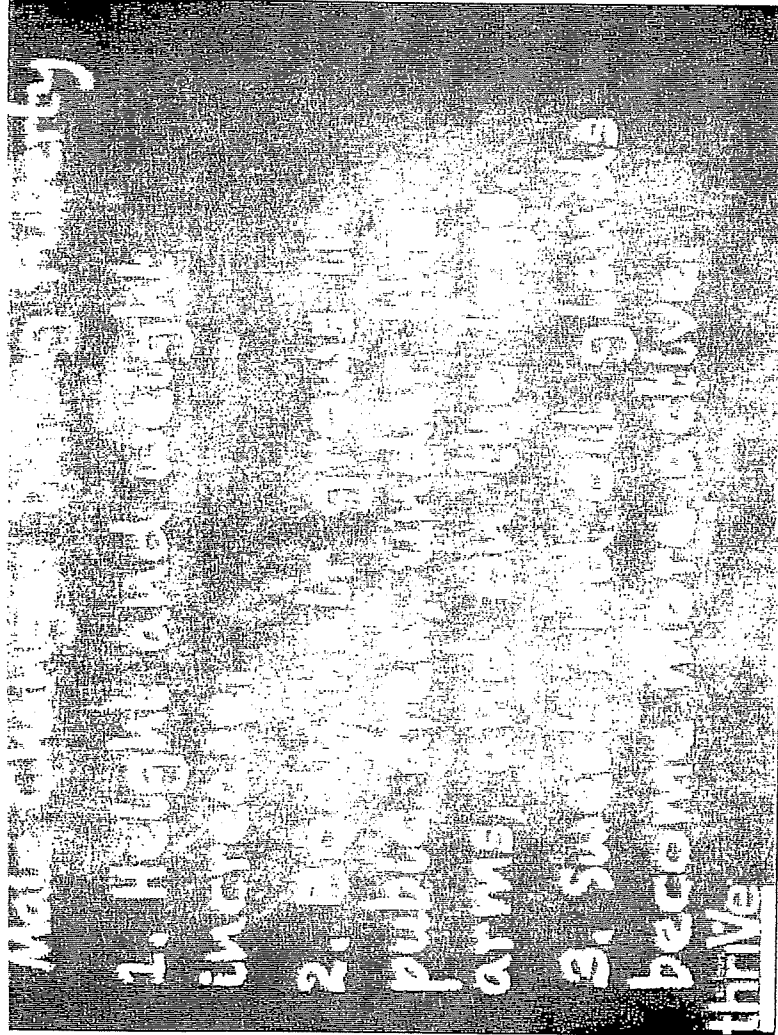
Answer: uterus

-What tubes connect the ovaries to the uterus?

Answer: the fallopian tubes

Etc

Materials: None



Objective: To help students understand the male changes during puberty.

Instructions:

Begin by having each student(s) read each point. Evaluate each point and the different changes during puberty. Be sure to make this comfortable and fun by giving examples for some of the points.

Example: 1. Height and weight increase

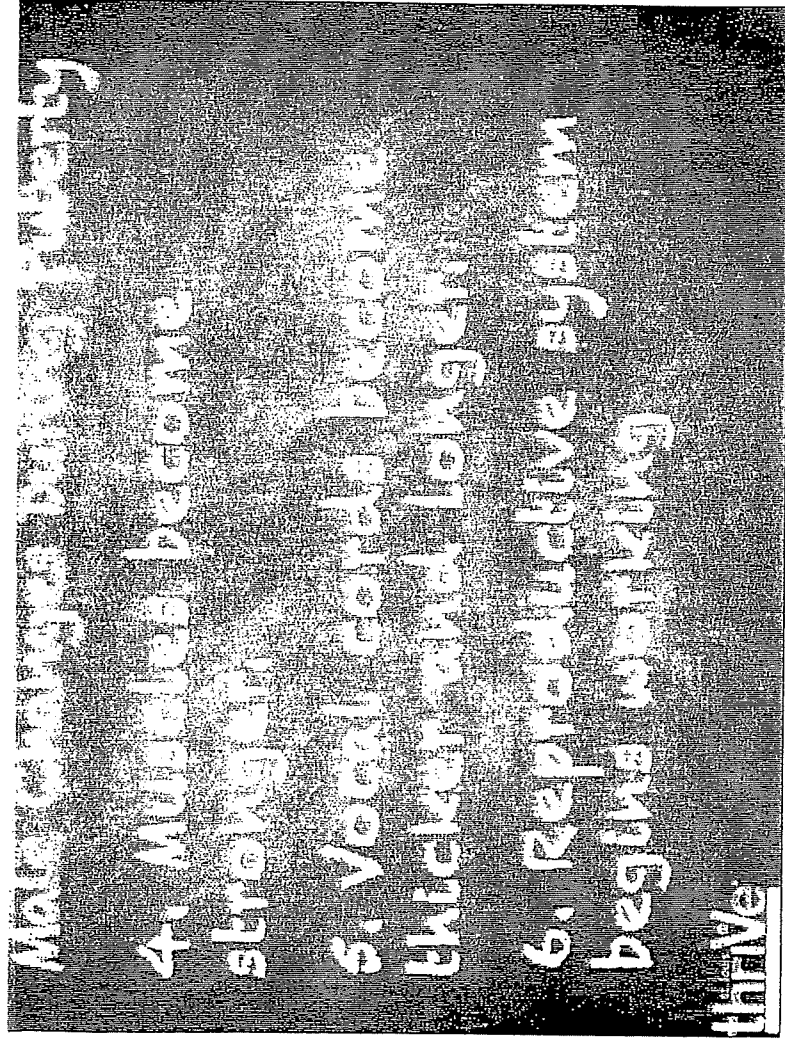
Ask: "Have you every noticed that girls are taller than boys?" Females tend to start puberty before males but typically stop developing before males stop. That is why girls look at guys and say "You're so cute I could just stuff you in my pocket!"

Example: 3. Sperm and oil glands become more active

Scrum in joke, say: So remember student(s) as you bodies are going through puberty, you got to use that D.O. (Deodorant) for that B.O. (Body Odor) because you don't want people to go oh no!

Activity: None

Materials: None



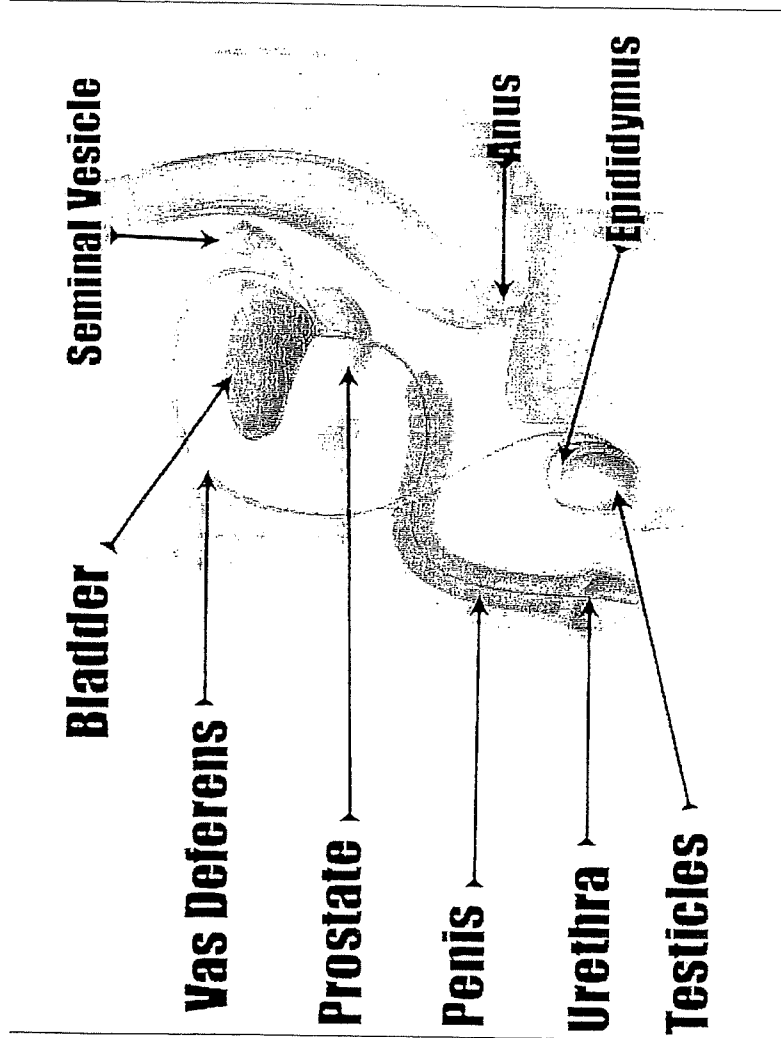
Objective: To help students understand the male changes during puberty.

Instructions:

Begin by having each student(s) read each point. Evaluate each point and the different changes during puberty. Be sure to make this comfortable and fun by giving examples for some of the points.

Activity: None

Materials: None



Objective: To help students understand the male anatomy.

Instructions:

Explain each part of the male anatomy.

Vas Deferens: The vas deferens is a long, muscular tube that travels from the epididymis into the pelvic cavity, to just behind the bladder. The vas deferens transports mature sperm to the urethra, the tube that carries urine or sperm to outside of the body, in preparation for ejaculation.

Prostate: The prostate gland is a walnut-sized structure that is located below the urinary bladder in front of the rectum. The prostate gland contributes additional fluid to the ejaculate. Prostate fluids also help to nourish the sperm. The urethra, which carries the ejaculate to be expelled during orgasm, runs through the center of the prostate gland.

Penis: The penis has three parts: the root, which attaches to the wall of the abdomen, the body, or shaft, and the gland, which is the cone-shaped part at the end of the penis. The opening of the urethra, the tube that transports sperm and urine, is at the tip of the penis. The penis also contains a number of sensitive nerve endings. The body of the penis is reinforced in shape and rigidity by three chambers of three circular shaped chambers. These chambers are made up of special spongy tissue. This tissue contains thousands of tiny air spaces that fill with blood when the man is sexually aroused.

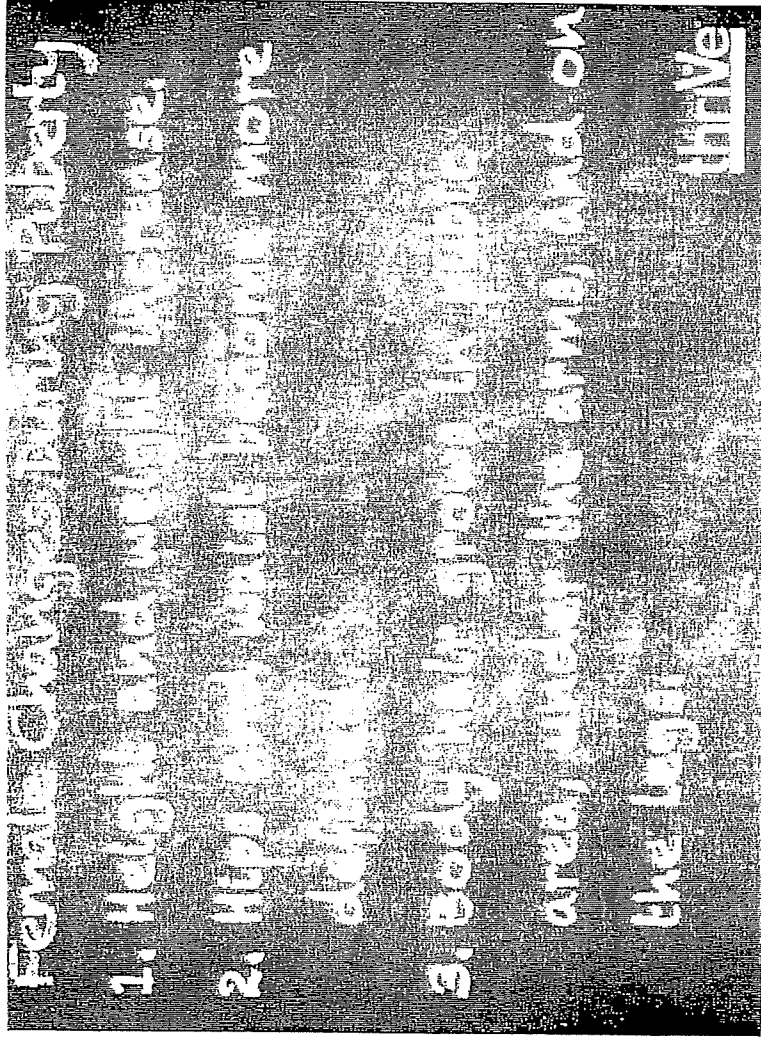
Urethra: The tube that connects to the bladder that allows for urine and semen and sperm to exit the body.

Testicles: These are oval organs about the size of large olives that lie in the scrotum, secured at either end by a structure called the spermatic cord. Most men have two testes. The testes are responsible for making testosterone, the primary male sex hormone, and for generating sperm. Within the testes are coiled masses of tubes called seminiferous tubules. These tubes are responsible for producing sperm cells.

Seminal Vesicles: The seminal vesicles are sac-like pouches that attach to the vas deferens near the base of the bladder. The seminal vesicles produce a sugar-rich fluid (fructose) that provides sperm with a source of energy to help them move. The fluid of the seminal vesicles makes up most of the volume of a man's ejaculatory fluid, or ejaculate.

Activity: None

Materials: None



Objective: To help students understand the female changes during puberty.

Instructions

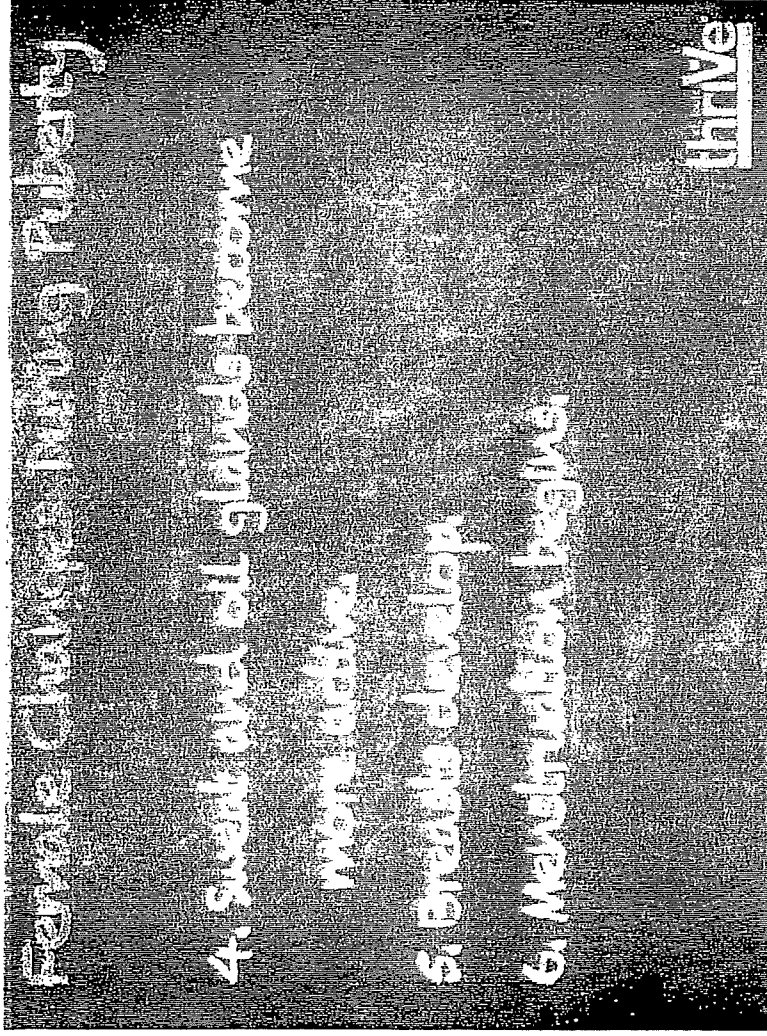
Begin by having students read each point. Evaluate each point and the different changes during puberty. Be sure to make this comfortable and fun by giving examples for some of the points.
Example: "Hips and waist become more defined." "Breast develop."

Ask, "What is the purpose of these changes?" Answers will vary.

Explain that in today's culture people think that these changes are for the purpose of impressing the opposite sex. In fact, the purpose is all for having a baby. All three of these physical changes are in support of reproduction. The breasts begin to develop for breastfeeding. The hips begin to widen for the purpose of carrying and delivering the baby. The menstrual cycle is for the shedding and rebirth of the egg that is released from the ovaries.

Activity: None

Materials Needed: None



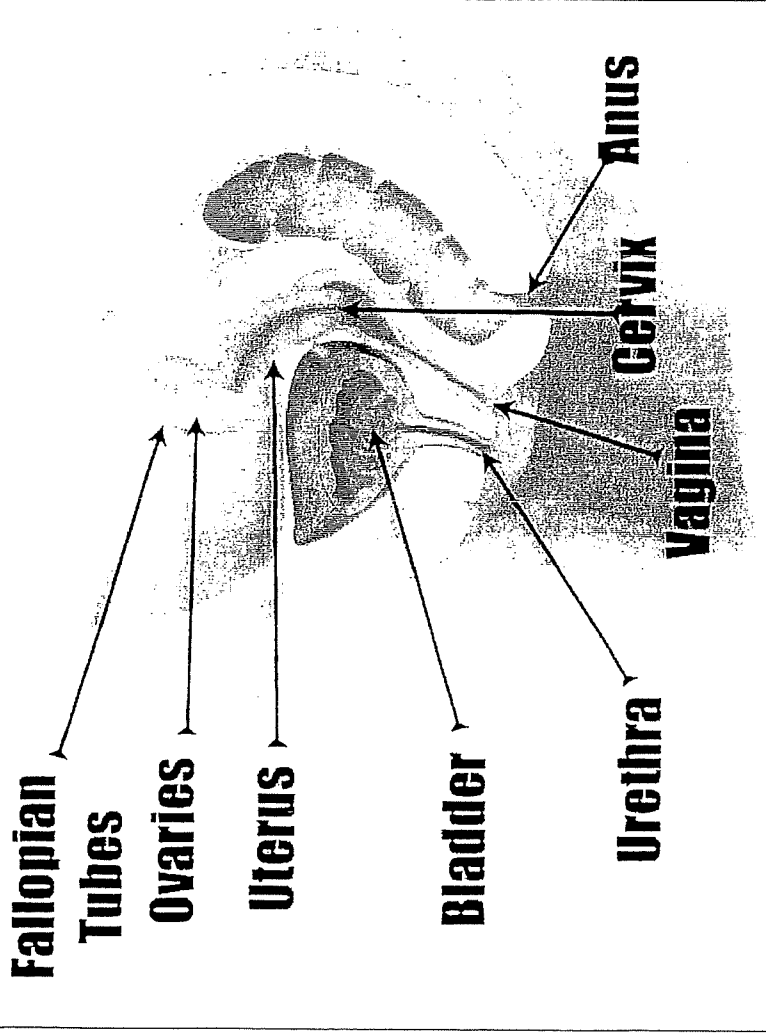
Objective: To help students understand the female changes during puberty.

Instructions:

Begin by having each student(s) read each point. Evaluate each point and the different changes during puberty. Be sure to make this comfortable and fun by giving examples for some of the points.

Activity: None

Materials: None



Objective: To help students understand the female anatomy.

Instructions:

Explain each part of the female anatomy

Fallopian Tubes: These are narrow tubes that are attached to the upper part of the uterus and serve as tunnels for the ova (egg cells) to travel from the ovaries to the uterus.

Ovaries: The ovaries are small, oval-shaped glands that are located on either side of the uterus. The ovaries produce eggs and the main hormone Estrogen

Uterus: The uterus is a hollow, pear-shaped organ that is the home to a developing fetus. The uterus is divided into two parts: the cervix, which is the lower part that opens into the vagina, and the main body of the uterus, called the corpus. The corpus can easily expand to hold a developing baby. A channel through the cervix allows sperm to enter and menstrual blood to exit.

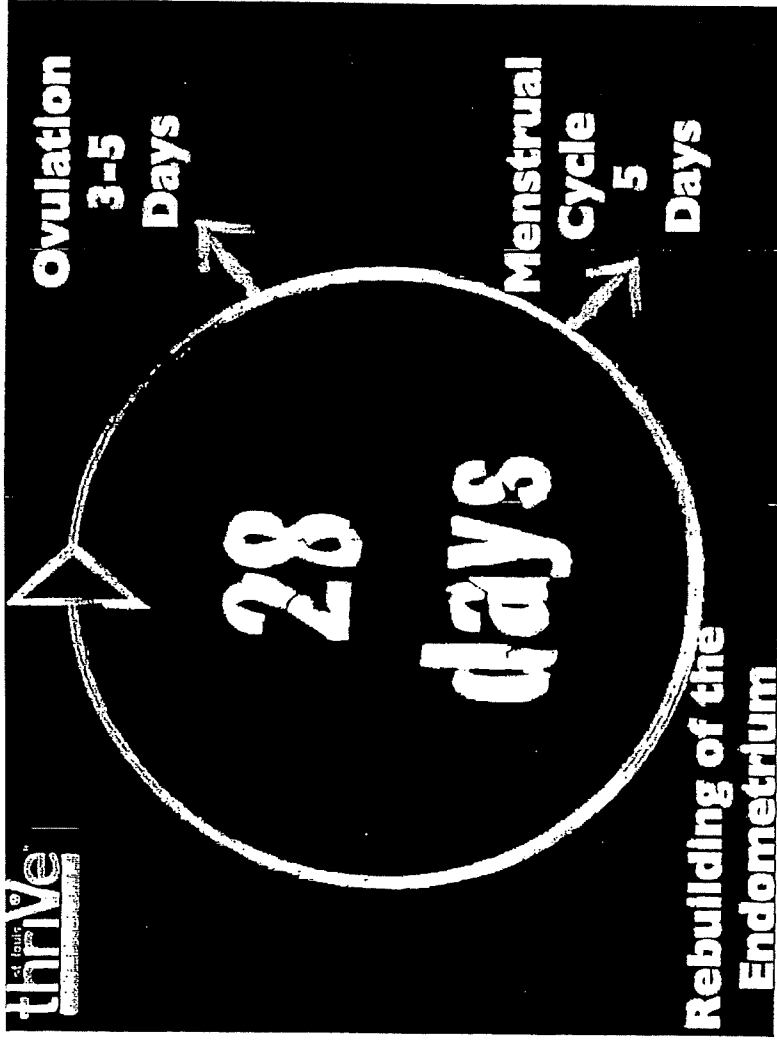
Urethra: The canal that carries urine from the bladder to the outside of the body.

Vagina: The vagina is a canal that joins the cervix (the lower part of uterus) to the outside of the body. It also is known as the birth canal.

Cervix: The cervix has strong, thick walls. The opening of the cervix is very small (no wider than a straw), which is why a tampon can never get lost inside a girl's body. During childbirth, the cervix can expand to allow a baby to pass. (Kids Health)

Activity: None

Materials: None



The Female Menstrual Cycle

Objective: To help students understand the menstrual cycle in females.

Activity: None

Materials: None



Objective: To help students understand that what is happening to their bodies during puberty is perfectly normal.

Instructions:

Explain to students that both guys and girls are going through different changes. Everything that you are going through someone else has gone through. There is no reason to be insecure because every person goes through these rapid body changes. It is completely normal.

Activity: None

Materials Needed: None

Sexual Activity

Any bodily contact meant to give or receive any sexual pleasure.

(Objective: To help students understand that STD's are passed during sexual activity.)

Instructions:

Explain: One of the most obvious problems with teen sexual activity is the epidemic of sexually transmitted diseases.

Ask: How many people have heard of sexually transmitted diseases? What are they? Answers will vary.

Explain to students that a sexually transmitted disease is an illness that is transmitted through sexual activity.

Ask one of the students to read the definition of the sexual activity slide.

Ask: "Can anyone tell me what that means?" Answers will vary.

Explain: Sexual activity is anything people do to one another to sexually arouse and excite each other. Biologically, our bodies are made to respond certain ways to different types of touch. When people are sexually active, it often starts with passionately kissing, and the body responds by wanting to do more. (Progression of sexual activity) STD's are transmitted through direct genital contact with the infection. They are not "toilet transmitted diseases" - so there is no reason to be worried. The purpose of this discussion is so that you can avoid these things in the future. That is why it will be so important for you to draw boundaries in your relationships.

Explain: Sexually transmitted diseases can be passed through infected genital fluid touching a mucus membrane of the body and infected genital skin to skin contact.

Ask the class, "What are the mucus membrane areas of your body?"

Explain: the mucus membrane areas of your body are: eyes, ears, nose, mouth, genital area front and back.

Activity: None

Materials: None

Viruses Bacteria Parasites

HPV	Chlamydia	Trichomoniasis
Herpes	Gonorrhea	
HIV/AIDS	Syphilis	
Hepatitis B & C		

Objective: To help students understand the three categories of sexually transmitted diseases.

Instructions:

Explain: These are the main sexually transmitted diseases. Ask the class which category is not curable? Answer: Viruses

Activity: "Sponges"

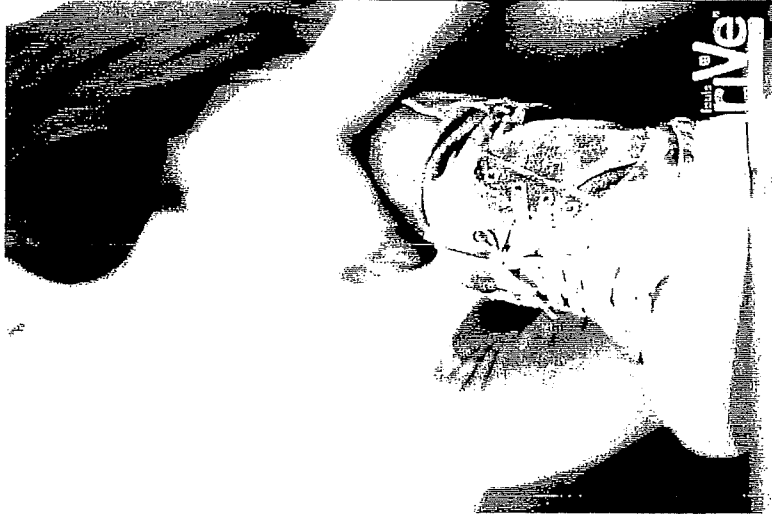
Description:

Regular kitchen sponges will be cut into small cubes. Dampen each cube and place a small amount of fluorescent paint on only 4 of the cubes. The number of cubes with paint could depend on the size of the class. A general rule of thumb: for every 4 to 5 students there should be 1 cube with paint on it. The paint represents an STD. Have the students line up and place a sponge cube into their hands and have them quickly close their hands with the sponge inside. Then, on the count of three, tell the students to begin passing their sponges to as many people as they can. Give them approx. 30 seconds to do so. When the students stop passing their sponges, turn off the lights and have them get in line to "get tested for STD's." Turn on a handheld black light and have the students place their hands under the black light. If the student held a sponge with paint on it at any point during the game, the paint will show up as glowing spots on their hands. The majority of students will have paint on their hands from passing the sponges and will "test positive" for STD's. This activity is a fun way to demonstrate how STD's can spread from person to person in a short amount of time.

Materials Needed:

- Kitchen sponges
- Scissors (to cut the sponges into small cubes)
- Water (to dampen the sponges)
- Fluorescent paint
- Handheld black light

Emotional Consequences: 66% of sexually active teens say they wish they waited to have sex!



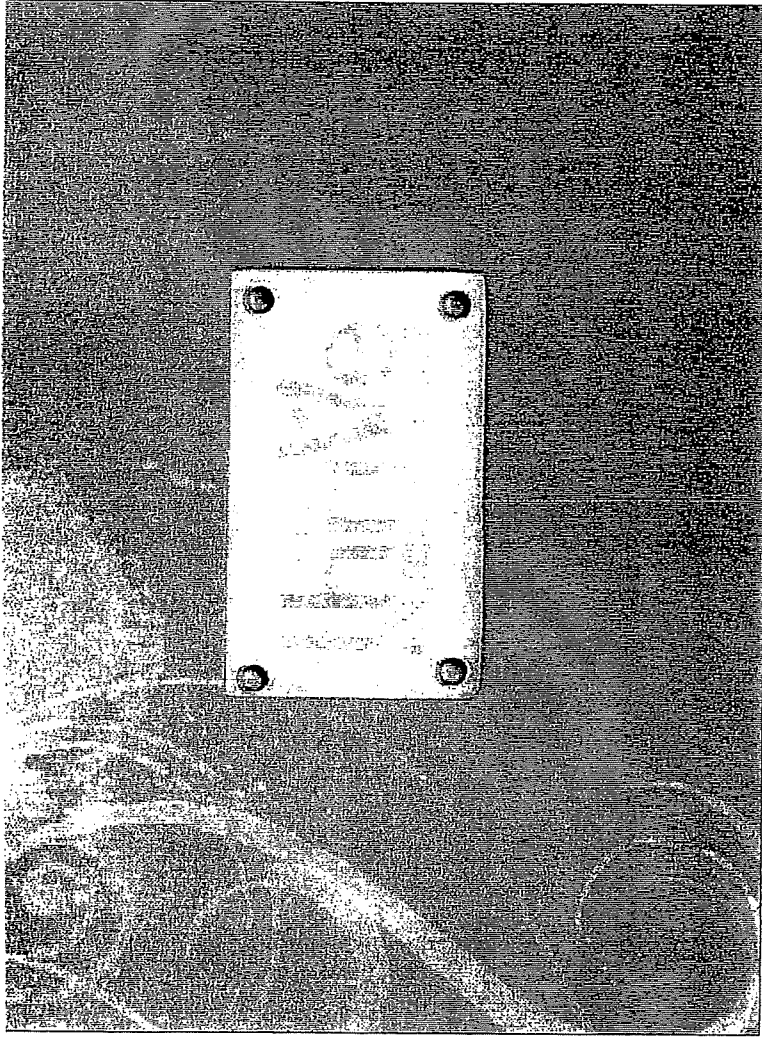
Objective: To help students understand the consequences of sex are not just physical.

Instructions:

Explain to the students that the consequences of sexual activity are not just physical. You can take precautions to protect your body, but how do you protect your heart and emotions? If sex is supposed to be the greatest thing in the world, then why do 66% of teens say that they wish they had waited to have sex? By abstaining from sexual activity until marriage, you won't wake up the next morning and say that "I wish I hadn't done that last night" or "I'll he talk to me next week?" Illustrate this point further by sharing a story.

Activity: None

Materials: None



Day 4

To help students understand the media's influence on sex and relationships and that the portrayal they represent are not accurate depictions of relationships in the real world.



Objective: To help students understand the media as an unreliable source on healthy relationships and healthy choices regarding sexual activity.

Instructions:

Begin by asking the class open-ended questions regarding media. Sample questions include:

How many people in this class watch television (most students will raise their hand)?

How many people listen to music (most students will raise their hand)?

Now in your best opinion what does the media say about sex and relationships? Allow students to share their answers and discuss out loud.

Activity: None

Materials: None

Resources: None



Celebrity Musicians and Popular Teen Shows

Objective: To help student understand the media's influence on sex and relationships and that the portrayal they represent are not accurate depictions of relationships in the real world.

Activity:
Media Panel

Instructions: Research photos of popular teen programs and musicians to have on display for the students to view. Some popular teen shows and movies that display false examples of sex and relationships could include: *Teen Mom*, *Jersey Shore*, *Lol Home* (*musicians*), *Katy Perry* (*musicians*), *I Just Want My Pants Back*, *Friends With Benefits*, *No Strings Attached*. Popular teen shows from the 1990's could include *The Cosby Show*, *Fresh Prince of Bel-Air*, *Full House* and *Family Matters*. Once these photos are on display for the teens to view, the following questions can be asked-out loud to generate discussion:

Ask:
Are these relationships healthy or unhealthy (i.e.: *Jersey Shore*, *Teen Mom*, *The Cosby Show*)? Why?

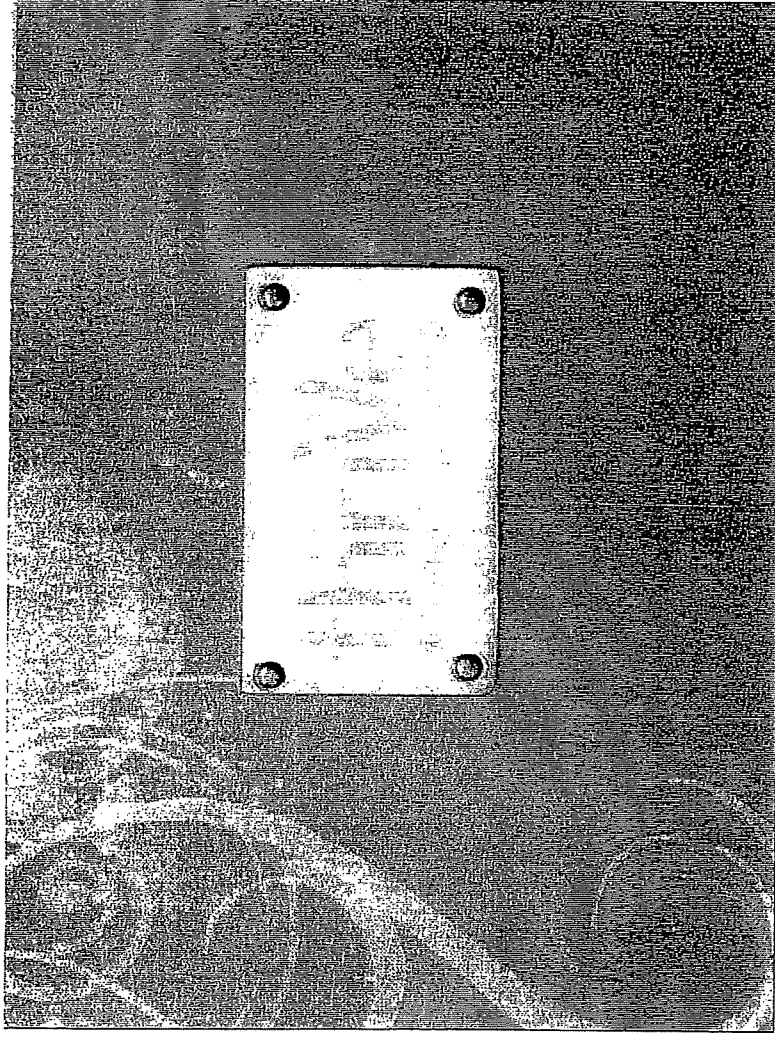
How has television changed from the 1990's to today (*I Just Want My Pants Back*, *Jersey Shore* vs *The Fresh Prince of Bel-Air* and *The Cosby Show*)

Do you think they regretted their decision to be sexually active before marriage? Why or Why not (*Teen Mom*)?

Are sex and love the same thing? Can you have sex with someone that you don't love? If that is true, then isn't it also possible to love someone and not have sex with them?

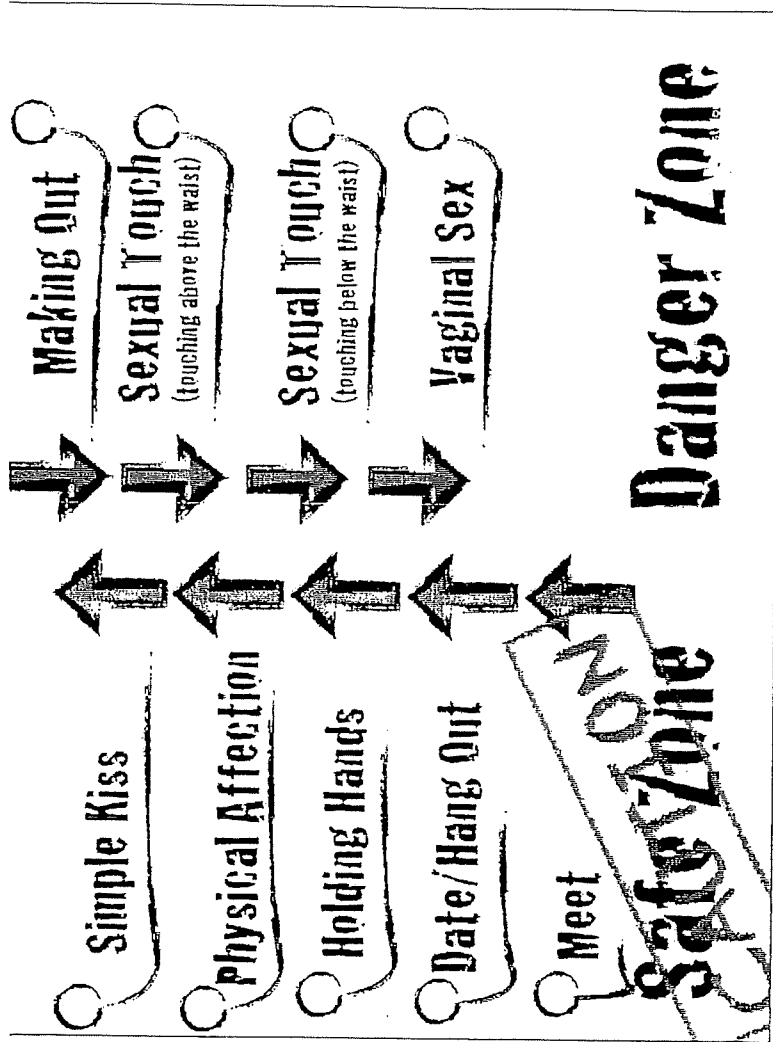
Explain to the class that a lot of songs and shows that they watch have a lot of negative messages about what sex and relationships are like. When young people watch or listen to these types of media on a consistent basis, they can start believing that that is what sex and relationships are like. It is important to limit what you expose yourself to and have a mental "filter" on when watching television and listening to music. Individuals in popular teen shows and in songs that are sexually active generally do not experience any consequences for their sexual activity. Unfortunately, young people in real life do (social, physical, emotional, intellectual, and spiritual) when they're sexually active although the media does not usually portray this.

Materials Needed: Computer, Internet Access



Day 5

Objective: To help students understand the need of boundary setting in their relationships.



Objective: To help students understand the importance of boundaries in present and future relationships.

Instructions:

Begin by asking the students: "What are boundaries? Physical? Emotional?"

Have you ever felt uncomfortable about someone else's behavior towards you?
Allow time for discussion.

Explain that sometimes we have this gut reaction to situations that let us know we are uncomfortable with how people are acting towards us. By listening to those instincts they can help you get out of and avoid situations. They let you know when you or your boundaries are not being respected.

An example of boundaries that can be used in class

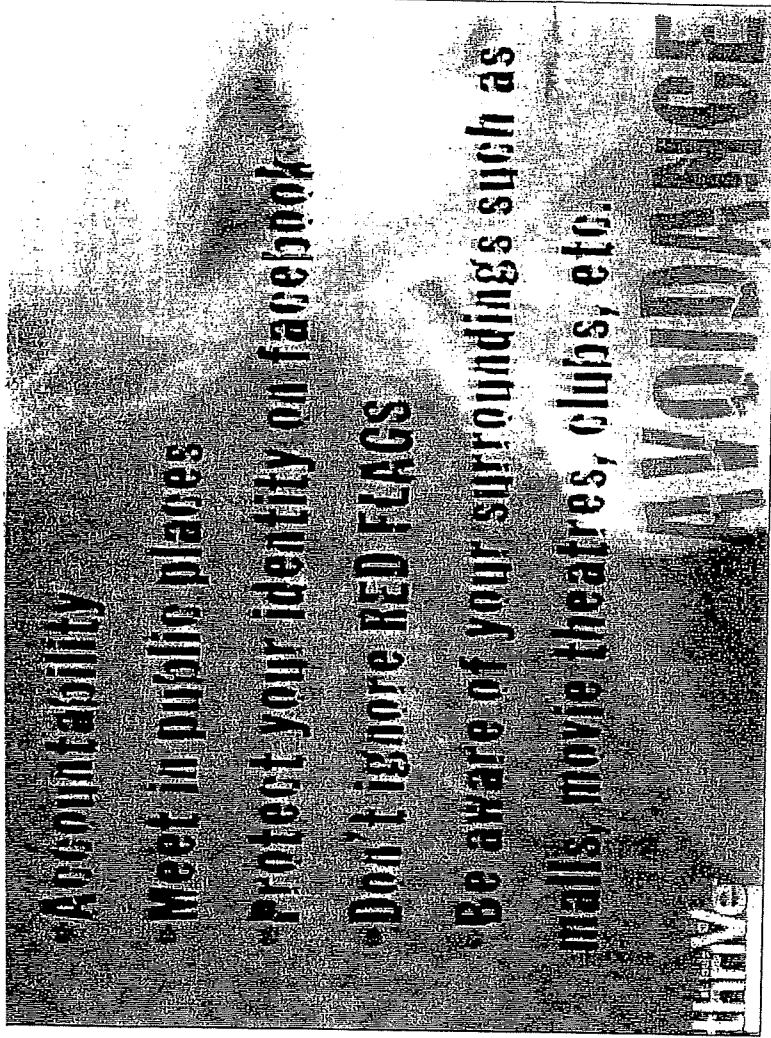
There was an elementary school that had a playground without a fence. When the children were outside, they would congregate closely towards the center and did not use much of the playground... After several months of observation, the school officials built a fence around the playground. Soon the children were playing all the way to the very edges of the playground and enjoying the freedom they felt. The clear boundary gave them a sense of confidence and safety that actually provided more freedom. We need boundaries in our relationships so that we feel safe, respected, valued, and free to get to know one another and have fun together.

Ask the class

-Have you ever seen a relationship without boundaries that was really emotionally unhealthy? Answers will vary.

-Where should we draw the line so that we feel safety and freedom in our relationships?

Explain that this slide sets the standard of how to maintain a healthy relationship. This should be the template of how a relationship should progress in a healthy fashion within the safe zone. Please note, that these steps take time to progress through and to, if they are all met within one night then the relationship is focused too much upon the body instead of the relationship itself. Psychologists have studied that it takes 300 hours of conversation to truly get to know someone. That's the equivalent of 6 months of dating. If all you're doing is making out when you're together how well can you get to know someone. The reason the danger zone starts with making out is because this is the place men become sexually aroused. If women are getting into this point he may take it as an offer to go further! Also at this point it is hard to "pull back" or "slow down". When dating you should use "open community dating", in other words you are out in the public when you date. Not in bedrooms or basements or parking somewhere alone.

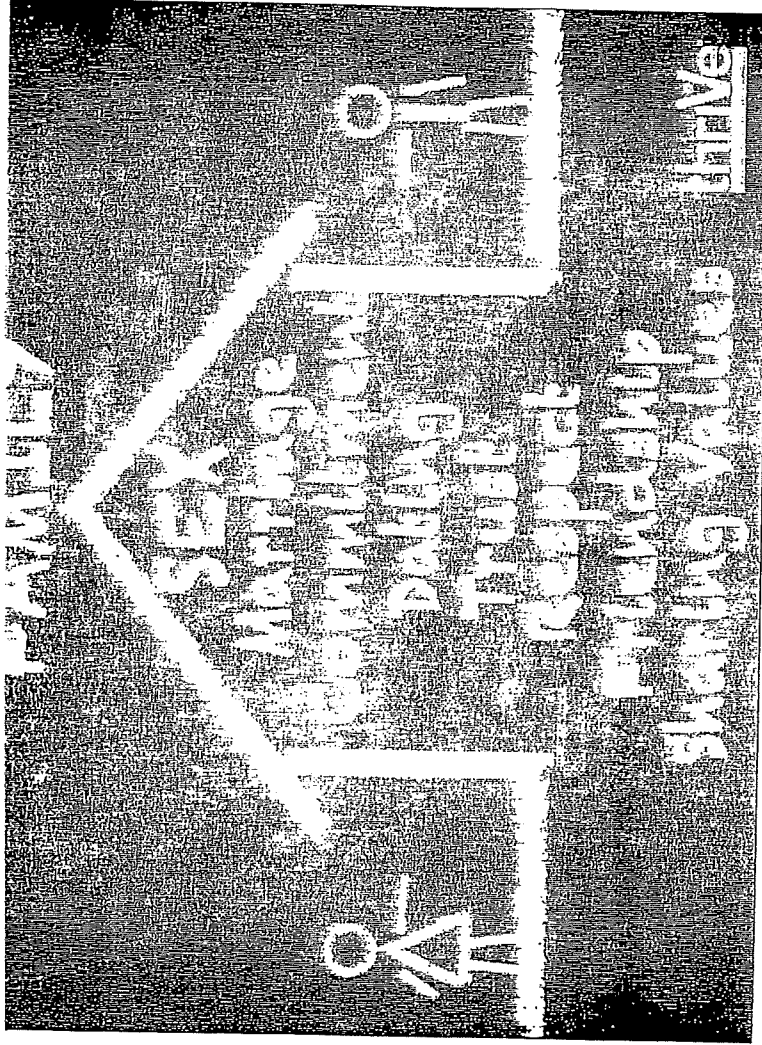


Objective: To help students understand the "red flags" of dangerous scenarios.

Instructions:

Explain to the students that teens today need to be able recognize dangerous scenarios if and when they begin dating. Have students read each point in the slide. This is opportunity for students to have an open dialogue about ways to be safe.

Activity: None



Objective To help students understand the components of a healthy relationship.

Instructions

Explain to the students that the foundation of a house is what everything is built on. Without the foundation there is no safe place for a family to safely live. When a house is built the builders typically start with the foundation. The foundation is the strongest part of the house. If the house were to fall the foundation would still be there. The same could be said for relationships. By building a relationship on friendship and sharing values, if the relationship were to fall then the foundation would still be there. If relationships were built on sex and were to fall apart then there is no firm foundation.

Explain to the students that the foundations of a healthy relationship are those that you find already in those you love so much as a mother, father, brother and sister. If you build a relationship on sex eventually everything else will come crashing down. In the end the student wouldn't need sex but a true friend.

Activity: "Voices of Choices"

Description

A student will be blindfolded and led to the back of the room. A piece of candy will be placed somewhere in the front of the room. Three students will represent "voices of reason" and three students will represent "voices of confusion". The goal of the "voices of reason" is to verbally direct the blindfolded student to the piece of candy at the front of the room. The goal of the "voices of confusion" is to misdirect the blindfolded student, so that he or she does not reach the candy. The blindfolded student will have to pick and choose which voices to listen to as he or she attempts to reach the candy. If the blindfolded student does not find the candy within about 2 minutes, stop the game and ask the student if it was difficult to find the candy with so many different voices telling him or her where to go. This activity demonstrates how many teenagers find themselves surrounded by many "voices" telling them what they should do, regarding life choices. Students will be encouraged to evaluate the "voices" they are listening to. Are they voices of reason, like parents, teachers, and good friends? Or, are they letting voices of confusion, like the risky behavior discussed on day 1, influence their decision making?

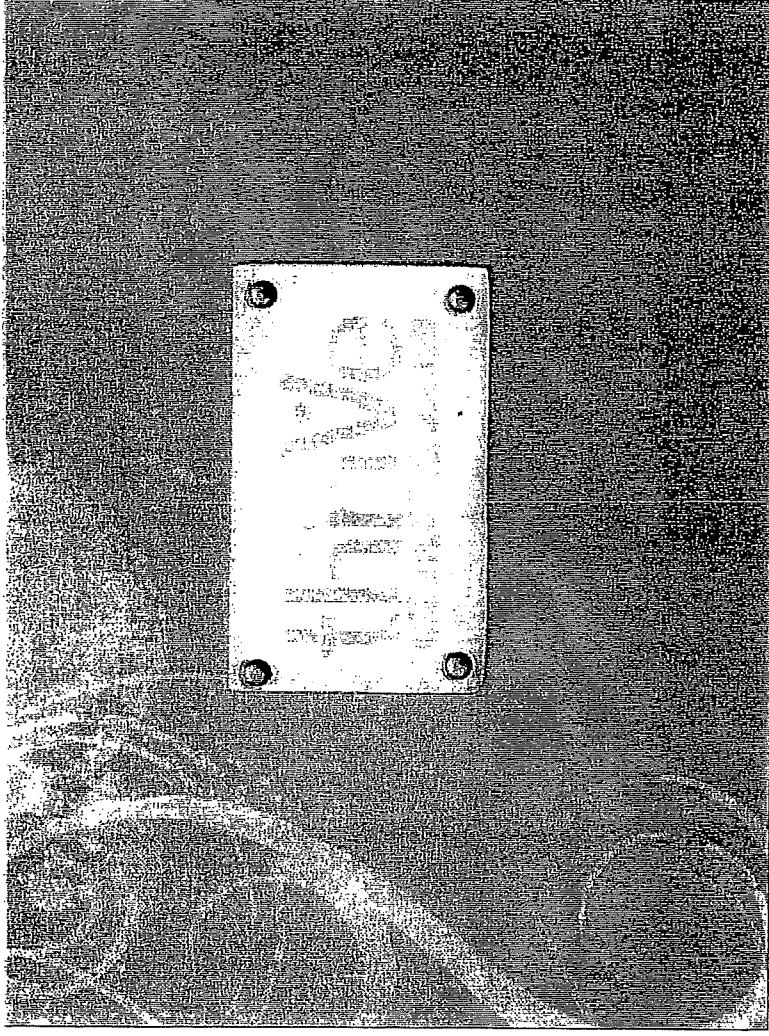
Materials

-Blindfold

-Piece of candy

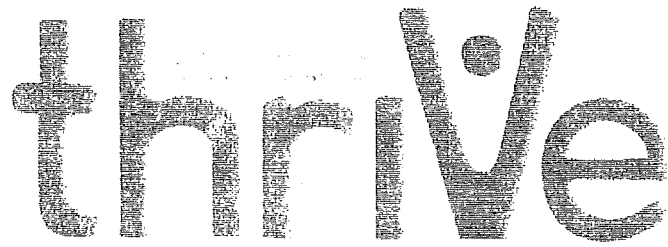
-Student volunteers

Resources: None



Conclusion:

Ask your students what they've learned throughout the week. This is your opportunity to see what kind of impact this curriculum has had on your students. Remind your students that you are giving them advice on making healthy decisions. You can also direct them to your local pregnancy resource center or STD testing site (if available).



7th Grade Lesson Outline

Pre Survey

Lesson 1: Goals, Risky Behaviors, & Consequences

- Intro to Thrive
- Future Goals
 - setting realistic goals
 - staying away from obstacles that may stop you from reaching your goals
- Risky Behaviors-Drugs, Alcohol, Smoking, Sex
 - Video-a celebrity that got involved in a risky behavior, the consequences, and how they beat the odds
- The Whole Person (SPIES)

Lesson 2: Male & Female Anatomy/Puberty, Intro to STDs

- Male anatomy and puberty
- Female anatomy and puberty
- Sexual Activity-any bodily contact meant to give or receive sexual pleasure
- Major STIs informational slides

Lesson 3: STDs (Cont.) & Emotional Consequences

- Major STI informational slides (cont.)
- Salt and Sugar STI Activity- Demonstrating how sexually transmitted infections are spread

Lesson 4: Sexual Integrity & Media/Peer Influence

- Emotional Consequences-the effects of sex on one's emotions
- Love vs. Infatuation
- Sexual Integrity: Expressing the gift of sexuality throughout life in a true, excellent, honest, and healthy way.
- Awareness test-Media has such a powerful influence, and negative messages can be hidden.

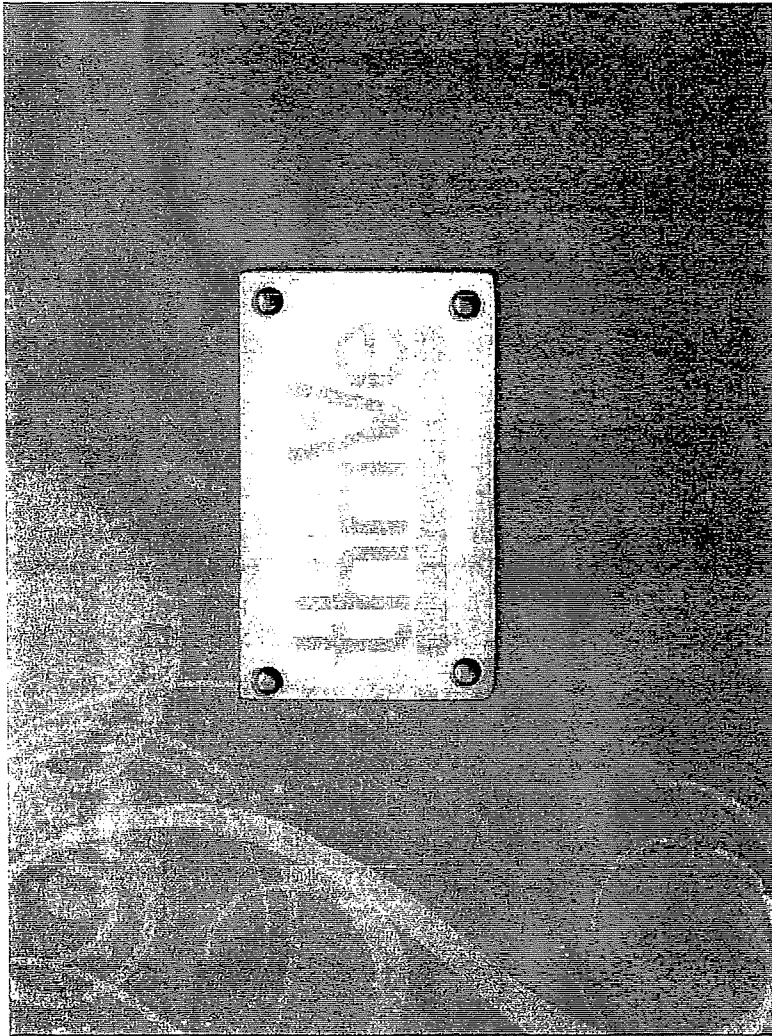
Lesson 5: Setting Boundaries

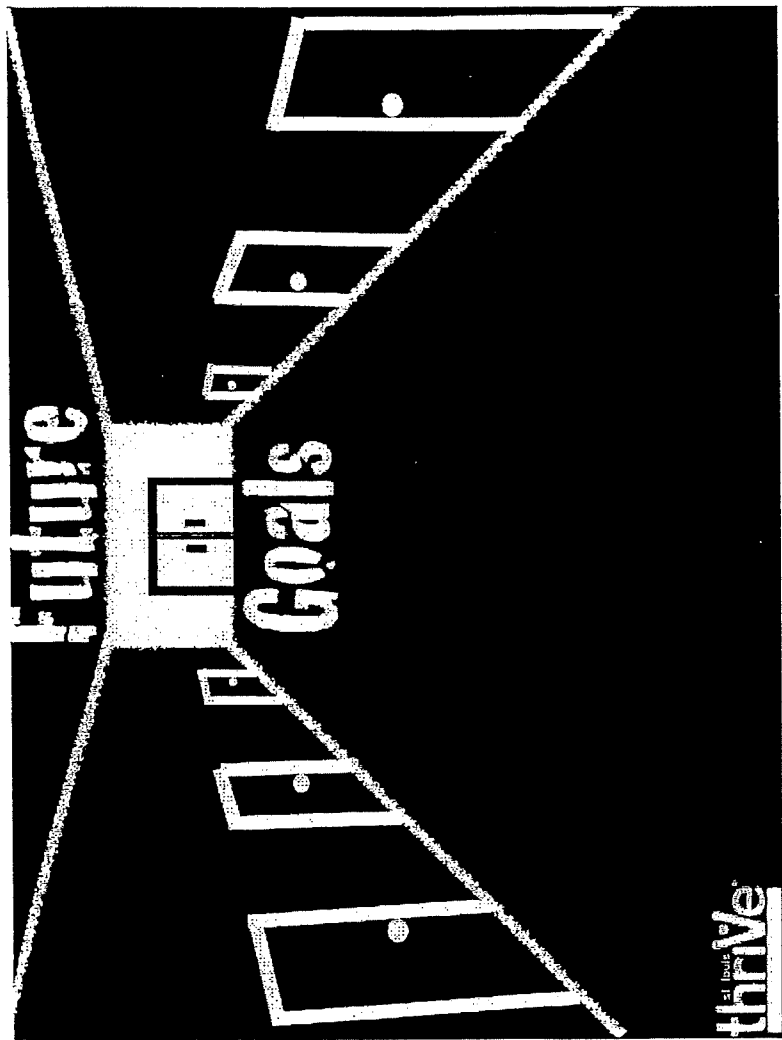
- Mature decision making-feel, think, act
- Safe Zone vs Danger Zone: How far is too far?
 - Creating boundaries for relationships BEFORE they begin
- Building a relationship house

Post Survey

- * The chronology of topics and activities are subject to change based on the setting and educator.

774
Grade





Objective: To help students understand their future goals.

Instructions:

Ask the class to imagine themselves walking down the "hallway of life" trying to get to their future goals.

Ask: How many people in this class have a future goal?

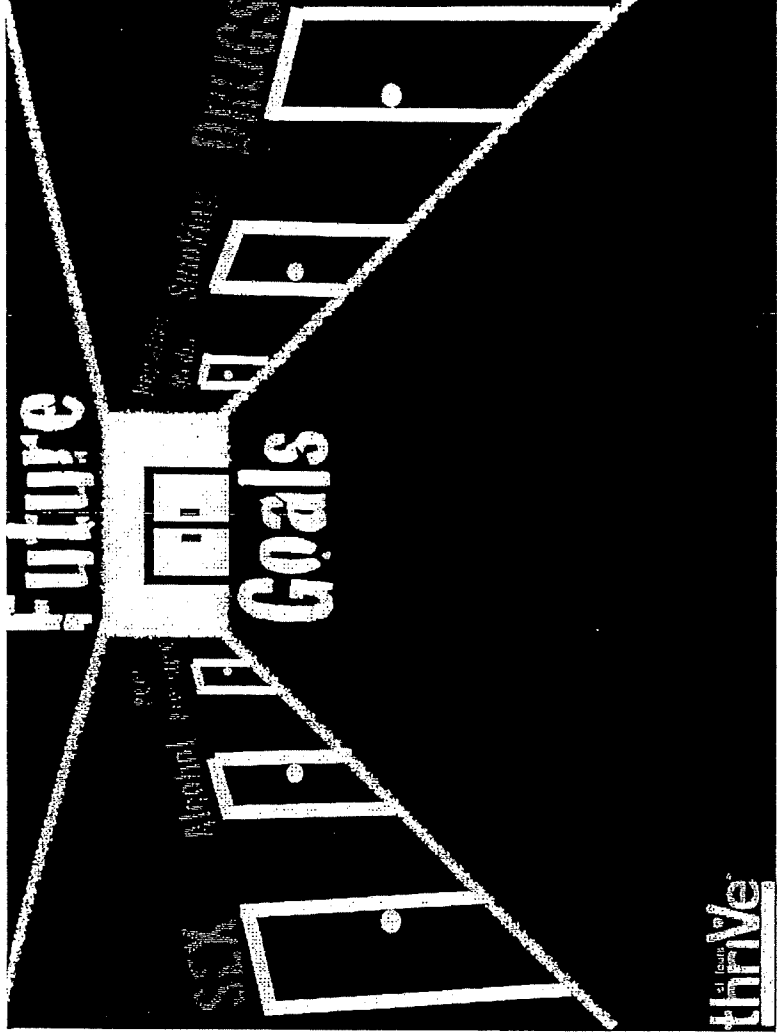
Activity: Snowball Activity

Description:

Instructor hands student to pull out a sheet of paper. Have the students draw a line down the middle of the paper; on one side of the paper write "future goals" - on the other side write "risky behaviors." Have the students write 3 of their future goals under "future goals." Then have them write 3 risky behaviors that could prevent them from reaching their future goals under "risky behaviors." When the students are finished writing, have them crumple their list into a ball. Instructor will then allow the students to throw the crumpled paper (snowballs) at each other. Instruct students to pick up a random snowball and ask for volunteers to read what is written on their "snowball."

Explain that as they try to get to their future goals, many of them are going to be faced with "dark rooms" that could potentially stop them from getting to that goal should they decide to enter. Discuss with the class that sometimes their friends will try to invite them into one of these rooms just to "try it out." Ask the students to name each of the dark rooms before proceeding to the next slide.

Materials: None



Objective: To help students understand how participating in risky behaviors can potentially prevent them from reaching their future goals.

Instructions:

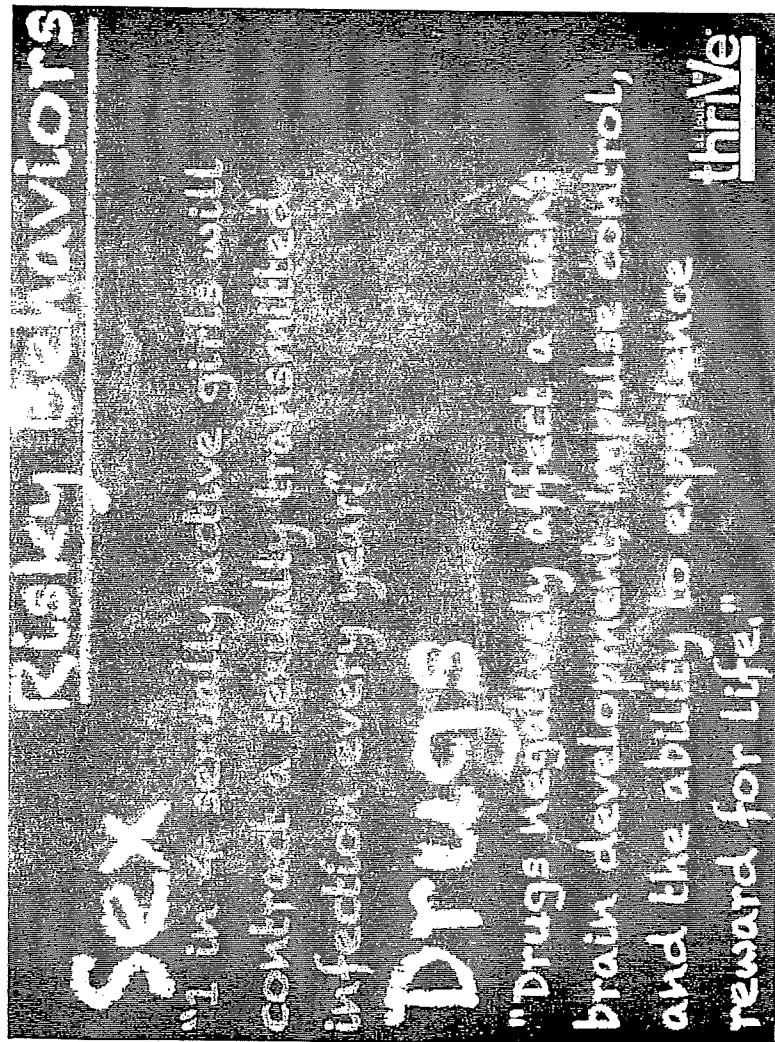
Explain how opening each door leads to a risky behavior and that sometimes when people enter a room they have a hard time finding their way out. Discuss with the student that individuals who "get stuck" in a dark room, can potentially become addicted to something-even though that was not their initial intent when they opened the door.

Ask the class: What is a risk?

Take a few answers and define a risk as *choosing an action in which you don't know whether the outcome will be positive or negative*. To help illustrate this point, share a true story (either personally or within the media) of a young person that chose to engage in risky behavior in which their outcome was not favorable.

Activity: None

Materials Needed: None



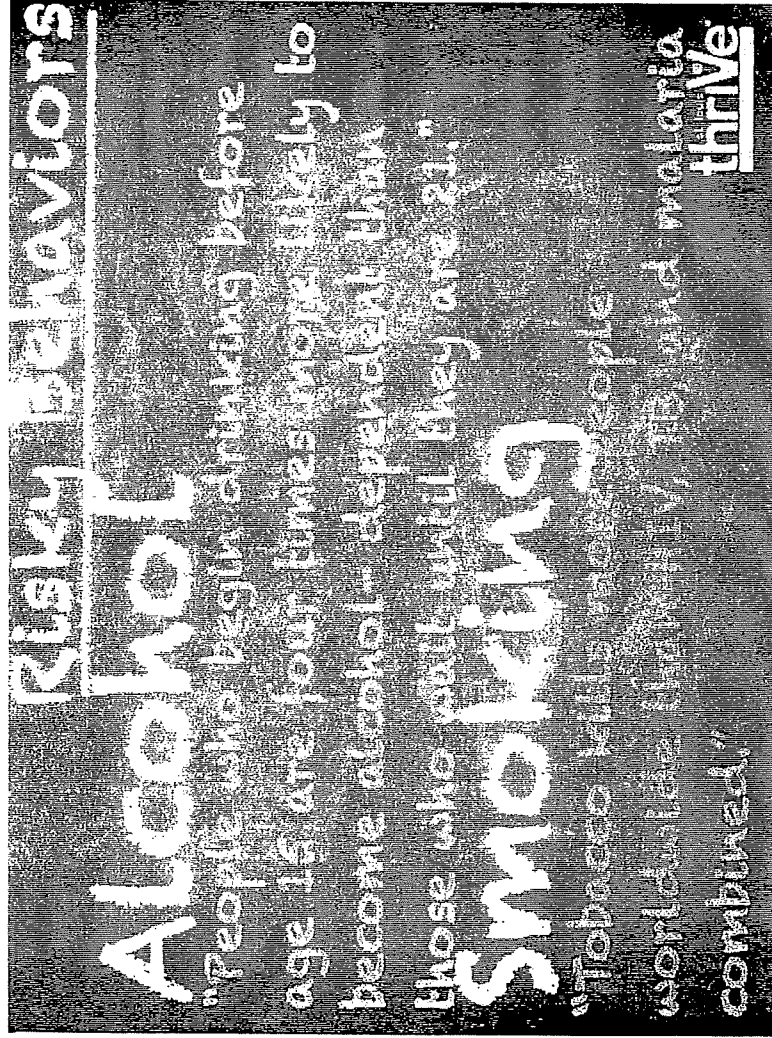
Objective: To help students understand the four main risky behaviors can affect your future goals.

Instructions:

Have the students read each statistic. Ask the students to think about each statistic and encourage them to ask any questions they might have.

Activity: None

Materials: None



Objective: To help students understand the four main risky behaviors can affect your future goals.

Instructions:

Have the students read each statistic. Ask the students to think about each statistic and encourage them to ask any questions they might have.

Activity: None

Materials: None



Objective: To help students understand the five areas of life that make up a whole person.

Instructions:

Explain that just as there are many parts to a person, there are many parts impacted by our actions. We are social (how we interact with others), physical (physical bodies), intellectual (our brains and the ability to think before acting), emotional (our feelings-happy, sad, angry, lonely, etc.), and spiritual beings (our personal beliefs about right and wrong). We cannot just leave one part of us behind when we decide to have sex with someone.

Ask the students:

-Do you believe actions have consequences?

Explain: Yes, good or bad, our actions generally result in a consequence, sometimes something we want, and sometimes something we don't want to happen.

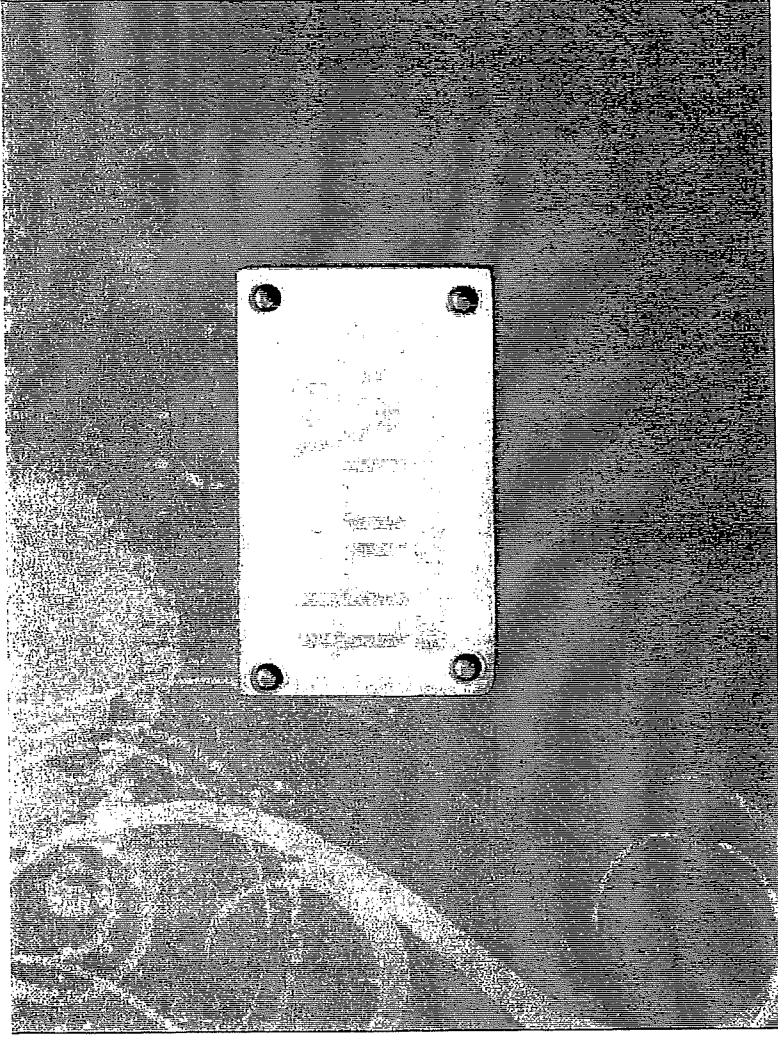
Discuss with the students what could be some consequences of risky behaviors in each of these areas of life (social, physical, intellectual, emotional, spiritual)? Another way of asking this is, "How can risky behaviors affect these different areas of your life?"

Explain: Socially we interact with others, physically we have bodies, intellectually we have brains and the ability to think before acting, emotionally we have feelings, and spiritually we all have a belief system--what we think is right and what we think is wrong.

Give a scenario of a person who has participated in a risky behavior and explain how it has affected each area of his or her life. Go through the four risky behaviors discussed in the previous slide (sex, alcohol, drugs, smoking) and discuss how they could possibly affect the five areas of the students' lives.

Activity: None

Materials: None



Day 2

To help students demonstrate a working knowledge of the male and female anatomy along with an introduction of STD's. Because some students at this age may not be comfortable asking questions out loud, pass out pieces of paper at the beginning of class so that students can write their questions down. Devote 5-7 minutes at the end of the class to answer the questions.

Activity: "Puberty Trivia"

Description:

Instructor will divide the class into 2 teams (typically boys vs. girls). Ask each team questions about changes during puberty and the male and female reproductive systems. Before answering a question, the teams may quietly discuss an answer together. When a team gives a correct answer, give that team 1 point. If a team fails to give the correct answer, give the opposing team the opportunity to answer it and "steal" the other team's point. The first team to reach 5 points wins.

Questions may include...

-What is the female hormone that causes changes during puberty?

Answer: estrogen

-What is the male hormone that causes changes during puberty?

Answer: testosterone

-Where is the female hormone produced?

Answer: the ovaries

-Where is the male hormone produced?

Answer: the testicles

-True/False: The penis is a muscle.

Answer: False. The penis is made up of tissue.

-Where is the only place a baby can successfully grow?

Answer: uterus

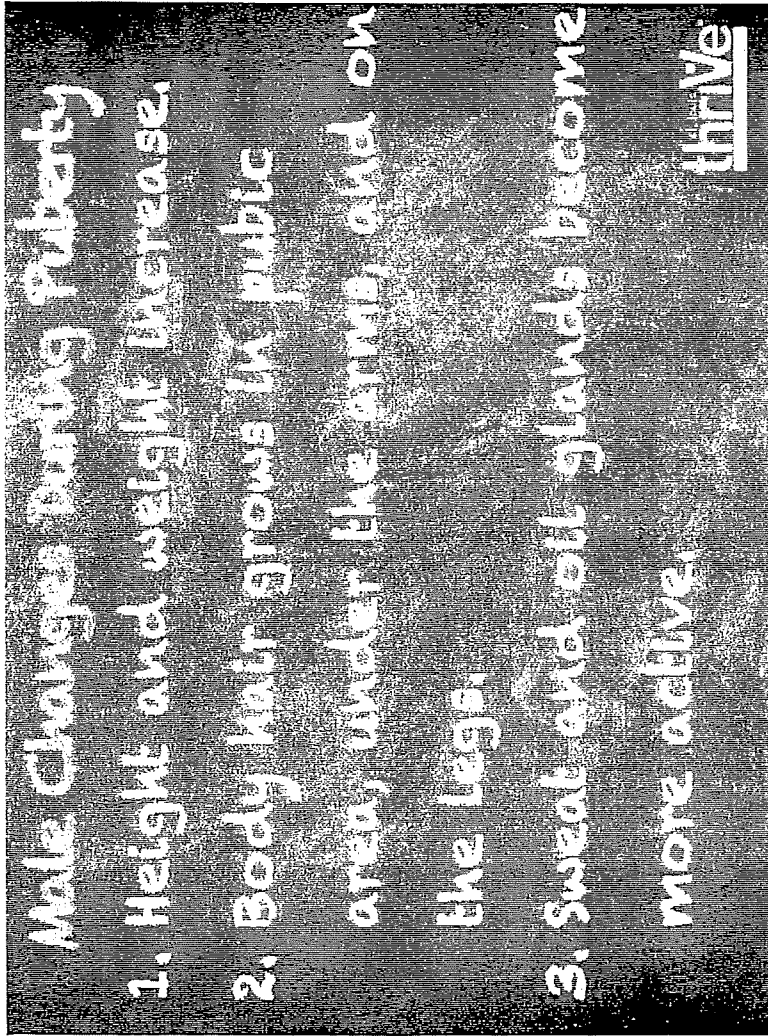
-What tubes connect the ovaries to the uterus?

Answer: the fallopian tubes

Etc.

Materials: None

Resources:



Objective: To help students understand the male changes during puberty.

Instructions:

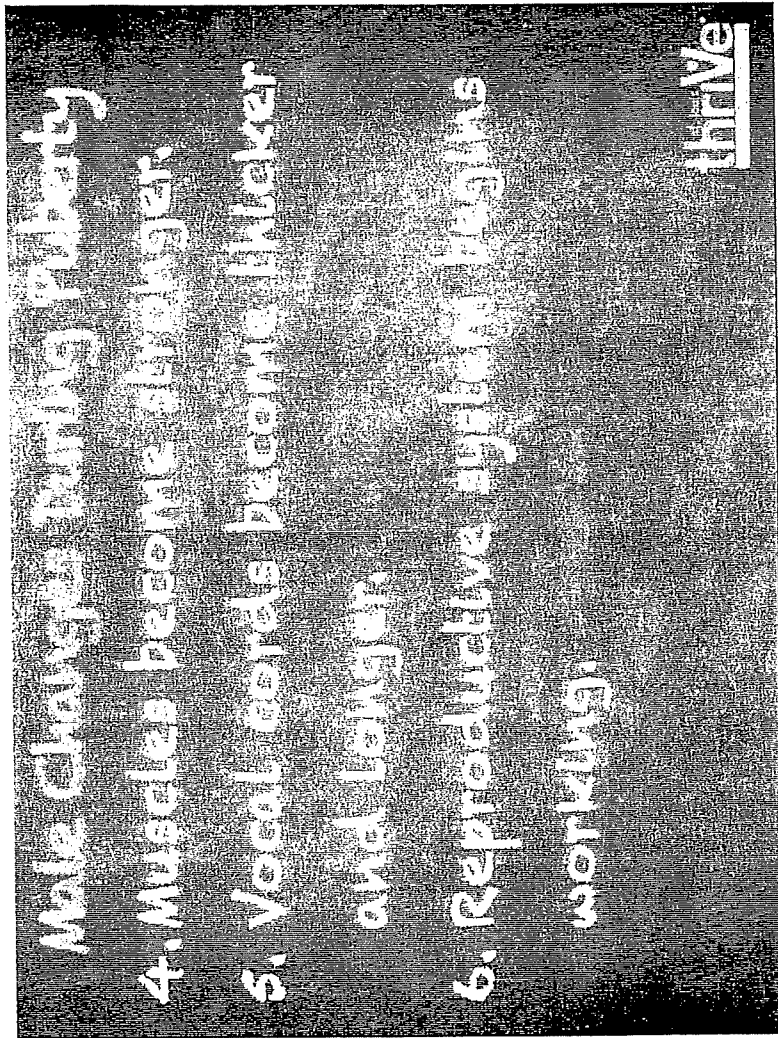
Begin by having each student(s) read each point. Evaluate each point and the different changes during puberty. Be sure to make this comfortable and fun by giving examples for some of the points.

Example: 1. Puberty generally starts between ages 10-14 and can take 2-4 years for changes to take place.

Ask: "Have you every noticed that girls are taller than boys?" Girls tend to start puberty before guys but typically stop developing before males stop. That is why girls look at guys and say "Your so cute I could just stuff you in my pocket!"

Activity: None

Materials: None



Objective: To help students understand the male changes during puberty.

Instructions:

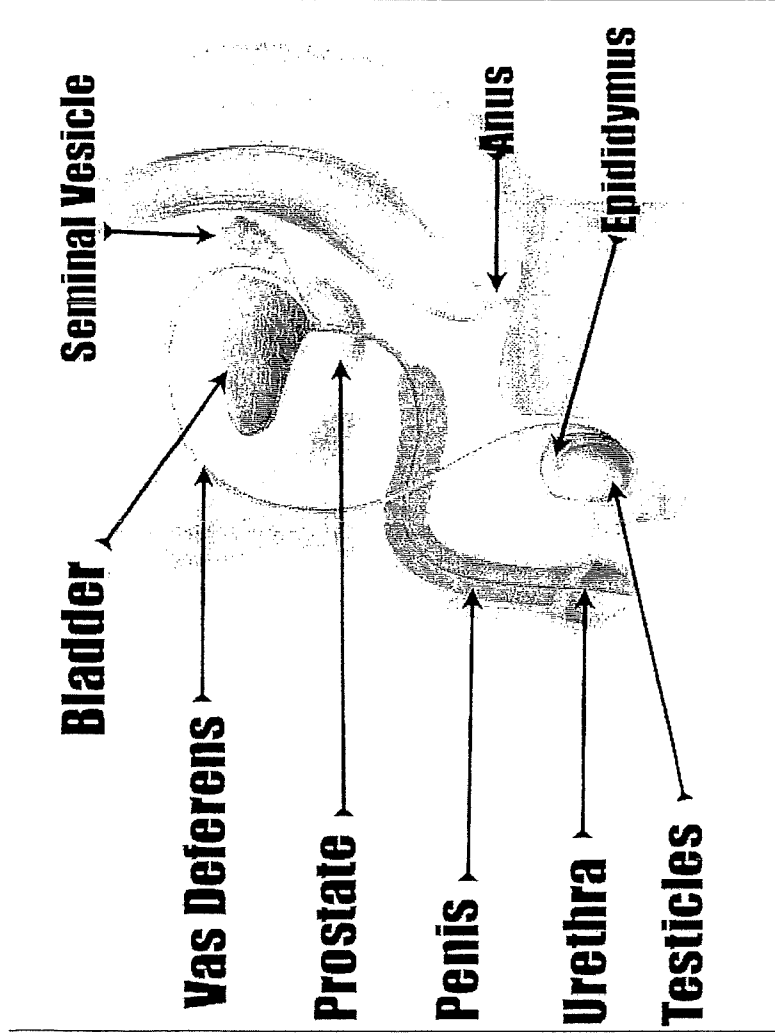
Begin by having each student(s) read each point. Evaluate each point and the different changes during puberty. Be sure to make this comfortable and fun by giving examples for some of the points.

Example: 4. *To regulate body temperature, your sweat glands begin to open.*

Scenario joke: Say, "So remember student(s) as your bodies are going through puberty, you got to use that D.O. (Deodorant) for that B.O. (Body Odor) because you don't want people to go oh no!"

Activity: None

Materials: None



Objective: To help understand the male anatomy.

Instructions:

Explain each part of the male anatomy.

Vas Deferens: The vas deferens is a long, muscular tube that travels from the epididymis into the pelvic cavity, to just behind the bladder. The vas deferens transports mature sperm to the urethra, the tube that carries urine or sperm to outside of the body, in preparation for ejaculation.

Prostate: The prostate gland is a walnut-sized structure that is located below the urinary bladder in front of the rectum. The prostate gland contributes additional fluid to the ejaculate. Prostate fluids also help to nourish the sperm. The urethra, which carries the ejaculate to be expelled during orgasm, runs through the center of the prostate gland.

Penis: The penis has three parts: the root, which attaches to the wall of the abdomen; the body, or shaft; and the glans, which is the cone-shaped part at the end of the penis. The opening of the urethra, the tube that transports urine and sperm to the tip of the penis. The penis also contains a number of sensitive nerve endings. The body of the penis is cylindrical in shape and consists of three cellular shaped chambers. These chambers are made up of special, sponge like tissue. These chambers fill and contract during sexual intercourse.

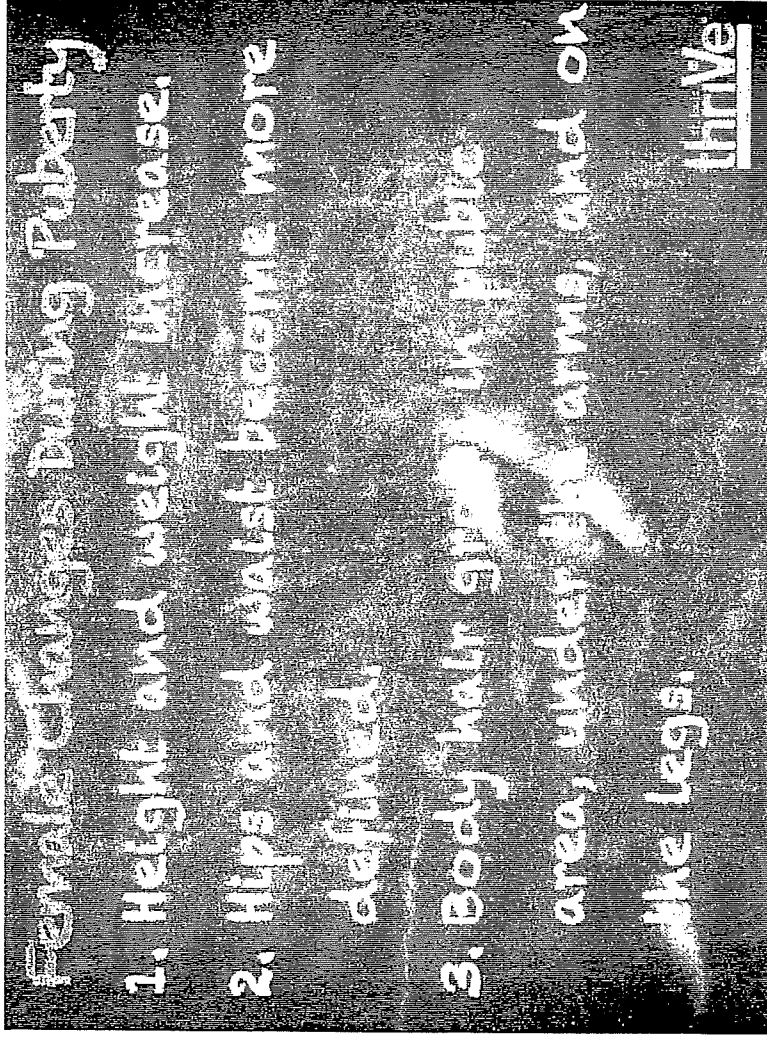
Urethra: The tube that connects to the bladder that allows for urine and semen and sperm to exit the body.

Testicles: These are oval organs about the size of large olives that lie in the scrotum, secured at either end by a structure called the spermatic cord. Most men have two testes. The testes are responsible for making testosterone, the primary male sex hormone, and for generating sperm. Within the testes are coiled masses of tubes called seminiferous tubules. These tubes are responsible for producing sperm cells.

Seminal Vesicles: The seminal vesicles are sac-like pouches that attach to the vas deferens near the base of the bladder. The seminal vesicles produce a sugar-rich fluid (fructose) that provides sperm with a source of energy to help them move. The fluid of the seminal vesicles makes up most of the volume of a man's ejaculatory fluid, or ejaculate.

Activity: None

Materials: None



Objective: To help students understand the female changes during puberty.

Instructions:

Begin by having each student(s) read each point. Evaluate each point and the different changes during puberty. Be sure to make this comfortable and fun by giving examples for some of the points.

Example: "Body will start to produce more of the hormone Estrogen, causing physical changes".

Ask: "What are some of these changes?" Answers will vary.

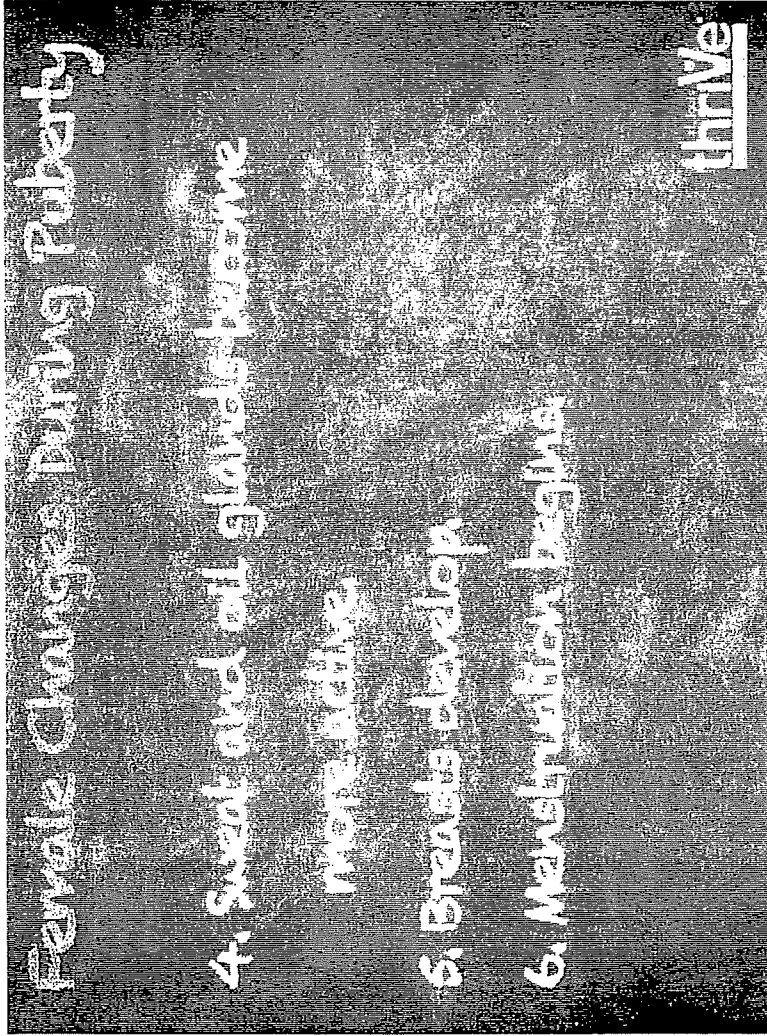
The main points to be looking for are: breasts develop, hips begin to widen, and menstrual cycle begins.

Ask, "What is the purpose of these changes?" Answers will vary.

Explain that in today's culture people think that these changes are for the purpose of impressing the opposite sex. In fact, the purpose is all for having a baby. All three of these physical changes are in support of reproduction. The breasts begin to develop for breastfeeding. The hips begin to widen for the purpose of carrying and delivering the baby. The menstrual cycle is for the shedding and rebirth of the egg that is released from the ovaries.

Activity: None

Materials: None



Objective: To help students understand the female changes during puberty.

Instructions:

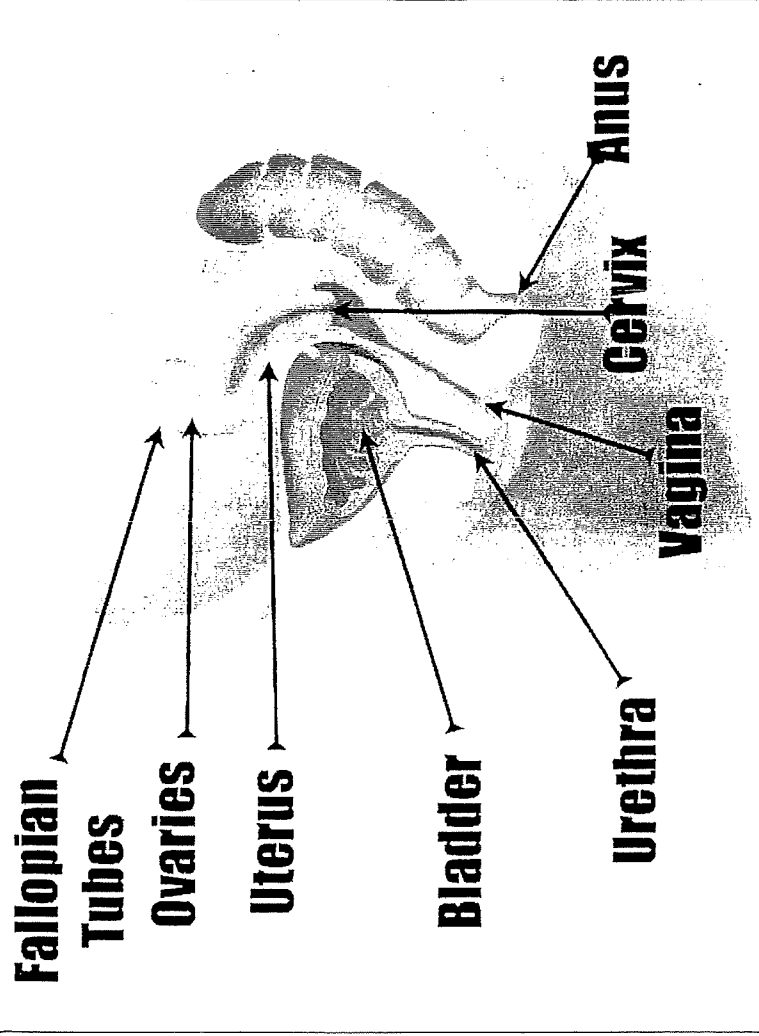
Begin by having each student(s) read each point. Evaluate each point and the different changes during puberty. Be sure to make this comfortable and fun by giving examples for some of the points.

Example 2: "Insecurity may occur due to rapid body changes."

Explain that both males and females are going through different changes. Everything that you are going through someone else has gone through. There is no reason to be insecure because every single person goes through these rapid body changes. It is completely normal.

Activity: None

Materials: None



Objective: To help students understand the female anatomy.

Instructions:

Explain each part of the female anatomy.

Fallopian tubes: These are narrow tubes that are attached to the upper part of the uterus and serve as tunnels for the ova (egg cells) to travel from the ovaries to the uterus.

Ovaries: The ovaries are small, oval-shaped glands that are located on either side of the uterus. The ovaries produce eggs and the main hormone Estrogen.

Uterus: The uterus is a hollow, pear-shaped organ that is the home to a developing fetus. The uterus is divided into two parts: the cervix, which is the lower part that opens into the vagina, and the main body of the uterus, called the corpus. The corpus can easily expand to hold a developing baby. A channel through the cervix allows sperm to enter and menstrual blood to exit.

Bladder: The urinary bladder is a muscular sac in the pelvis, just above and behind the pubic bone. When empty, the bladder is about the size and shape of a pear.

Urethra: The canal that carries urine from the bladder to the outside of the body.

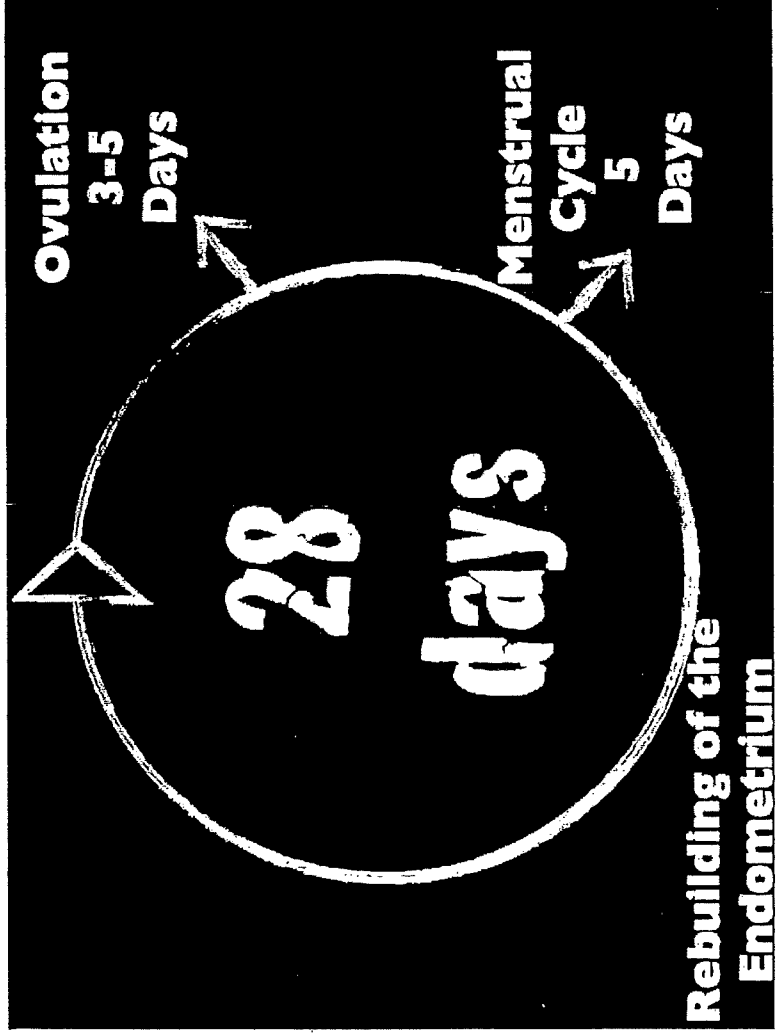
Vagina: The vagina is a canal that joins the cervix (the lower part of uterus) to the outside of the body. It also is known as the birth canal.

Cervix: The cervix has strong, thick walls. The opening of the cervix is very small (no wider than a straw), which is why a tampon can never get lost inside a girl's body. During childbirth, the cervix can expand to allow a baby to pass.

Anus: The anus is the opening where gastrointestinal tract ends and exits the body.

Activity: None

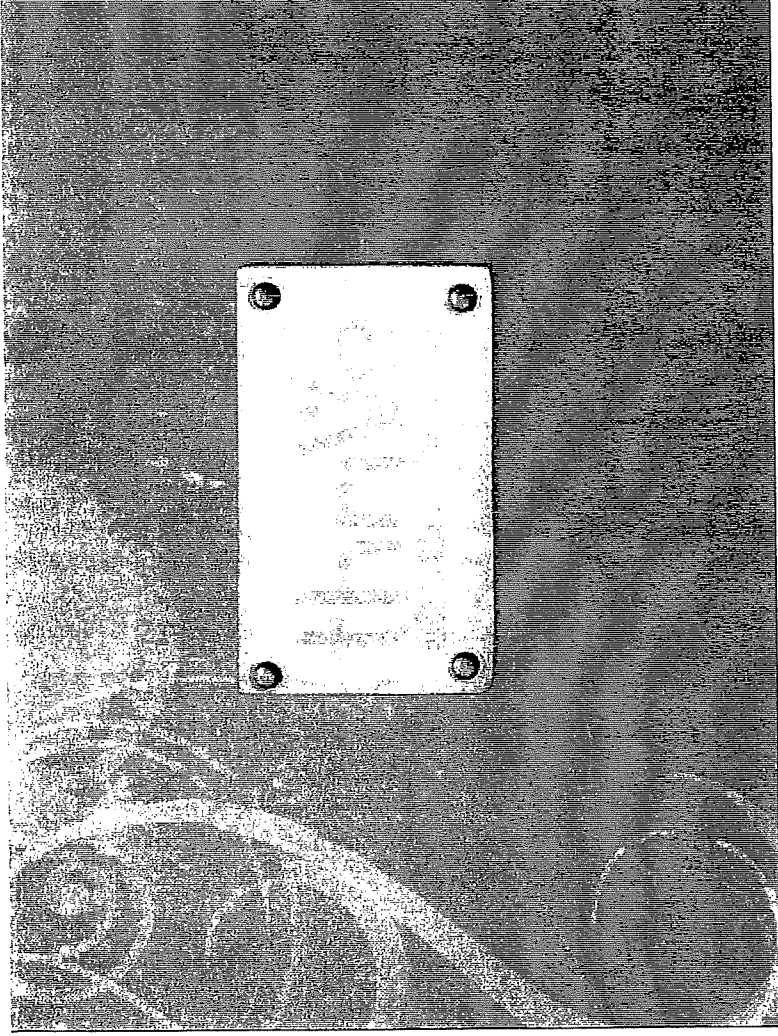
Materials: None



Objective: To help students understand the menstrual cycle.

Activity: None

Materials: None



Day 3

Objective: To help students obtain a working knowledge of STD's and how they are passed through sexual activity.

Sexual Activity

Any bodily contact meant to give or receive any sexual pleasure.

Objective: : To help students understand that STD's are passed during sexual activity.

Instructions:

Explain: One of the most obvious problems with teen sexual activity is the epidemic of sexually transmitted diseases.

Ask: How many people have heard of STDs. What are they? Answers will vary.

Explain to students that a sexually transmitted disease is an illness that is transmitted through sexual activity.

Ask one of the students to read the definition of the sexual activity slide.

Ask: "Can anyone tell me what that means?" Answers will vary.

Explain: Sexual activity is anything people do to one another to sexually arouse and excite each other. Biologically, our bodies are made to respond certain ways to different types of touch. When people are sexually active, it often starts with passionately kissing, and the body responds by wanting to do more. (Progression of sexual activity) STI's are transmitted through direct genital contact with the infection. They are not "toilet transmitted diseases", so there is no reason to be worried. The purpose of this discussion is so that you can avoid these things in the future. That is why it will be so important for you to draw boundaries in your relationships.

Explain: Sexually Transmitted Disease can be passed through infected genital fluid touching a mucus membrane of the body and infected genital skin to skin contact.

Ask the class, "What are the mucus membrane areas of your body?"

Explain: the mucus membrane areas of your body are: eyes, ears, nose, mouth, genital area front and back.

Activity: None

Materials: None

Viruses Bacterias Parasites

HPV Herpes HIV/AIDS Hepatitis B & C	Chlamydia Gonorrhea Syphilis	Trichomoniasis
--	--	--

Objective: To help students understand the three categories of sexually transmitted diseases.

Instructions:

Explain: These are the main sexually transmitted diseases. Ask the class which category is not curable? Answer: Viruses.

Activity: "Sponges"

Description:

Regular kitchen sponges will be cut into small cubes. Dampen each cube and place a small amount of florescent paint on only 4 of the cubes. The number of cubes with paint could depend on the size of the class. A general rule of thumb: for every 4 to 5 students there should be 1 cube with paint on it. The paint represents an STD. Have the students line up and place a sponge cube into their hands and have them quickly close their hands with the sponge inside. Then, on the count of three, tell the students to begin passing their sponges to as many people as they can. Give them approx. 30 seconds to do so. When the students stop passing their sponges, turn off the lights and have them get in line to "get tested for STD's." Turn on a handheld black light and have the students place their hands under the black light. If the student held a sponge with paint on it at any point during the game, the paint will show up as glowing spots on their hands. The majority of students will have paint on their hands from passing the sponges and will "test positive" for STD's. This activity is a fun way to demonstrate how STD's can spread from person to person in a short amount of time.

Materials Needed:

- Kitchen sponges
- Scissors (to cut the sponges into small cubes)
- Water (to dampen the sponges)
- Florescent paint
- Handheld black light

Infection Symptoms Treatment

Parasite

Odd odors, colors, textures, pain during intercourse or urination, odd discharges

Antibiotics

Bacteria

Blisters, warts, lesions, sores, rashes, flu-like symptoms, or internal organ damage

Antiviral medications, laser, or cryosurgery

Virus

Objective: To help students understand the STI symptoms and treatments.

Instructions:

Explain the differences between parasitic, bacterial, and viral infections. Below is a description of each category of sexually transmitted diseases.

Viral STD's stay in the body; they cannot be treated with antibiotics. An infected person can take medication to alleviate the symptoms, but there is no cure. He or she can transfer a viral STD throughout his/her life, even to those he/she loves

Bacterial STD's are curable. A doctor may prescribe specific antibiotics to cure these, however, if left untreated they can cause long-term consequences.

Parasitic infections are caused by parasites, organisms that live on or in a host and derive food from its host. Some parasitic diseases are easily treated and some are not. The burden of these diseases often rests on communities in the tropics and subtropics, but parasitic infections also affect people in developed countries. Explain that STD's are spread by people having multiple sex partners!

Ask students how many STD's there are today? Answer: (Approximately 30 families) Ask the student, "Why do you think we have so many STDs today?" Answer: Back in the 50's and 60's there were only 2 STDs that people worried about, Gonorrhea and Syphilis. Ask the class, "Can anyone tell me something significant that happened in the 60's?" Answers will vary. The legalization of birth control- women and men could now have sex without worrying about pregnancy. In addition to that the 60's were the hippie era. People were going to Woodstock and wanting to experience "sexual freedom". This is not to say that their desire for peace and love and freedom were a bad thing, but they really didn't understand the negative consequences of their actions. Explain that our culture has totally changed over the past 40 years, and now I stand in front of your class telling you there are approximately 30 STDs, 8 of which can be life threatening.

Ask the class to think about these questions to themselves, "Do you all feel very free when I share this with you? Does it sound like multiple partners is sexual freedom?"

In reality making healthy choices for ourselves and those we love is freedom from the pain and harm that sexual activity can have on you. Explain that there will be an in depth discussion on each sexually transmitted disease. The facts can be scary, but they will help the students make better choices.

Activity: Salt and Sugar Activity

Description:

Instructor will add sugar to 3 cups and salt to 1 cup (approx. a tsp of sugar/salt per cup). The salt represents a STD. This step will need to be done before presentation, so the students will not know what is in the cups. Ask for 4 volunteers to take a cup. Ask the class who they think has the pretend STD. Have the 4 volunteers dump the entire contents of the cups into their mouths. Explain to the students that 1 out of every 4 sexually active teens will contract an STI/STD every year. Explain that STI's/STD's can be asymptomatic, making it difficult to tell who has a sexually transmitted disease, which is why becoming sexually active can be very risky.

Materials Needed:

- Clear plastic cups (4)
- Sugar
- Salt

Trichomoniasis

1 Men may not know they are infected until their partners need treatment.

2 About 30% of infected people develop symptoms.

3 Pregnant women with trichomoniasis are more likely to have preterm delivery. Babies are more likely to have an officially low birth weight.

thrive[®]

Objective: To help students understand Trichomoniasis.

Instructions:

Have the students read each point concerning Trichomoniasis. For more information concerning Trichomoniasis go to:

Activity: None

Materials: None

Chlamydia

About 1 in 33 sexually active females aged 14-19 years has chlamydia.

About 1 in 5 of infected women and 1 in 4 of infected men may not have signs or symptoms.

Chlamydia prevalence among sexually-active young persons aged 14-24 years is nearly 10% times the prevalence among persons aged 25-39 years.

at **thrVe**

Objective: To help students understand Chlamydia.

Instructions:

Have the students read each point concerning Chlamydia. For more information concerning Chlamydia go to:

Activity: None

Materials: None

Gonorrhea

Untreated Gonorrhea has the potential to spread to the blood and throughout the entire body.

Untreated Gonorrhea can increase a person's risk of acquiring or transmitting HIV.

In the United States the highest rates of Gonorrhea are found among sexually active people ages 14-24.

at Thrive
thrive

Objective: To help students understand Gonorrhea.

Instructions:

Have the students read each point concerning Gonorrhea. For more information concerning Gonorrhea go to:

Activity: None

Materials: None

Syphilis

The late stages of syphilis can appear

10 to 20 years

after the infection was first acquired.

Syphilis is most contagious in the second stage when it is in the bloodstream.

The first stage of Syphilis causes painless sores that will heal after 3 to 6 weeks. Though the sore has healed, this bacteria can begin damaging major organs while the infected person is unaware.

thrive[®]
EST. 1990

Objective: To help students understand Syphilis.

Instructions:

Have the students read each point about Syphilis. For more information concerning Syphilis go to:

Activity: None

Materials: None

Resources:

HIV

Over **30%** of people infected with HIV are unaware that they are infected.

30% of over all cost of HIV care in a lifetime is medication, which ranges from **2,100-4,700** dollars a month.

People aged **13-29** account for **33%** of all new HIV infections.

thrive
at your school

Objective: To help students understand HIV.

Instructions:

Have the students read each point concerning HIV. For more information concerning HIV go to:

Activity: None

Materials: None

HPV

About ~~80%~~ 80% of the cancers diagnosed in the mouth are linked to HPV-16.

Men have about ~~20 times~~ the rates of oral HPV than women; leading to mouth, throat, and neck cancers.

There are about ~~20,000~~ 20,000 new cases of genital HPV* in the United States each year.

Let's **thrive**

Objective: To help understand Human Papillomavirus.

Instructions:

Have the students read each point concerning HPV. For more information concerning HPV go to:

Activity: None

Materials: None

Herpes

Women are more
susceptible to Herpes
than men!

About 50 million
sexually active people
are infected with
Herpes Simplex II.

Herpes Simplex I & II can be shed from skin that
looks normal. Infected people can shed Herpes
through genital skin shedding. This shedding can
pass the virus when no symptoms are present. **thrive**

Objective: To help students understand Herpes.

Instructions:

Have the students read each point concerning Herpes. For more information concerning Herpes go to:

Activity: None

Materials: None

Hepatitis B & C

Infected people with
chronic Hepatitis have a
25-50% chance of
death.

Hepatitis can be passed
from an infected mother
to child. Infants have a

90% chance of chronic
Hepatitis if they are
infected.

HBV infection is most commonly passed when
infected body fluids or infected blood come
into contact with a mucous membrane.

thrive^{at louis}

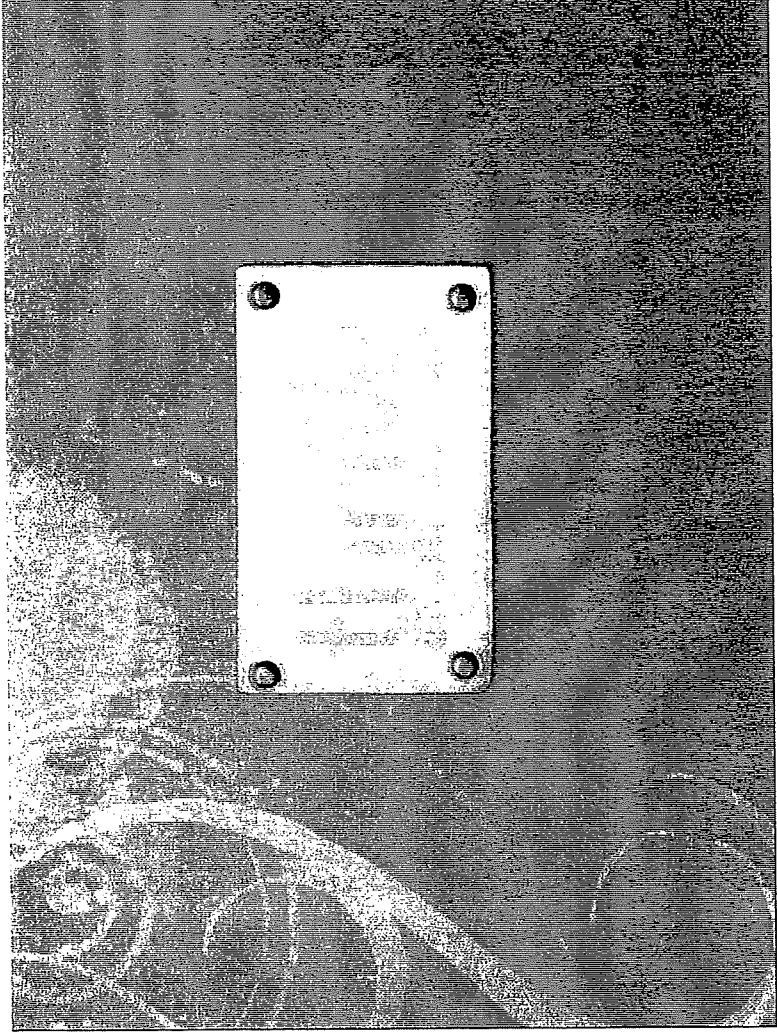
Objective: To help students understand Hepatitis B and C.

Instructions:

Have each student read each point concerning Hepatitis. For more information concerning Hepatitis go to:

Activity: None

Materials: None



Day 4

To help students have a understanding of the media's influence on sex and relationships and that the portrayal they represent are not accurate depictions of relationships in the real world.

Emotional Consequences:

66% of sexually
active teens say
they wish they
waited to have
sex!



Objective: To help students understand the consequences of sex are not just physical.

Instructions:

Explain to the students that the consequences of sexual activity are not just physical. You can take precautions to protect your body, but how do you protect your heart and emotions? If sex is supposed to be the greatest thing in the world, then why do 66% of teens say that they wish they had waited to have sex? By abstaining from sexual activity until marriage, you won't wake up the next morning and say that "*I wish I hadn't done that last night*" or "*Will he talk to me next week?*" Illustrate this point further by sharing a story.

Activity: None

Materials: None

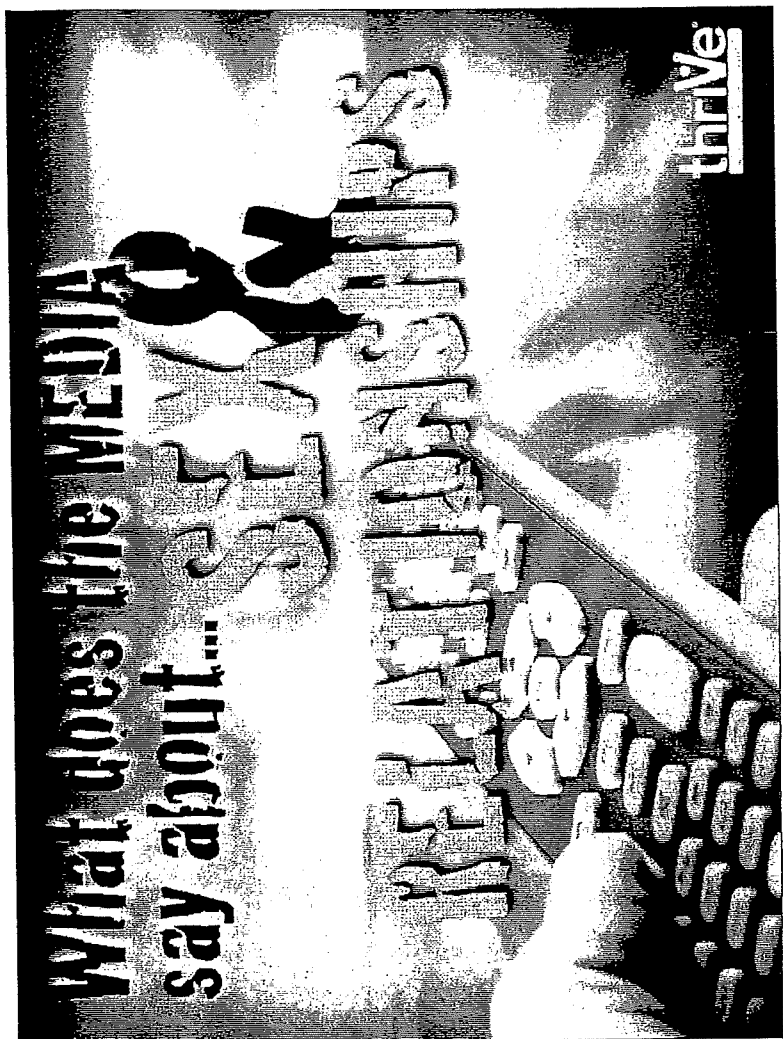


Objective: To help students understand the motivations for sex, knowing the consequences.

Instructions:

This slide is developed to have open discussion. Give input where possible.

Activity: None



Objective: To help students understand the media as an unreliable source on healthy relationships and healthy choices regarding sexual activity.

Instructions:

Begin by asking the class open-ended questions regarding media. Sample questions include:

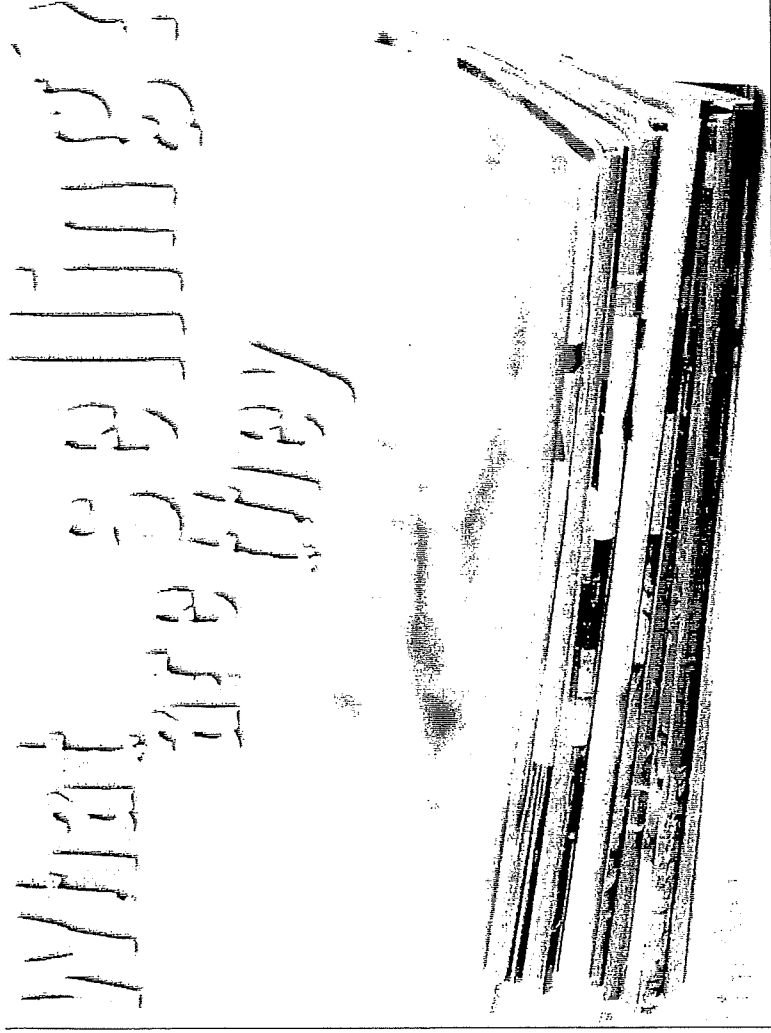
How many people in this class watch television (most students will raise their hand)?

How many people listen to music (most students will raise their hand)?

Now in your best opinion what does the media say about sex and relationships? Allow students to share their answers and discuss out loud.

Activity: None

Materials: None



Celebrity Musicians and Popular Teen Shows

Objective: To help students understand the media's influence on sex and relationships and that the portrayal they represent are not accurate depictions of relationships in the real world.

Instructions: Research photos of popular teen programs and musicians to have on display for the students to view. Some popular teen shows and movies that display false examples of sex and relationships could include: *Teen Mom*, *Jersey Shore*, *Idol*, *Wayne* (*musician*), *Katy Perry* (*musician*), *I Just Want My Pants Back*, *Friends With Benefits*, *No Strings Attached*. Popular teen shows from the 1990's could include *The Cosby Show*, *Fresh Prince of Bel-Air*, *Full House* and *Family Matters*. Once these photos are on display for the teens to view, the following questions can be asked out loud to generate discussion:

Ask:

Are these relationships healthy or unhealthy (Ex: *Jersey Shore*, *Teen Mom*, *The Cosby Show*)? Why?

How has television changed from the 1990's to today (*I Just Want My Pants Back*, *Jersey Shore* vs *The Fresh Prince of Bel-Air* and *The Cosby Show*)

Do you think they regretted their decision to be sexually active before marriage? Why or Why not (*Teen Mom*)?

Are sex and love the same thing? Can you have sex with someone that you don't love? If that is true, then isn't it also possible to love someone and not have sex with them?

Explain to the class that a lot of songs and shows that they watch have a lot of negative messages about what sex and relationships are like. When young people watch or listen to these types of media on a consistent basis, they can start believing that that is what sex and relationships are about. It is important to limit what you expose yourself to and have a mental "filter" on when watching television and listening to music. Individuals in popular teen shows and in songs that are sexually active generally do not experience any consequences for their sexual activity. Unfortunately, young people in real life do (social, physical, emotional, intellectual, and spiritual) when they're sexually active although the media does not usually portray this.

Activity: None

Materials Needed: Computer, Internet Access

Sexual Integrity

Protection in childhood
Direction as a teenager
Celebration in marriage

thrive[®]
1st LEVUS[®]

Objective: To help students understand sexual integrity and its purpose in a healthy relationship.

Instructions:

Integrity is having a moral compass and a sense of good character. That simply means that a young man or young woman would view and treat sex with a sense of honor and respect. Encourage students to date others that have sexual integrity, because someone with sexual integrity would not violate the sense of respect they have toward sex. It also means that someone with sexual integrity will respect others' sexual views and opinions. Protection in childhood is about informing all grade level students that all children should be protected against sexual crimes and/or unapproved sexual content from society. Direction as a teenager means educating teens on sexual health and potential risks/consequences. Celebration in marriage gives both partners the freedom to experience true love and mutual respect for one another.

Activity: "Money Activity"

Description:

Instructor asks students if they have any \$5's, \$10's, and/or \$20's in their wallets. Students will hand the dollar bills to the instructor, who will then put the money into their pocket and continue talking about how culture devalues sex, etc. The students will be totally distracted by the fact that the instructor took their money, put it in his/her pocket, and continued to talk as if he/she had not just stolen their money. Instructor will ask them, "What's wrong?" And the students will say things like, "You took our money! What are you doing with it? We better get that back!" The instructor explains to them that he/she did not TAKE their money, they offered it to him/her. This demonstration will be compared to how people treat their sexuality. Why is it that people offer sex to others and act like it's less of a deal than if someone took their money? Why do we place more value on a piece of paper than on our own sex lives?

Materials Needed:

-Dollar bills (\$5's, \$10's, and/or \$20's)

Sources: None



Objective: To help students understand what it means to have self-worth, value and respect for oneself and in our relationships with others.

Instructions:

Explain to the class how we hear about the value of self-esteem and how people with low self-esteem tend to experience problems in life. Ask the students to define self-esteem

Student answers should reflect statements like the following:

- How we value ourselves
- Our attitude towards ourselves
- Our ability to manage difficult situations
- Our confidence level
- How we see ourselves in our community

Explain to the class that respecting ourselves is important to our emotional health but also important in the relationships that we have with others.

Ask:

-What does it mean to respect yourself in relationships?

Some possible answers might include: setting boundaries, listening to your instincts (if you feel something is wrong then it probably is), staying away from people that don't respect your wishes, etc.

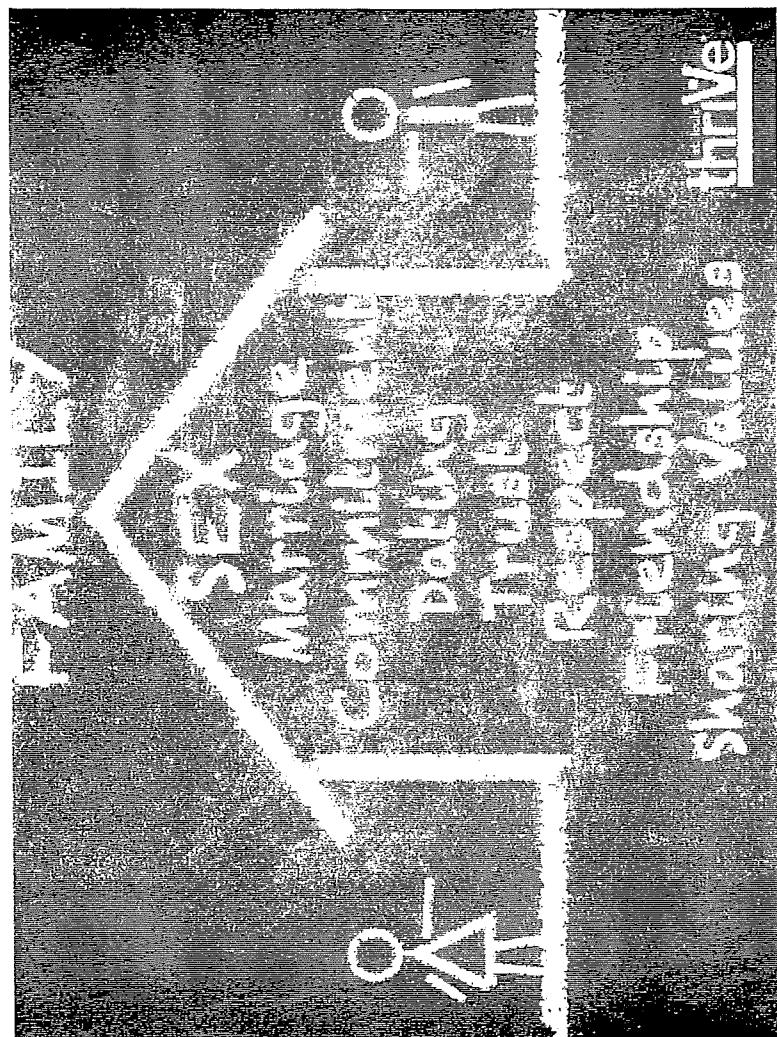
Ask:

-What does it mean to respect others?

Some possible answers might include accepting others as valuable and important, treating others with dignity and worth, etc.

Activity: None

Materials Needed: None



Objective: To help students understand the components of a healthy relationship.

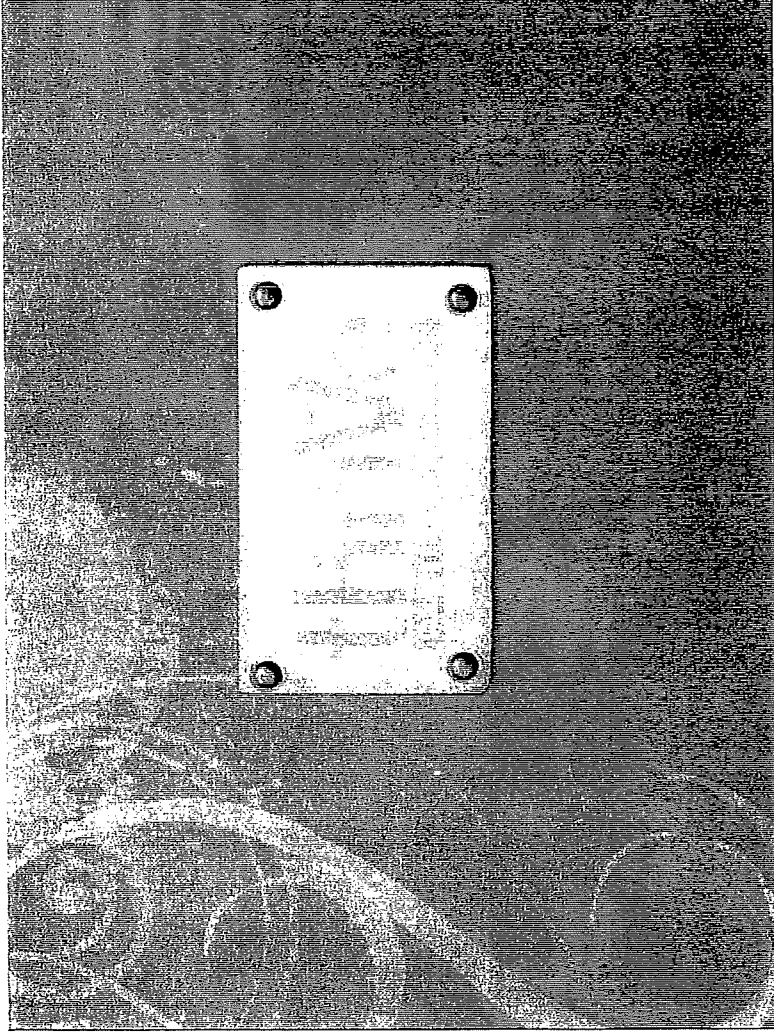
Instructions:

Explain to the students that the foundation of a home is what everything is built on. Without the foundation there is no safe place for a family to safely live. When a house is built the builders typically start with the foundation. The foundation is the strongest part of the house. If the house were to fall the foundation would still be there. The same could be said for relationships. By building a relationship on friendship and sharing values, if the relationship were to fall then the foundation would still be there. If relationships were built on sex and were to fall apart then there is not firm foundation.

Explain to the students that the foundations of a healthy relationship are those that you find already in those you love so much as a mother, father, brother and sister. If you build a relationship on sex eventually everything else will come crashing down. In the end the student wouldn't need sex but a true friend.

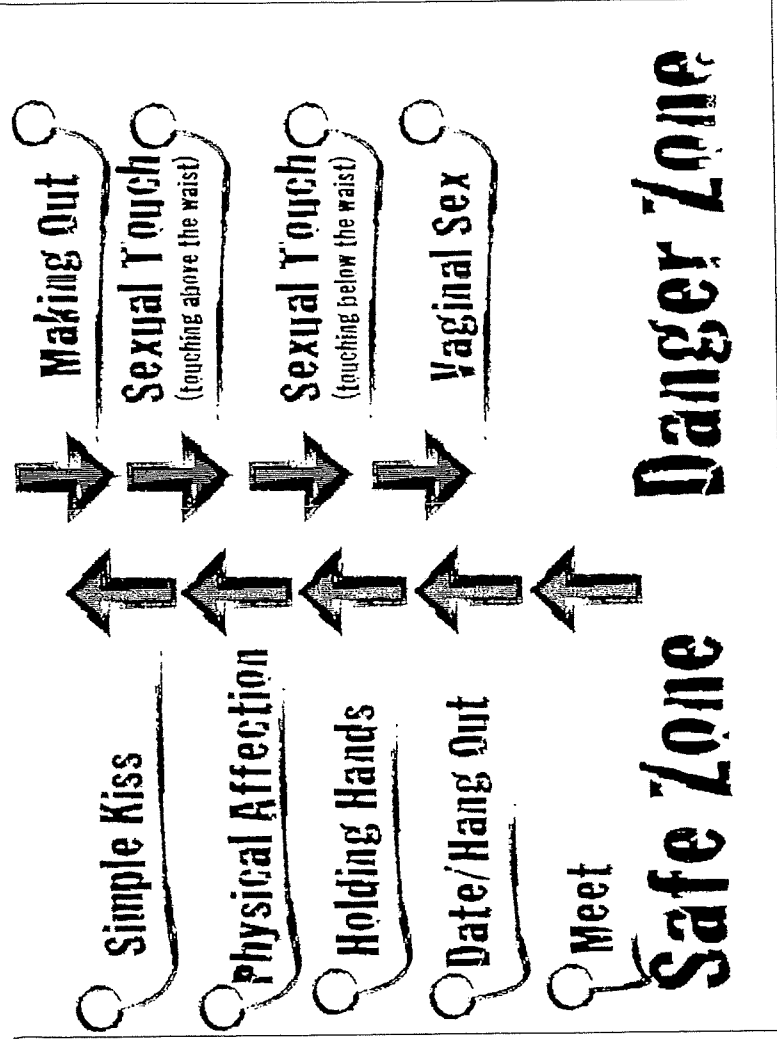
Activity: None

Materials: None



Day 5

Objective: To help students understand the need of boundary setting in their relationships.



Objective: To help students understand the importance of boundaries in present and future relationships.

Instructions:

Begin by asking the students: "What are boundaries? Physical? Emotional?"

Have you ever felt uncomfortable about someone else's behavior towards you??
Allow time for discussion.

Explain that sometimes we have this gut reaction to situations that let us know we are uncomfortable with how people are acting towards us. By listening to those instincts they can help you get out of and avoid situations. They let you know when you or your boundaries are not being respected.

An example of boundaries that can be used in class:

There was an elementary school that had a playground without a fence. When the children were outside, they would congregate closely towards the center and did not use much of the playground... After several months of observation, the school officials built a fence around the playground. Soon the children were playing all the way to the very edges of the playground and enjoying the freedom they felt. The clear boundary gave them a sense of confidence and safety that actually provided more freedom. We need boundaries in our relationships so that we feel safe, respected, valued, and free to get to know one another and have fun together.

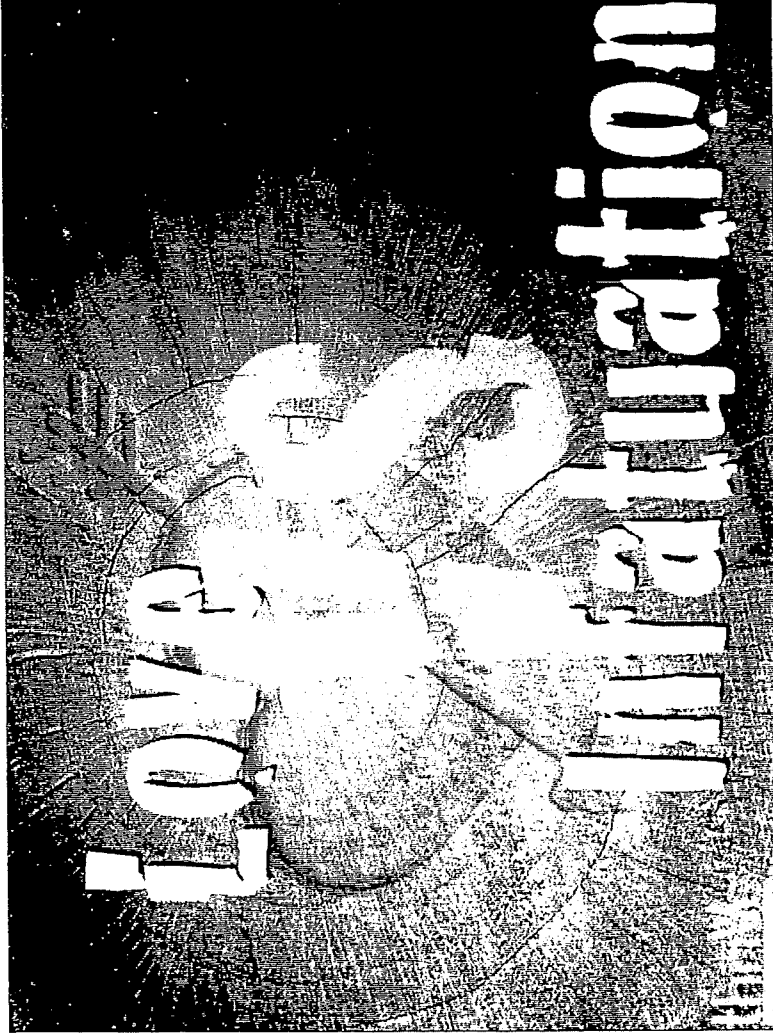
Ask the class:

-Have you ever seen a relationship without boundaries that was really emotionally unhealthy? Answers will vary.

-Where should we draw the line so that we feel safety and freedom in our relationships?

Explain that this slide sets the standard of how to maintain a healthy relationship. This should be the template of how a relationship should progress in a healthy fashion within the safe zone. Please note, that these steps take time to progress through and to if they are all met within one night then the relationship is focused too much upon the body instead of the relationship itself. Psychologist have studied that it takes 300 hours of conversation to truly get to know someone. That's the equivalent of 6 months of dating. If all you're doing is making out when you're together how well can you get to know someone. The reason the danger zone starts with making out is because this is the place men become sexually aroused. If women are getting him to this point he may take it as an offer to go further! Also at this point it is hard to "pull back" or "slow down". When dating you should use "open community dating"; in other words you are out in the public when you date. Not in bedrooms or basements or parking somewhere alone.

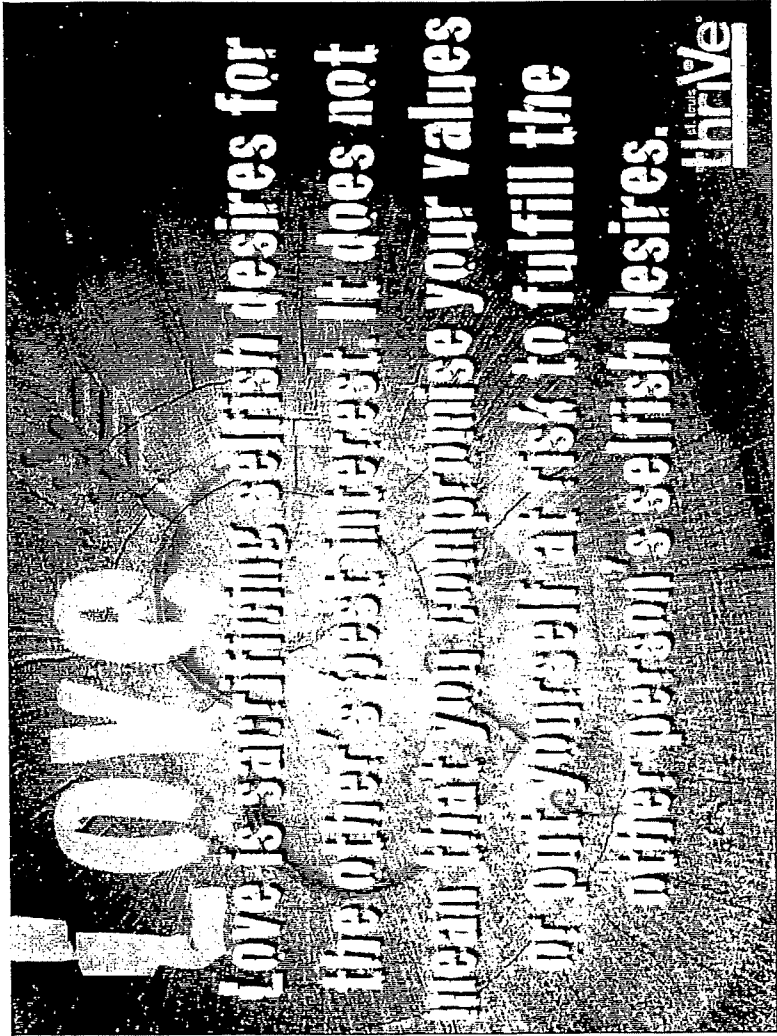
Activity: "Tape Measure Activity"



Objective: To help students understand what love is. If they have never been in love, then will they know when they have found it.

Instructions:
Explain that love is often confused with infatuation, because we respond to what we feel more readily than what we know.

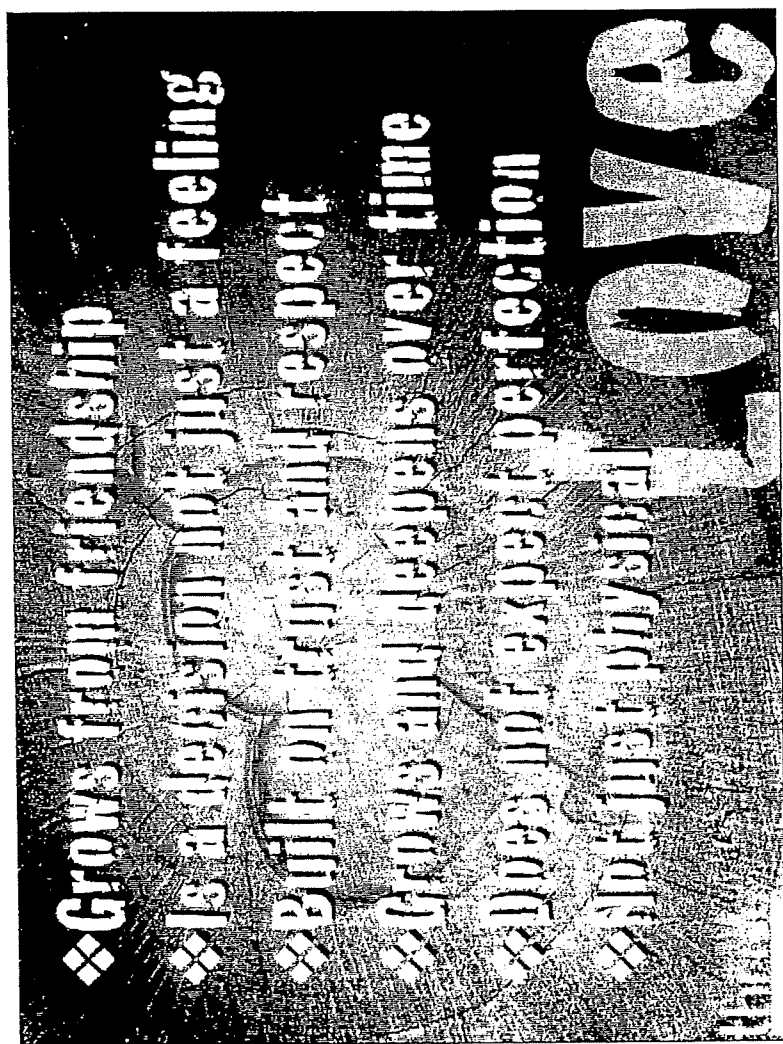
Activity: None



Objective: To help students understand what love is. If they have never been in love, then will they know when they have found it.

Instructions:
Have the students read slide and discuss.

Activity: None

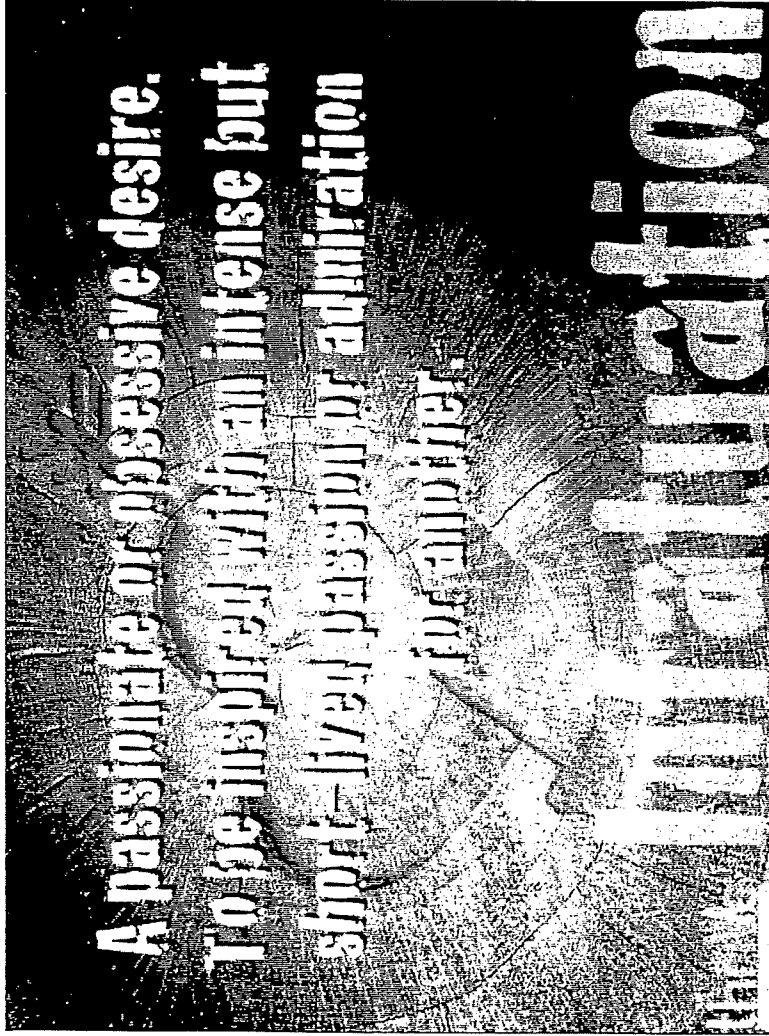


Objective: To help students understand what love is. If they have never been in love, then will they know when they have found it.

Instructions:
Have the students read slide and discuss.

Activity: None

Wait Training Curriculum page 99, 8101 E. Belleview Avenue, Suite D-2 Denver, CO 80237, 2nd edition Dec 2003

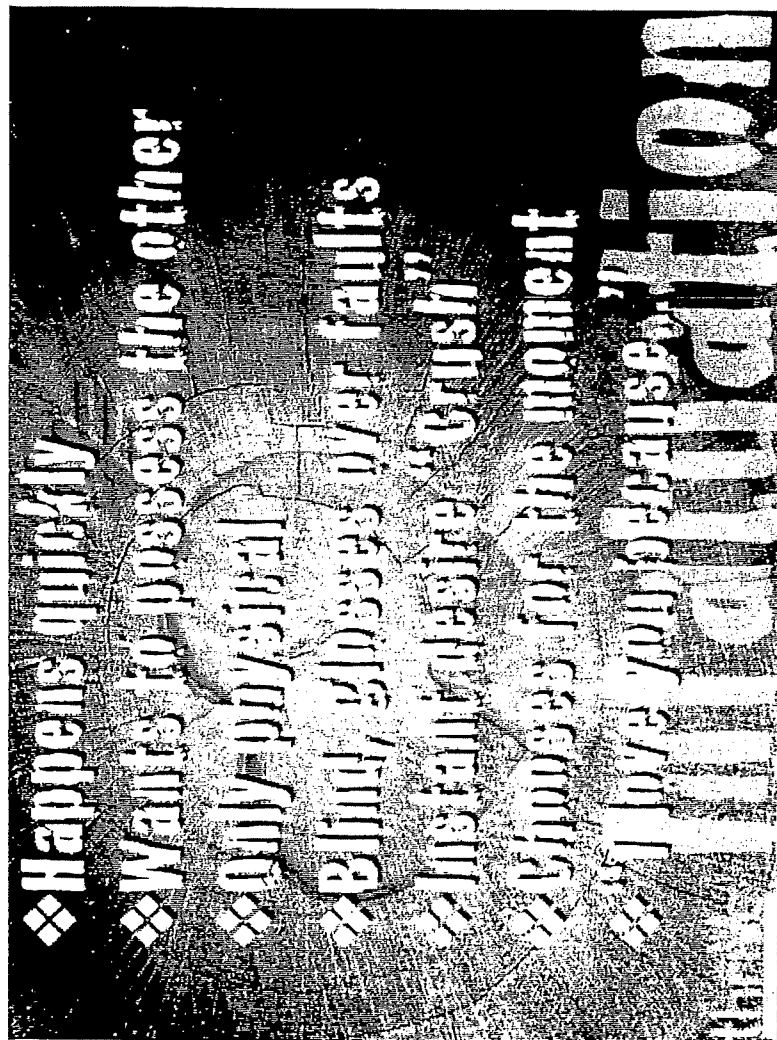


Objective: To help students understand what love is. If they have never been in love, then will they know when they have found it.

Instructions:
Have the students read slide and discuss.

Activity: None

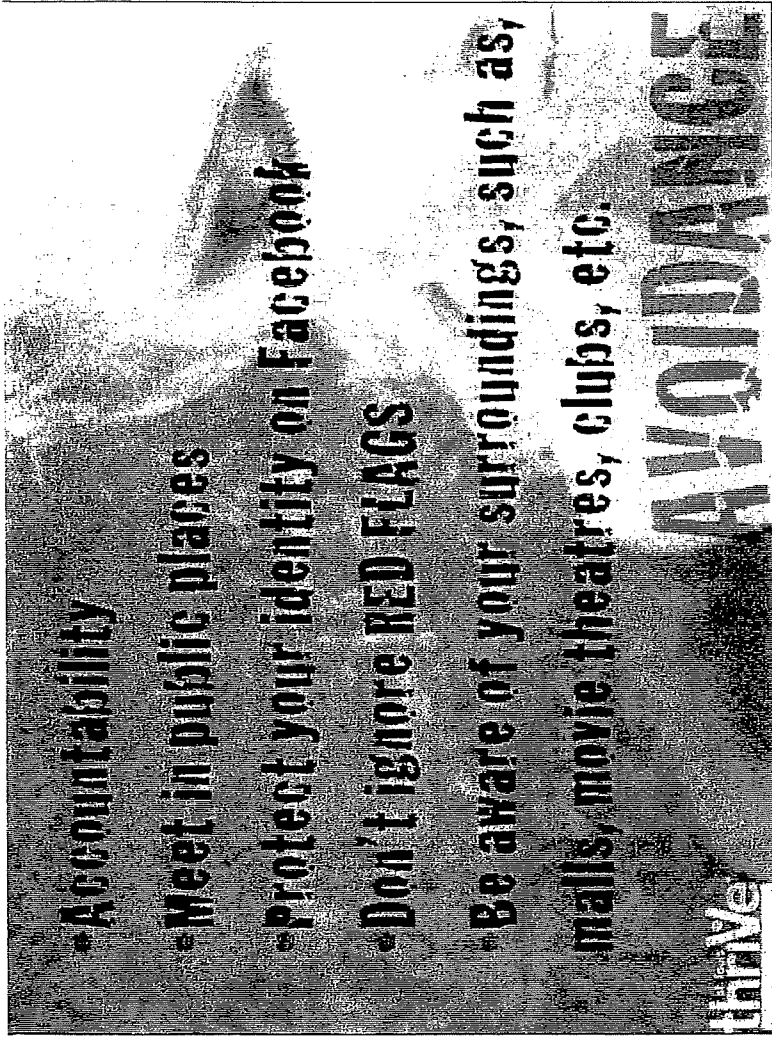
Wait Training Curriculum page 99, 8101 E. Bellevue Avenue, Suite D-2 Denver, CO 80237, 2nd edition Dec 2003



Objective: To help students understand what love is. If they have never been in love, then will they know when they have found it.

Instructions:
Have the students read slide and discuss.

Activity: None

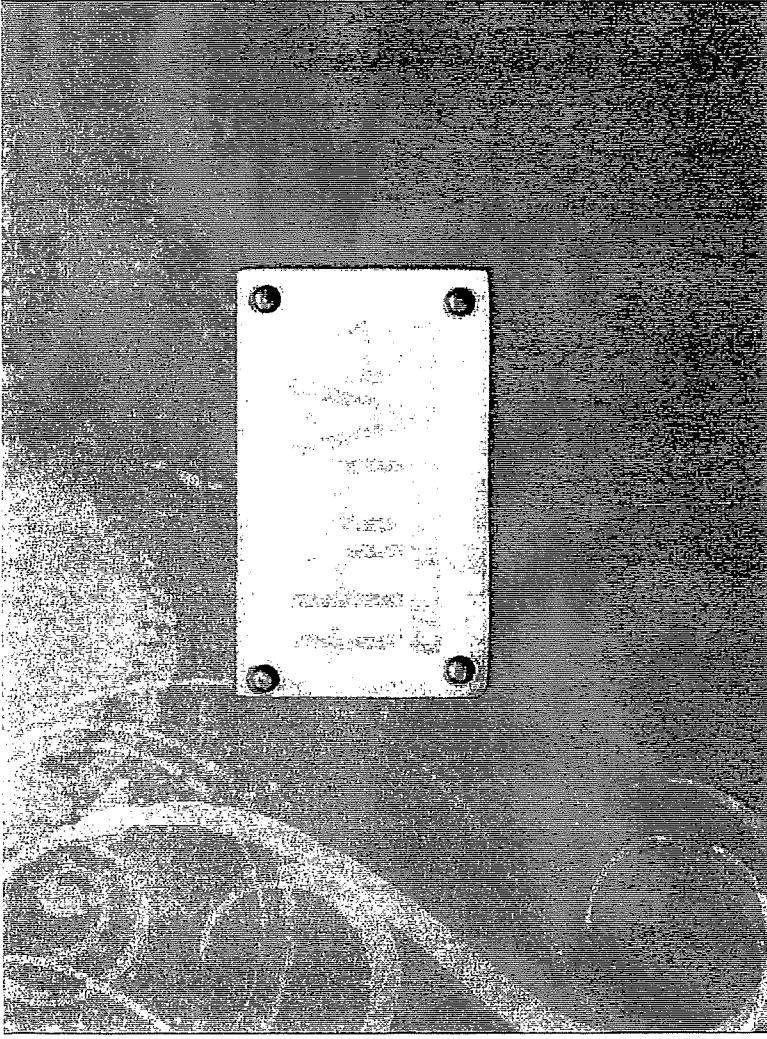


Objective: To help students understand the "red flags" of dangerous scenarios.

Instructions:

Explain to the students that teens today need to be able recognize dangerous scenarios if and when they begin dating.
Have students read each point in the slide. This is opportunity for students to have an open dialogue about ways to be safe.

Activity: None



Conclusion:

Ask your students what they've learned throughout the week. This is your opportunity to see what kind of impact this curriculum has had on your students. Remind your students that you are giving them advice on making healthy decisions. You can also direct them to your local pregnancy resource center or STD testing site (if available).

thrive

8th Grade Lesson Outline

Pre Survey

Lesson 1: Healthy Relationships

- Dating Differences
 - If/when you start dating both parties need to be on the same page.
 - open communication and community support will help create standards for healthy romantic relationships
- Is love a feeling? Love and Sex are not the same thing
- Love vs. Infatuation
 - Qualities of true love.
- Why are teens having sex? Students will discuss reasons why they believe their peers are sexually active
- Risky Behaviors-teen specific statistics describing the effects of irresponsible behavior
- The Whole Person-social, physical, intellectual, emotional, spiritual consequences

Lesson 2: Male/Female Anatomy & Introduction to STD's

- Reproductive System Anatomy-male and female
- What is Sexual Activity? Any bodily contact meant to give or receive sexual pleasure
- STI informational slides
 - Pictures based on teacher's judgment*
 - Video-testimony of an older woman who contracted PID in her teens

Lesson 3: STD's Ineffectiveness of "Safe Sex" & Emotional Consequences

- STI informational slides (cont.)
 - *Pictures based on teacher's judgment*
 - Videos
- HI five STI-using black light paint and high 5s the students will learn how one can be exposed to diseases.
- Teen Pregnancy
- Condoms/Safe Sex ineffectiveness in STI prevention
 - Abstinence: the only 100% prevention method

Lesson 4: The Influence of the Media & Sexual Integrity

- Condoms/Safe Sex ineffectiveness in STI prevention
 - Abstinence: the only 100% prevention method
- Can you follow directions?

-using simple everyday task (like brushing teeth) students will see that it is difficult to follow manufacturer's directions every time. In parallel, safe sex methods require not only skill, but consistent (every time) use to be effective. That is not always possible.

- Real vs Label

-using recognizable celebrities students will discuss the media's effect on everyday lifestyles and culture

-What is your label?

Lesson 5: Building a Foundation & Setting Boundaries

- The brain and sex (Oxytocin & Vasopressin)

-our bodies ability to bond to another person starts with hormones in our brain

-using sticky notes students will see how this bond can be effected by multiple sex partners.

- Boundaries- Where do you draw your line?

-this decision and commitment needs to be made BEFORE a relationship begins

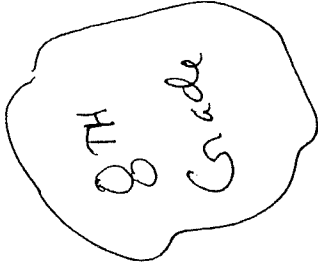
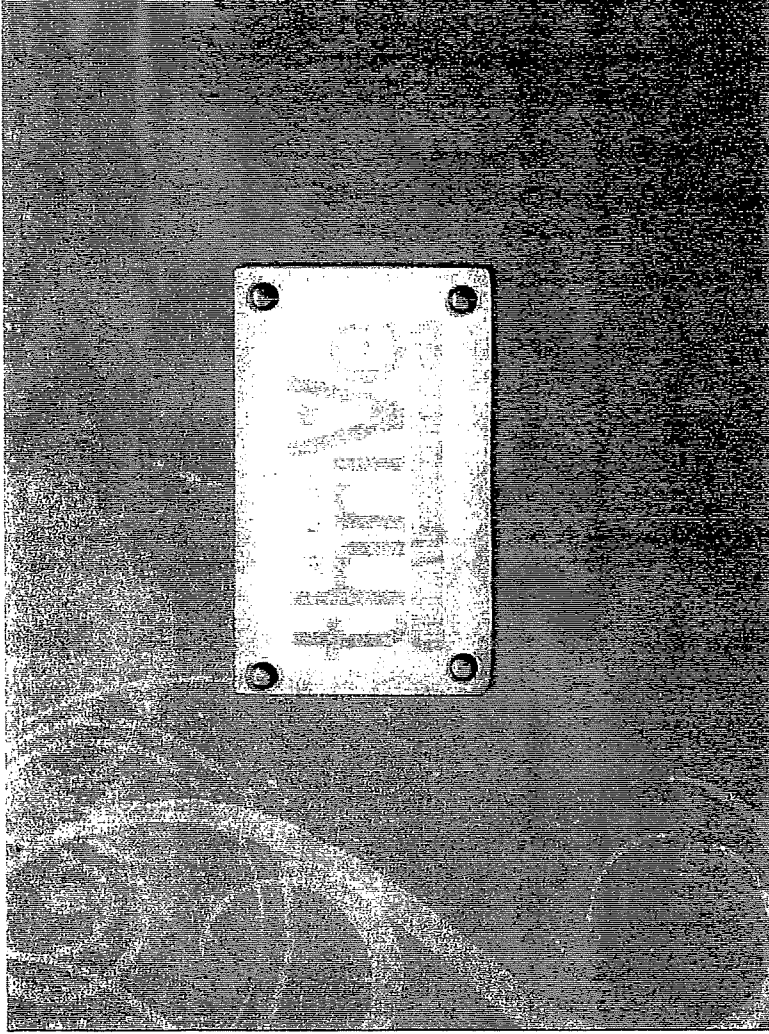
-Dress, Place, and Physical boundaries

- Building a relationship house

Post Survey

*The chronology of topics and activities are subject to change based on setting and educator.

**It is not the educator's goal to encourage or support teen dating. Teens will be encouraged to talk with their parents/guardians to establish the proper time frame, rules, and boundaries for dating. ThriVe[®]'s goal is to establish a level of communication between student and parent/guardian in preparation for this stage of their life.



Day 1

Objective:

To introduce students to their health instructor and organization by explaining:

1. Who you are
2. What you do
3. Where are you located
4. Why are you here

Instructions:

An example introduction...

"Hello, My name is _____ and for the next five days we will be talking about relationships, safety, avoidance, sexually transmitted infections (STI's) and diseases (STD's), and boundaries. As a high school student, you've reached the age where you are now able to start making decisions on your own. This week, I am not going to tell you what you can or can't do in life, but rather give you knowledge so that you can make healthy decisions for the rest of your life."

Activity:

None

Materials:

None



Objective:

To discuss the complexities and frustrations that students may experience in relationships. This slide will highlight the fact that the differences between guys and girls are normal aspects of any relationship. Men and women express feelings differently and will also deal with stress and/or conflict in relationships differently. If you expect the opposite sex to solve conflict or deal with stress the same way you would, then you are setting yourself and relationship up for failure. However, if you are dating for the right reasons with commitment, trust, and respect as the foundation, then both partners will strive to meet their common desire for love.

Instructions:

Ask the students:

1. Do guys and girls think and respond in the same way?"

Example:

Have guys and girls look at their finger nails (usually women hold their hand out in front of them and straighten their fingers, while men turn their palms in and curl their fingers).
Have guys and girls look at the bottom of their shoes (usually girls will bend their leg at the knee and look behind them, while men will lift their foot up in front of them to see the bottom of their shoes)
Have guys and girls hold their binders (usually girls will hug their binders to their chest, while guys will carelessly hold their binders down by their hip).

Ask the students:

1. When girls say 5 more minutes, what do they really mean? (usually they mean 5 more hours)
2. When guys say 5 more minutes, they mean 5 minutes or less.
3. What about when a girl says, "Nothing?" (usually if a girls says nothing--it's something!)
4. When a guy says, "Nothing?" (usually he truly means nothing)

It's important that both guys and girls have the same expectations for their dating experiences(s). A good question to ask yourself is, "what is the purpose of dating?" Many students see dating as a process of elimination, finding the partner they are most "compatible" with. During this process, it is important to refrain from sexual decisions and choices that permanently tie you to your ex-boyfriends or girlfriends. Sex will create a mental and emotional bond that will prohibit your ability to move on, not to mention, there could be physical consequences, like teen pregnancy and/or sexually transmitted diseases.

Activity:

1. What is the purpose of dating?
2. How do young adults and teenagers date?
3. What are some of the influences on how we date?
 - a.) Family
 - b.) Friends
 - c.) Media

Activity:

Name _____

IS LOVE



just a feeling?

Objective:
To help students understand that love and sex have two different definitions. In a relationship, love cannot only be a feeling.

Instructions:
Explain to the class that often times young people aren't sure of what love is and assume that love is just a feeling.

Ask the class the following questions to generate discussion:

1. What is love?
2. Are sex and love the same thing?
3. Is love a feeling?
4. When we're dating, how will we know if we're in love?

Activity:
Love vs. Sex

Description:
Have the students take out a sheet of paper and write the word LOVE on it. Underneath, ask them to give their best definition for this word. After, have them flip their paper over and write the word SEX. Next, ask them to give their best definition for that word. Finally, ask the students if anyone has the same definition for both words. 99% of the time no one will have the same definition for both words, because these words are independent from one another.

Use this illustration to explain that it is very possible to fall in love without having sex, because sex is not a substitute for love. Also, be sure to explain that someone can have sex with you and not really love you

Guys, do you think women want you to win 20 minutes in a bed with her, or do you think she wants you to win her heart? Love in its truest form is not simply a feeling but a decision. When parents have children, there are many opportunities for their children to anger them, but just because there is an absence of the feeling doesn't mean there is an absence of love. Parents choose to love their children regardless of a momentary feeling, and the same principle exists in relationships. Feelings are unreliable and unpredictable. If we base relationships off of feelings alone, then the relationship will be unreliable and unpredictable as well. Yet, if a man or woman chooses to love in the face of adversity or arguments, the relationship has a greater chance of longevity.

Materials:
Paper and pens/pencils



Objective:
To help students select partners who have the same morals and values as they have.

Instruction:
Ask the class to imagine that everyone has a moral or value scale. It is the scale by which one's value system is measured and can include personal, family, or religious views. While there are some people that have never experienced strong morals in their upbringing, there are also some people that unfortunately don't care about having morals.

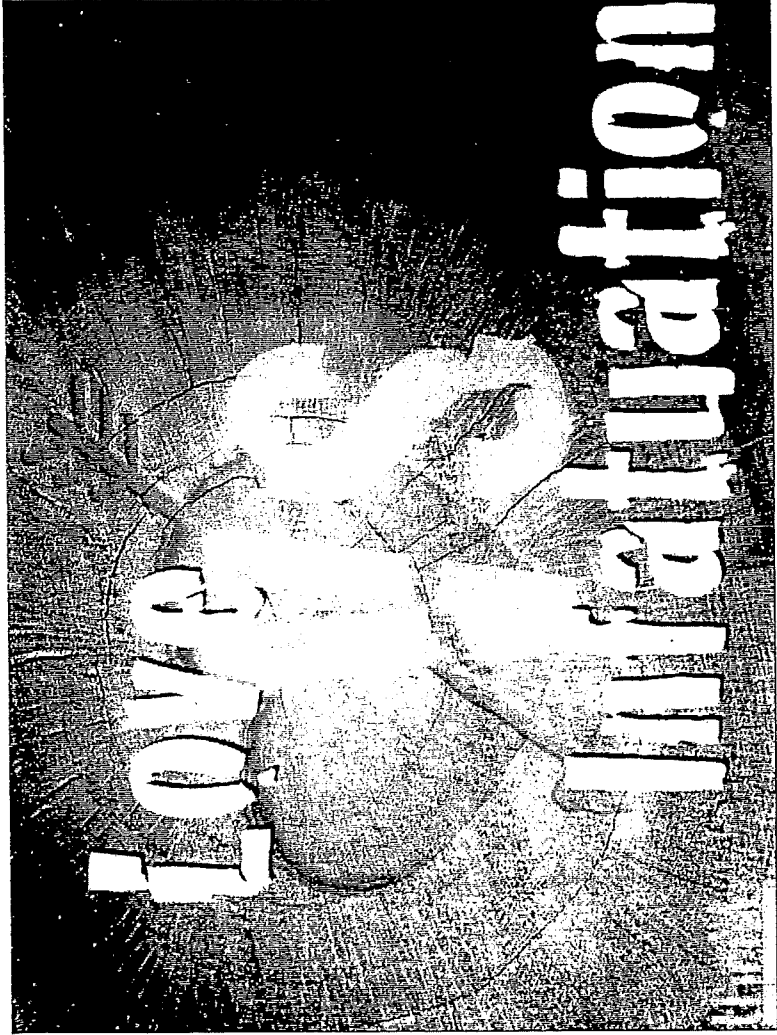
Some teens begin dating, only because they are attracted to what they see physically. Usually, they become disappointed to later find that their partner may look like a 10 physically but act like a 2 morally. This creates an unhealthy relationship, because the morals and values of the partners are not the same. This adds conflict and pressure to the relationship.

Usually, people who are 10's at heart start behaving like a 2 by drinking, smoking, using drugs, or having sex, because they want to feel closer to their partner. Unfortunately, these young people are usually blind to the fact that true healthy relationships are not about compromising your values or morals, but rather dating someone that has similar values or morals.

Tell the students it is ok to expect your girlfriend or boyfriend to act like a 10 and treat you like a 10. If they cannot do so, then move on and continue looking for a 10. You will need confidence and self-worth to do this. A person with confidence and self-worth will say to themselves, "I don't need anyone else's approval to feel or live like a 10. They can't pressure or shame me into becoming a 2."

Activity:
None

Materials:
None

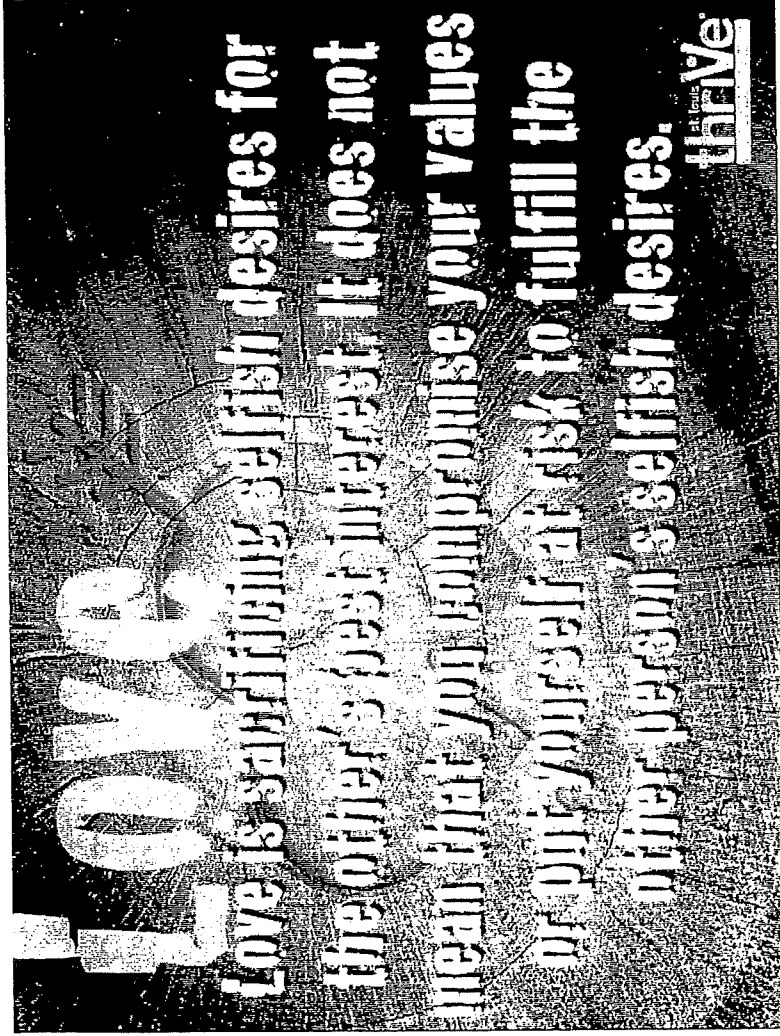


Objective:
To help students identify the difference between love and infatuation. If they have never been in love, this information will help students recognize when they experienced it.

Instructions:
Explain that love is often confused with infatuation, because we respond to what we *feel* more readily than what we *know*.

Activity:
None

Materials:
None



Objective:

To help students identify the difference between love and infatuation. If they have never been in love, this information will help students recognize when they experienced it.

Instructions:

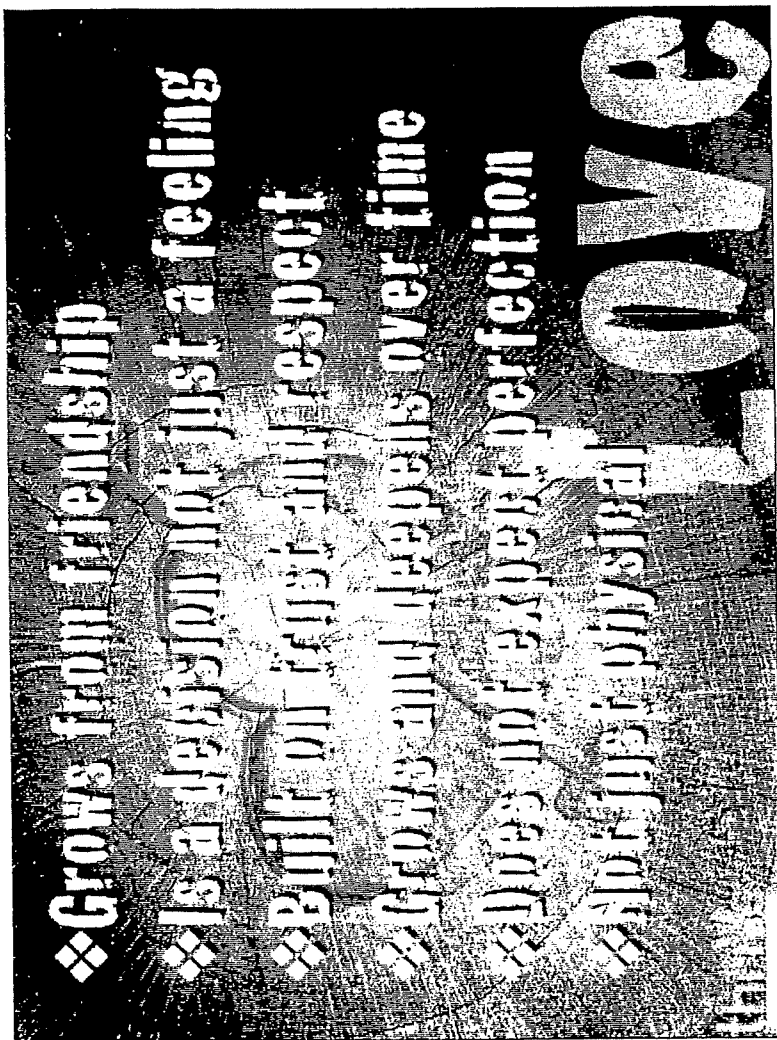
Have the students read slide and discuss.

Activity:

None

Materials:

None



Objective:
To help students identify the difference between love and infatuation. If they have never been in love, this information will help students recognize when they experienced it.

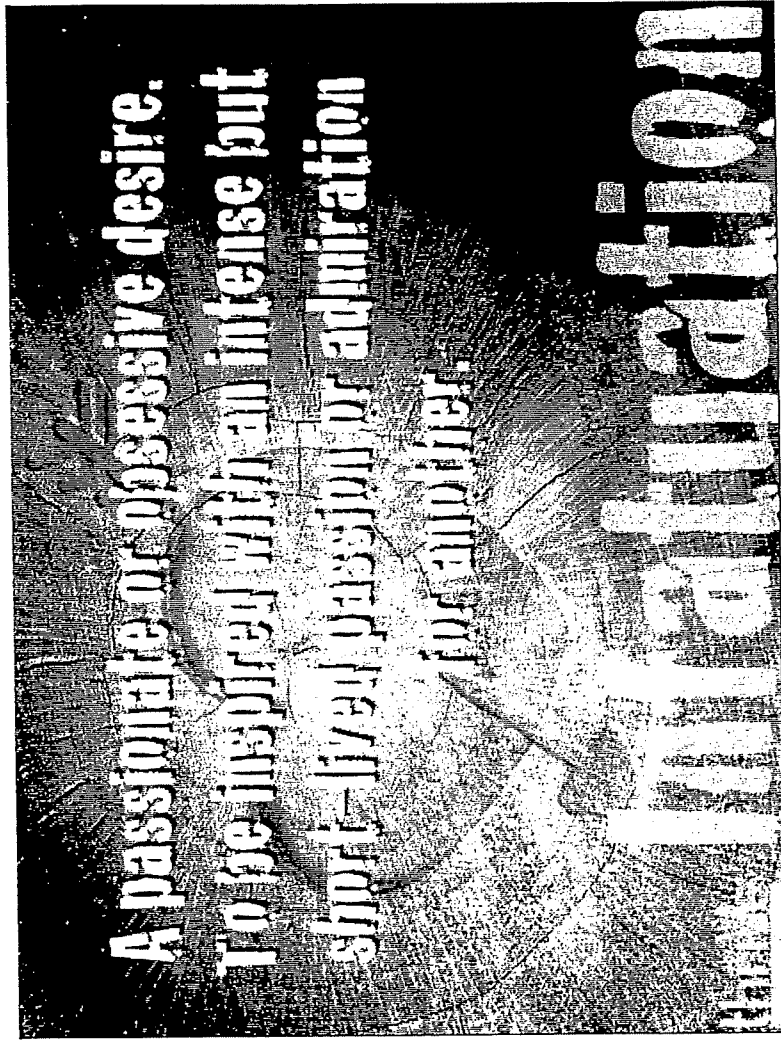
Instructions:
Have the students read each bullet point and discuss.

Ask:

1. Does love seem hard?
2. Based on this definition are many of the teen relationships on today's popular television shows really in love? Why?

Activity:
None

Materials:
None



Objective:
To help students identify infatuation. Many confuse love with infatuation.

Instructions:
Have the student read slide and discuss.

Activity:
None

Materials:
None



Objective:
To help students identify infatuation. Many confuse love with infatuation.

Instructions:
Have the student read each bullet point and discuss.

Activity:
None

Materials:
None

SEX

Sexually active teens and young adults 15-24 years old make up 25% of our sexually experienced population and make up 50% of all new STDs.

DRUGS

75% of teenagers admitted to being under the influence of drugs and alcohol during their first sexual experience.

Objective:

To explain the four main risky behaviors and how they can affect future goals.

Instructions:

Have the students read each statistic. Ask the students to think about each statistic and encourage them to ask any questions they might have about the risks of these behaviors.

Activity:

None

Materials:

None

ALCOHOL

Drivers 16-20 years old are 17 times more likely to die in a crash when they have a blood alcohol concentration of .08%.

SMOKING

Of the 3,000 teens who started smoking today, nearly 1,000 will eventually die as a result from smoking.

Objective:

To explain the four main risky behaviors and how they can affect future goals.

Instructions:

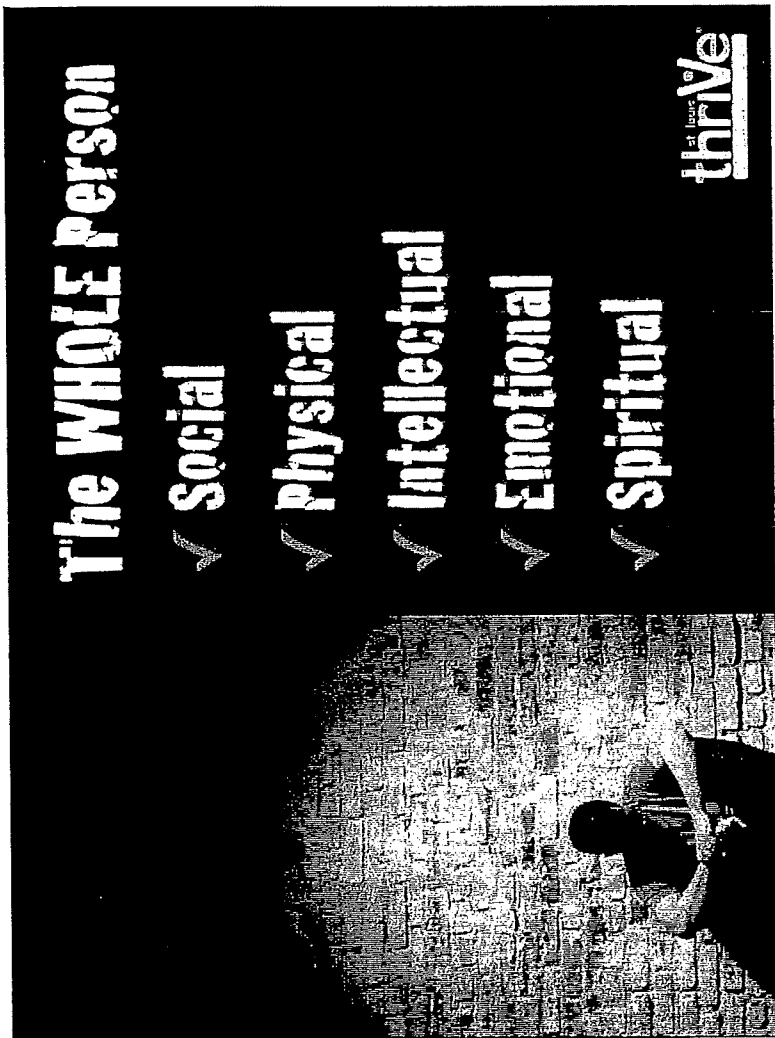
Have the students read each statistic. Ask the students to think about each statistic and encourage them to ask any questions they might have about the risks of these behaviors.

Activity:

None

Materials:

None



Objective:

To explain the five areas of life that make up a whole person.

Instructions:

Explain that just as there are many parts to a person, there are many parts impacted by our actions. We are social (how we interact with others), physical (physical bodies), intellectual (our brains and the ability to think before acting), emotional (our feelings-happy, sad, angry, lonely, etc.), and spiritual beings (our personal beliefs about right and wrong). We cannot just leave one part of us behind when we decide to have sex with someone.

Ask the students:

1. Do you believe actions have consequences?

Explain:

Yes, good or bad, our actions generally result in a consequence, sometimes something we want, and sometimes something we don't want to happen.

Discuss with the students what could be some consequences of risky behaviors in each of these areas of life (social, physical, intellectual, emotional, spiritual)? Another way of asking this is:

2. How can risky behaviors affect these different areas of your life?

Explain:

Socially we interact with others, physically we have bodies, intellectually we have brains and the ability to think before acting, emotionally we have feelings, and spiritually we all have a belief system--what we think is right and what we think is wrong.

Give an example of a person who has participated in a risky behavior and explain how it has affected each area of his or her life. Go through the four risky behaviors discussed in the previous slide (sex, alcohol, drugs, smoking) and discuss how they could possibly affect the five areas of the students' lives.

Activity:

None



Objective:

To have students discuss the motivations for sex, even though they may know the potential consequences.

Instructions:

This slide is developed to have open discussion. Give input where possible.

Ask:

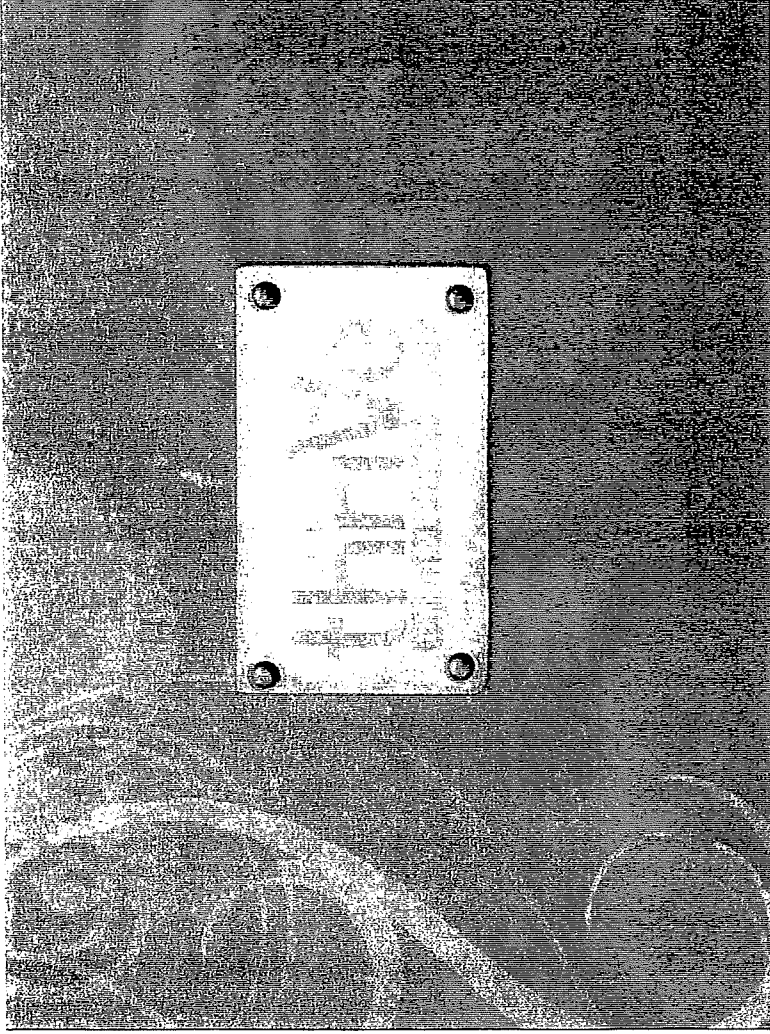
1. What are some of the things that influence teens to have sex?
 - a.) Media
 - b.) Peer pressure
 - c.) Hormones
 - d.) The desire to "be cool" or "popular"
 - e.) The desire to act more like an adult

Activity:

None

Materials:

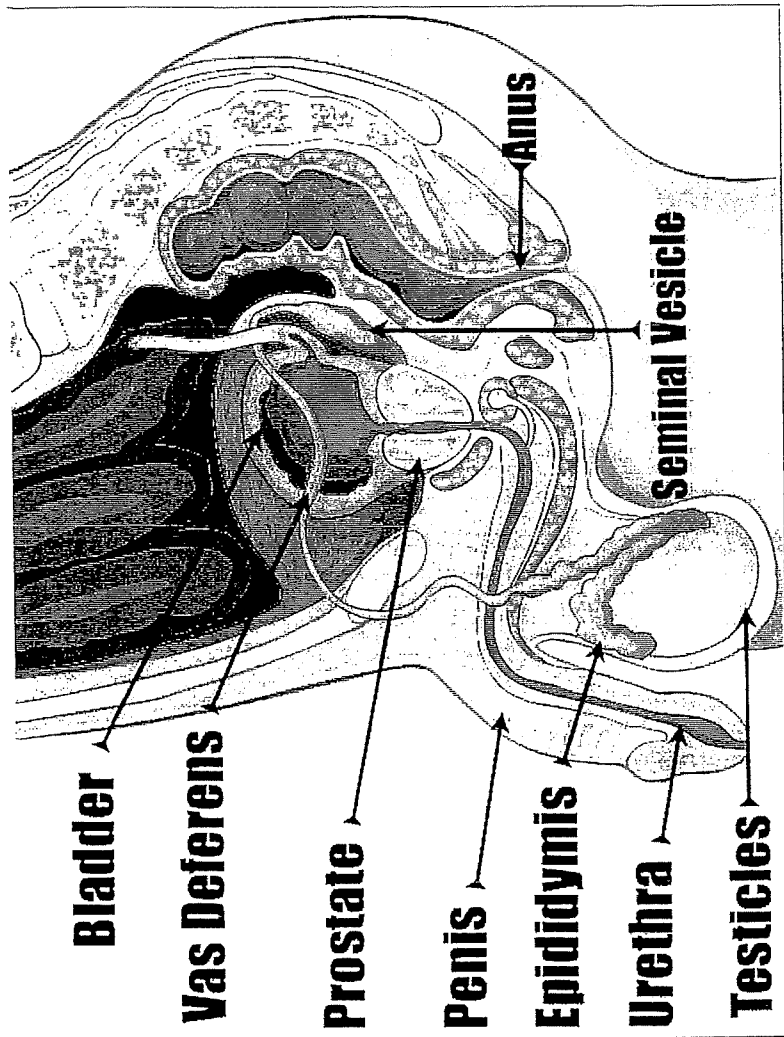
None



Day 2

Objective:

To help students gain understanding and increased knowledge of STD's and how they are passed through sexual activity.



Objective:
To help students gain an understanding of the male anatomy.

Instructions:
Explain each part of the male anatomy.

Vas Deferens: The vas deferens is a long, muscular tube that travels from the epididymis into the pelvic cavity, to just behind the bladder. The vas deferens transports mature sperm to the urethra, the tube that carries urine or sperm to outside of the body in preparation for ejaculation.

Prostate: The prostate gland is a walnut-sized structure that is located below the urinary bladder in front of the rectum. The prostate gland contributes additional fluid to the ejaculate fluid. Prostate fluids also help to nourish the sperm. The urethra, which carries the ejaculate fluid to be expelled during orgasm, runs through the center of the prostate gland.

Penis: The penis has three parts: the root, which attaches to the wall of the abdomen; the body, or shaft; and the glans, which is the cone-shaped part at the end of the penis. The opening of the urethra, the tube that transports semen and urine, is at the tip of the penis. The penis also contains a number of sensitive nerve endings. The body of the penis is cylindrical in shape and consists of three circular-shaped chambers. These chambers are made up of special, sponge-like tissue. This tissue contains thousands of large spaces that fill with blood when the man is sexually aroused.

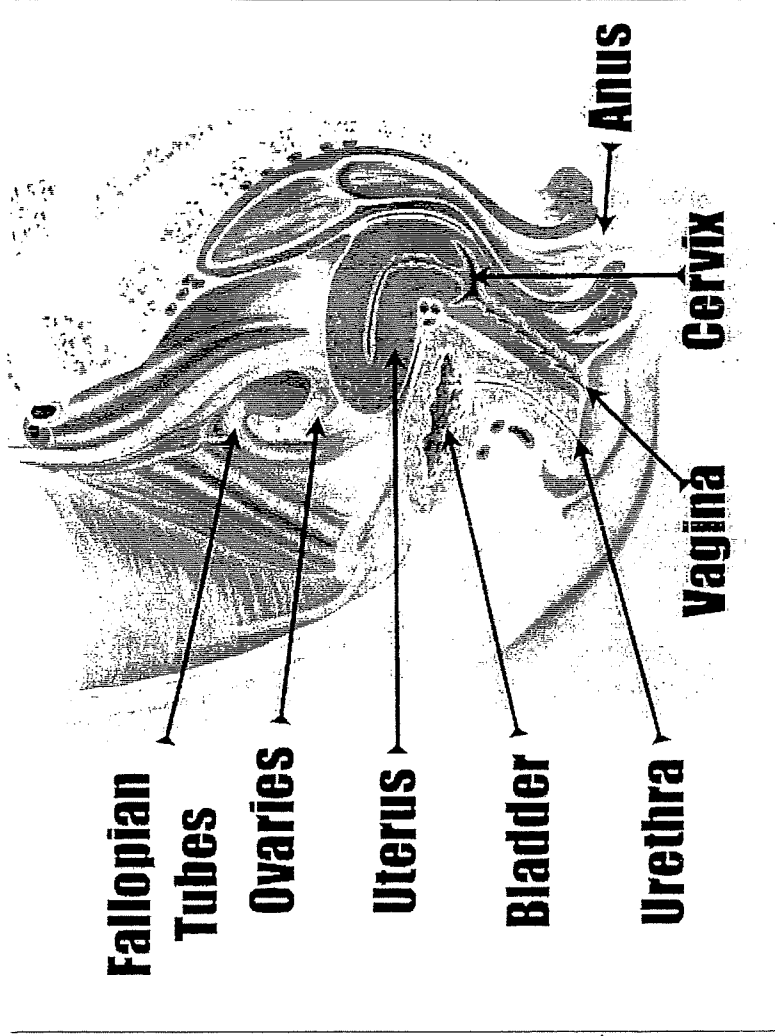
Urethra: Is the tube that connects to the bladder that allows for urine and semen and sperm to exit the body.

Testicles: These are oval organs about the size of large olives that lie in the scrotum, secured at either end by a structure called the spermatic cord. Most men have two testes. The testes are responsible for making testosterone, the primary male sex hormone, and for generating sperm. Within the testes are coiled masses of tubes called seminiferous tubules. These tubes are responsible for producing sperm cells.

Seminal Vesicle: The seminal vesicles are sac-like pouches that attach to the vas deferens near the base of the bladder. The seminal vesicles produce a sugar-rich fluid (fructose) that provides sperm with a source of energy to help them move. The fluid the seminal vesicles makes up most of the volume of a man's ejaculatory fluid, or ejaculate.

Activity:
None

Materials:
None



Objective:

To help students gain an understanding of the female anatomy.

Instructions:

Explain each part of the female anatomy.

Fallopian tubes: These are narrow tubes that are attached to the upper part of the uterus and serve as tunnels for the ova (egg cells) or a fertilized egg (zygote) to travel from the ovaries to the uterus. Conception, the fertilization of an egg by a sperm, normally occurs in the fallopian tubes. The fertilized egg then moves to the uterus, where it implants itself into the lining of the uterine wall.

Ovaries: These are small, oval-shaped glands that are located on either side of the uterus. The ovaries produce eggs and the main hormone Estrogen.

Uterus: The uterus is a hollow, pear-shaped organ that is the home to a developing fetus of a baby. The uterus is divided into two parts: the cervix, which is the lower part that opens into the vagina, and the main body of the uterus, called the corpus. The corpus can easily expand to hold a developing baby. A channel through the cervix allows sperm to enter and menstrual blood to exit.

Bladder: The urinary bladder is a muscular sac in the pelvis, just above and behind the pubic bone. When empty, the bladder is about the size and shape of a pear.

Urethra: The canal that carries urine from the bladder to the outside of the body.

Vagina: The vagina is a canal that joins the cervix (the lower part of uterus) to the outside of the body. It also is known as the birth canal.

Cervix: The cervix has strong, thick walls. The opening of the cervix is very small (no wider than a straw), which is why a tampon can never get lost inside a girl's body. During childbirth, the cervix can dilate to allow a baby to pass

Anus: The anus is the opening where gastrointestinal tract ends and waste exits the body.

Activity:

None

Materials:

None

Sexual Activity

Any bodily contact meant to give or receive any sexual pleasure.

Objective:

To understand that STD's are passed from one person to another during sexual activity.

Instructions:

Explain: One of the most obvious problems with teen sexual activity is the epidemic of sexually transmitted infections.

Ask:

1. How many people have heard of STDs?
2. What are they?

Answers will vary.

Explain: STI's and STDs are infections acquired through sexual activity. You will often hear both terms used, however STI's are more prevalent, because you contract an infection before a disease. In order to discuss STD's, we need to first discuss how they are transmitted.

Ask one of the students to read the slide.

Ask:

3. Can anyone tell me what that means?

Answers will vary.

Explain: Sexual activity is any physical contact meant to sexually arouse and excite another. Biologically, our bodies are designed to respond to touch. When two people start passionately kissing, their bodies will respond by wanting more physical touch (progression of sexual activity). There are four different types of sexual activity: vaginal, anal, oral, and mutual masturbation. Through these four types of sexual activity, the sexually transmitted infection can be passed through infected genital fluid touching a mucus membrane area of the body. Some STD's can be spread through infected genital skin to skin contact. STD's are not "toilet transmitted diseases," so there is no reason to worry about contracting one, as long as you set boundaries in your relationships.

Ask:

4. What are the mucus membrane areas of your body?

Explain: The mucus membrane areas of your body are: eyes, ears, nose, mouth, genital area front and back.

Activity:

None

Viruses Bacteria Parasites

HPV	Chlamydia	Trichomoniasis
Herpes	Gonorrhea	
HIV/AIDS	Syphilis	
Hepatitis B & C		

Objective:
To demonstrate an understanding and increased knowledge of the three categories of sexually transmitted diseases.

Instructions:
Explain to the students that while there are over 25 different STD's, these 8 are the most common.

Ask:
1. Are all STD's curable?
2. Which category is not curable? Answer: Viruses.

Activity:
None

Materials:
None

Infection	Symptoms	Treatment
Parasite	Odd odors, colors, textures, pain during intercourse or urination, odd discharges	Antibiotics
Bacteria	Blisters, warts, lesions, sores, rashes, flu-like symptoms, or internal organ damage	Antiviral medications, laser, or cryosurgery
Virus		

Objective:

To demonstrate an understanding and increased knowledge of STD symptoms and treatments.

Instructions:

Explain the differences between parasitic, bacterial, and viral infections. Below is a description of each category of sexually transmitted diseases.

Viral STD's stay in the body, and cannot be treated with antibiotics. An infected person can take medication to alleviate the symptoms, but there are no cures. He or she can transfer a viral STD throughout his/her life, even to those he/she loves

Bacterial STD's are curable. A doctor may prescribe specific antibiotics to cure these, however, if left untreated they can cause long-term consequences.

Parasitic STD's are caused by parasites, small organisms that live on or in a host and derive food from its host. Some parasitic infections are easily treated, and some are not. The burden of these diseases often rests on communities in the tropics and subtropics, but parasitic infections also affect people in developed countries. Explain that STD's are spread by people having multiple sex partners!

Ask:

1. How many STD's are there today? Answer: Back in the 50's and 60's there were only 2 STD's that people worried about, Gonorrhea and Syphilis. Now, there are between 25 and 30 STD's!

2. Why do you think we have so many STDs today?

3. Can anyone tell me something significant that happened in the 60's? Answers will vary.

a.) The legalization of Birth control— women and men could now have sex without worrying about pregnancy.

b.) The 60's were the hippie era. People were going to Woodstock and wanting to experience "sexual freedom". This is not to say

they really didn't understand the negative consequences of their actions.

Ask the class to think about these questions to themselves:

4. Do you all feel very free when I share this with you?

5. Does it sound like having multiple partners is sexual freedom?

that their desire for peace and love and freedom were a bad thing, but

In reality, making healthy choices for is freedom—freedom from the pain and harm that sexual activity can cause to your body, emotions, and relationships. Explain that there will be an in depth discussion on these 8 sexually transmitted diseases. The facts can be scary, but they will help the students make healthier choices regarding their sexual behavior.

Activity:

None

Materials:

Trichomoniasis

Men may not know
they are infected
until their partners
need treatment.

About 30% of
infected people
develop symptoms.

Pregnant women with trichomoniasis are more
likely to have preterm delivery. Babies are more
likely to have an officially low birth weight.

thrive^{by}
first

Objective:

To demonstrate an understanding and increased knowledge of Trichomoniasis.

Instructions:

Have the students read each point concerning Trichomoniasis. For more information concerning Trichomoniasis go to:

Activity:

None

Materials:

None

Chlamydia

About 11% of sexually active females aged 14-19 years has chlamydia.

About 45% of infected women and 30% of infected men may not have signs or symptoms.

Chlamydia prevalence among sexually-active young persons aged 14-24 years is nearly 10%. The prevalence among persons aged 25-34 years.

thrive

Objective:

To demonstrate an understanding and increased knowledge of Chlamydia.

Instructions:

Have the students read each point concerning Chlamydia. For more information concerning Chlamydia go to:

Activity:

None

Materials:

None

Gonorrhea

Untreated Gonorrhea
has the potential to
spread to the blood and
throughout the entire
body.

Untreated Gonorrhea
can increase a
person's risk of
acquiring or
transmitting HIV.

In the United States the highest rates
of Gonorrhea are found among sexually
active people ages 14-24.

thrivē

Objective:

To demonstrate an understanding and increased knowledge of Gonorrhea.

Instructions:

Have the students read each point concerning Gonorrhea. For more information concerning Gonorrhea go to:

Activity:

None

Materials:

None

Syphilis

The late stages of syphilis can appear

10 to 20 years

after the infection was first acquired.

Syphilis is most contagious in the second stage when it is in the bloodstream.

The first stage of Syphilis causes painless sores that will heal after 3 to 6 weeks. Though the sore has healed, this bacteria can begin damaging major organs while the infected person is unaware.

thrive[®]
EAGLE BRAND

Objective:

To demonstrate an understanding and increased knowledge of Syphilis.

Instructions:

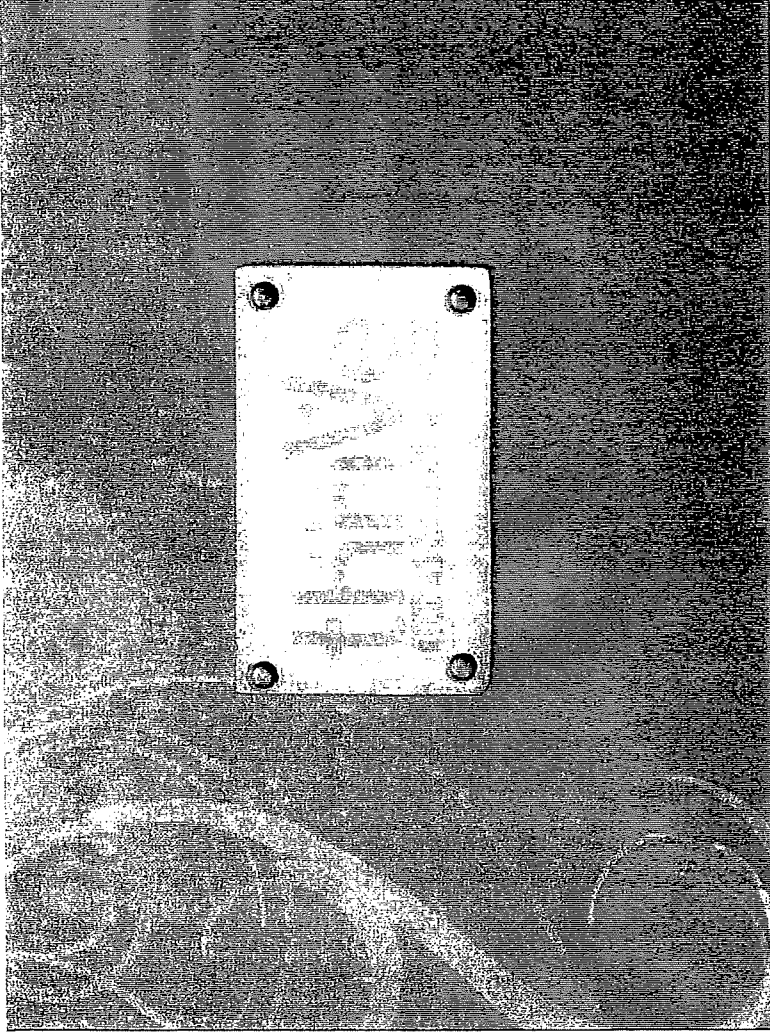
Have the students read each point about Syphilis. For more information concerning Syphilis go to:

Activity:

None

Materials:

None



Day 3

Objective:

To help students gain understanding and increased knowledge of STD's and how sexual activity can affect their futures. Student will understand that the only 100% way to protect yourself from sexually transmitted diseases is through abstinence.

HIV

Over **30%** of people infected with HIV are unaware that they are infected.

40% of over all cost of HIV care in a lifetime is medication; which ranges from **2,100-4,700** dollars a month.

People aged **13-29** account for **39%** of all new HIV infections.

thrive
of health

Objective:

To demonstrate an understanding and increased knowledge of HIV.

Instructions:

Have the students read each point concerning HIV. For more information concerning HIV go to:

Activity:

None

Materials:

None

HPV

About 64% of the cancers diagnosed in the mouth are linked to HPV-16.

Men have about 2 times the rates of oral HPV than women, leading to mouth, throat, and neck cancers.

There are about 14,000 new cases of genital HPV in the United States each year.

at least
thrive

Objective:

To demonstrate an understanding and increased knowledge of HPV.

Instructions:

Have the students read each point concerning HPV. For more information concerning HPV go to:

Activity:

None

Materials:

None

Herpes

About 20 million sexually active people are infected with Herpes Simplex II.

Women are more susceptible to Herpes than men!

Herpes Simplex I & II can be shed from skin that looks normal. Infected people can shed Herpes through genital skin shedding. This shedding can pass the virus when no symptoms are present. ^{as built} thrive

Objective:

To demonstrate an understanding and increased knowledge of Herpes.

Instructions:

Have the students read each point concerning Herpes. For more information concerning Herpes go to:

Activity:

None

Materials:

None

Hepatitis B & C

Infected people with chronic Hepatitis have a **15-25%** chance of death.

Hepatitis can be passed from an infected mother to child. Infants have a **40%** chance of chronic Hepatitis if they are infected.

HBV infection is most commonly passed when infected bodily fluids or infected blood come into contact with a mucous membrane.

thrive

Objective:

To demonstrate an understanding and increased knowledge of Hepatitis B and C.

Instructions:

Have each student read each point concerning Hepatitis. For more information concerning Hepatitis go to:

Activity:

None

Materials:

None

Are you SAFE...?

thrive

Objective:

To help students understand that condoms are the only contraceptive that can reduce their risk of contracting an STD, but they are not 100% effective. While condoms do reduce the chance, they do not completely eliminate the chance of getting an STD

Instructions:

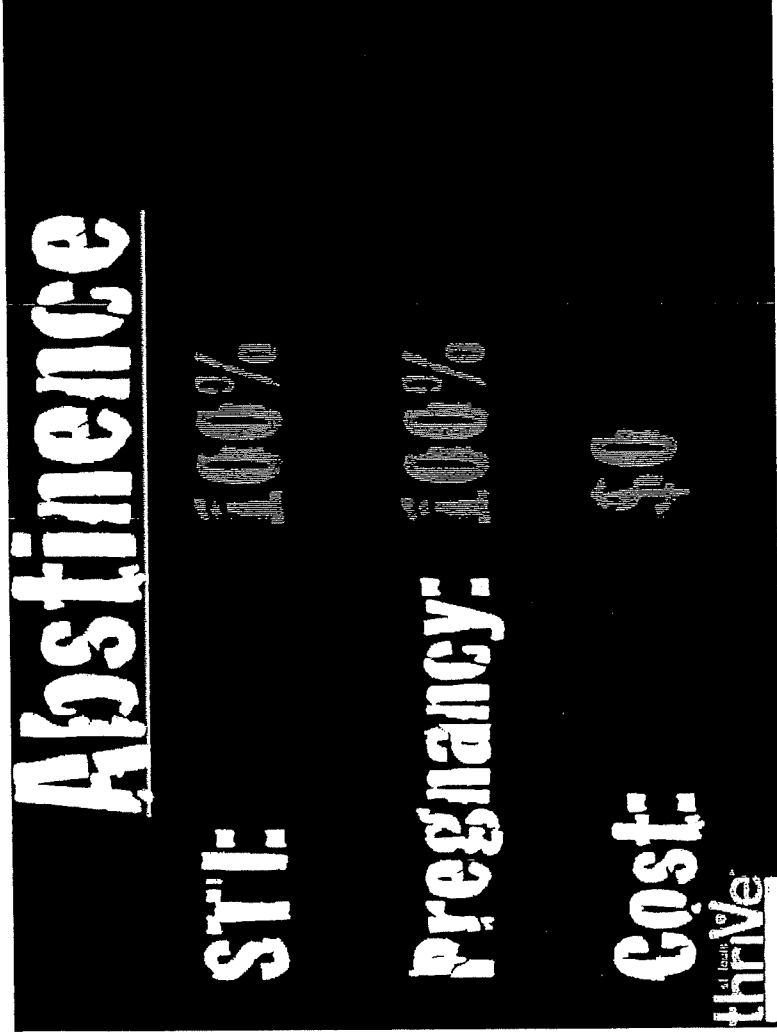
Explain to the class that the first condoms were manufactured of lamb skin or sheep intestines (they were originally used to cover the barrel of a musket to stop dirt from entering into the gun) Through research, it was found that certain types material, such as polyurethane and latex, can stop the transmission of STD's. But even though condoms can *reduce* risk, they do not *eliminate* risk. The instructions on a box will tell you that you must use them 100% correctly 100% of the time in order to achieve the limited effective rate they offer.

Activity:

None

Materials:

None

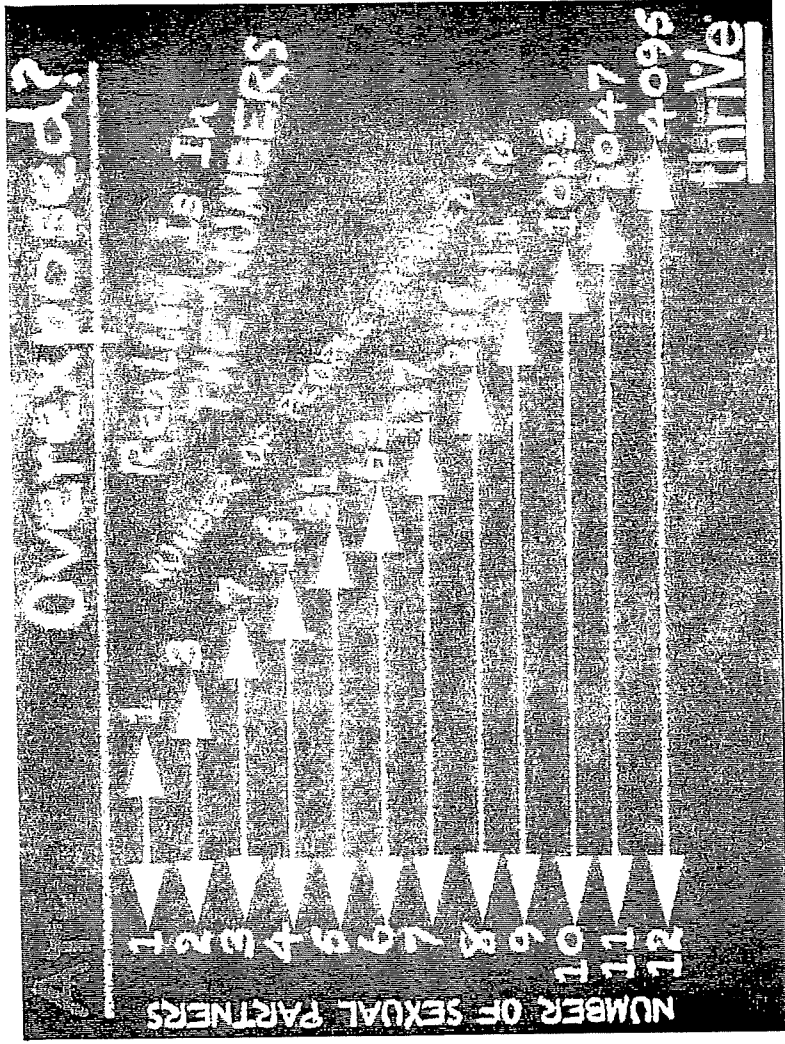


Objective:
To help students understand that abstinence is the only way to completely protect against sexually transmitted diseases, pregnancy and does not cost money.

Instructions:
Allow the students to read the slide and allow for open dialogue.

Activity:
None

Materials:
None



Objective:
To help students understand sexual exposure. When you have unprotected sex with someone, you are not only exposed to that one person, but to all of his or her previous sexual partners. Having multiple partners increases the risk of contracting STD's

Instructions:
Explain to the students that one way you can reduce your risk of contracting an STD is by reducing your number of sexual partners. When two people are sexually active, they are exchanging bodily fluids. Therefore, when you are sexually active with one person, you are exposing yourself to all of that person's previous sexual partners as well.

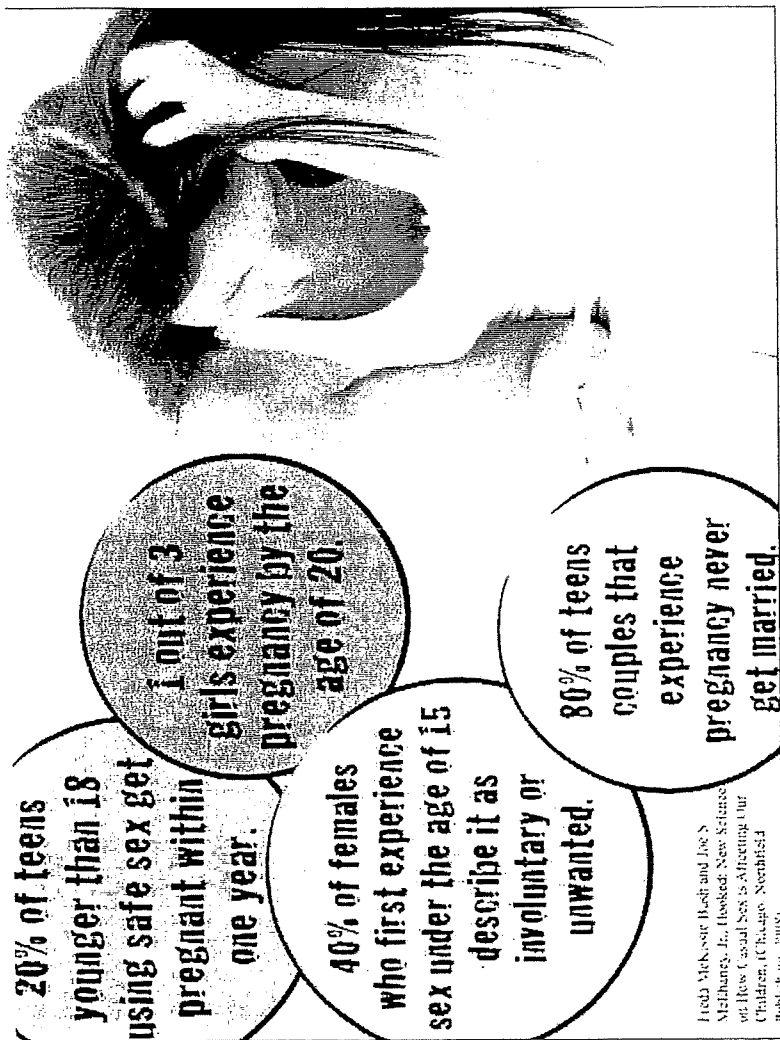
Activity:
"Yucky Water"

Description:
The objective of this activity is to have students understand the consequences of having multiple partners. Instructor will choose 7 students and line them up by boy/girl. Give each student a clear plastic cup filled with water along with 2 or 3 Cheez-it crackers except for the student that is last—he or she will only have a plastic cup with water. Each student will chew the Cheez-its (make sure they don't eat or swallow the Cheez-its) and spit the crackers into their cup. Next, have the student furthest from the individual with the clear water (clear water student represents someone practicing abstinence and should be on the opposite end) pour the contents of their cup into the cup of the student standing next to him/her. The exchanging of the yucky water represents sexual activity and the exchanging of bodily fluids. A hypothetical story can be told to illustrate the sexual partners of an individual from high school to college.

By the time the person standing next to the individual with clear water has his/her cup (which should be filled to the top with all of the previous students' Cheez-it/water/saliva), the instructor will ask the individual on the end (the clear water student representing abstinence) if they're willing to drink the cup filled with the prior 7 students' liquids. The "abstinent" student replies emphatically "No!"

Finally, have the instructor hold the spit cup filled with everyone's saliva/cheez-its and remind them that when you are sexually active with someone, you are not only exposed to that person, but to all of his/her previous sexual partners

Materials:
Clear plastic cups (7-8)
Water to pour into each cup
Cheez-it crackers



Objective:
To talk to students about the prevalence of teenage pregnancies.

Instruction:
Explain to the students that even though condoms may reduce the risk of pregnancy, they are not 100% effective. Teens who engage in sexual activity are more likely to suffer from the consequences of teenage pregnancy. Have students read each statistic.

Activity:
None

Materials:
None



Emotional Consequences

"66% of
teens wish
they
waited to
have sex."

thrive

Objective:

To show students that the consequences of sex are not just physical.

Instructions:

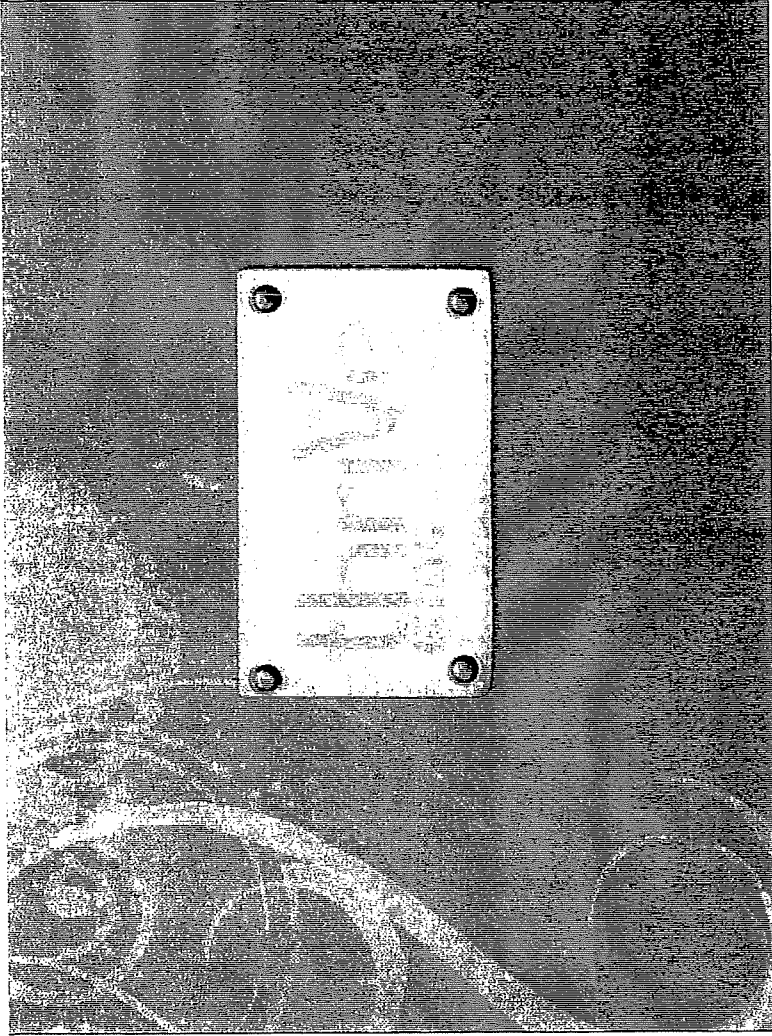
Explain to the students that the consequences of sexual activity are not just physical. You can take precautions to protect your body, but how can you protect your heart and emotions? If sex is supposed to be the greatest thing in the world, then why do 66% of teens say that they wish they had waited to have sex?

Activity:

None

Materials:

None



Day 4

Objective:

To demonstrate an understanding of the media's influence on sex and relationships and that the portrayal they represent are not accurate depictions of relationships in the real world.

Sexual Integrity

Protection in childhood
Direction as a teenager
Celebration in marriage

Let teens
thrive

Objective:

To understand what sexual integrity means.

Instructions:

Integrity is having a moral compass and a sense of good character. That simply means that a young man or young woman would view and treat sex with a sense of honor and respect. Encourage students to date others that have sexual integrity, because someone with sexual integrity would not violate the sense of respect they have toward sex. It also means that someone with sexual integrity will respect others' sexual views and opinions.

1. Protection in childhood is about informing all grade level students that children should be protected against sexual crimes and/or unapproved sexual content from society.
2. Direction as a teenager means educating teens on sexual health and potential risks/consequences.
3. Celebration in marriage gives both partners the freedom to experience true love and mutual respect for one another.

Activity:

"Money Activity"

Description:

Instructor will ask students if they have any \$5's, \$10's, and/or \$20's in their wallets. Students will hand the dollar bills to the instructor, who will then put the money into their pocket and continue talking about how culture devalues sex, etc. The student will be totally distracted by the fact that the instructor took their money, put it in his/her pocket, and continued to talk as if he/she had not just stolen their money. Instructor will ask them, "What's wrong?" And the students will say things like, "You took our money! What are you doing with it? We better get that back!" Etc. The instructor will explain to them that he/she did not TAKE their money, they offered it to him/her. This demonstration will be compared to how people treat their sexuality. Why is it that people offer sex to others and act like it's less of a deal than if someone took their money? Why do we place more value on a piece of paper than on our own sex lives?

Materials:

Dollar bills (\$5's, \$10's, and/or \$20's)



Objective:

To identify the media as an unreliable source on healthy relationships and healthy choices regarding sexual activity.

Instructions:

Begin this lesson by asking some or all of these questions:

1. How does the media portray sex?
2. Do they talk about it in a respectful way?
3. How do they make girls look?
4. How do they make guys look?
5. Does it add value or cheapen sex and relationships?

Ask the class how they would describe relationships.

6. Do you feel the media accurately presents the reality of sex and relationships?

Refer to the money activity from the previous slide. Ask a student for a sheet of paper...in front of the students begin ripping up the paper three or four times. Ask the students if one sheet of paper is valuable as you are ripping the paper up? Take the other "paper" or money and ACT like you are going to rip it up and say "will anyone be upset if I rip up this paper"? They will have an overwhelming reaction. Ask them why they would be upset if you ripped their money. They will say that it is valuable... Your response should be: "When something holds value does it change the way we treat it?" The media says you can give sex away to anyone and it's no big deal. No one walks around handing out 20's, yet we give our bodies away without reservation on first dates? What does that say to how the media or you value sex? The most precious and costly thing you can give your future husbands or wives is your body and sex. Every year you SAVE UP sex it increases the value in your future investment of marriage and family!

Activity:

None

Materials:

None



Objective:

To help the students understand what it means to have self-worth, self-respect, and respect for others.

Instructions:

Explain to the class that when people have low self-esteem, they do not realize their value as a person and usually do not treat themselves with respect. Because they do not feel that they are valuable, they are more likely to engage in risky behaviors, which usually results in unwanted consequences. Ask the students to define self-esteem.

Students' answers should be similar to the following:

1. How we value ourselves
2. Our attitude towards ourselves
3. Our ability to manage difficult situations
4. Our confidence level
5. How we see ourselves in our community

Explain to the class that self-respect is important for our emotional health and affects the relationships we have with others.

Ask:

1. What does it mean to respect yourself in relationships?

Some possible answers might include: a) setting boundaries, b) listening to your instincts (if you feel something is wrong then it probably is), c) staying away from people that don't respect your wishes, etc

2. What does it mean to respect others?

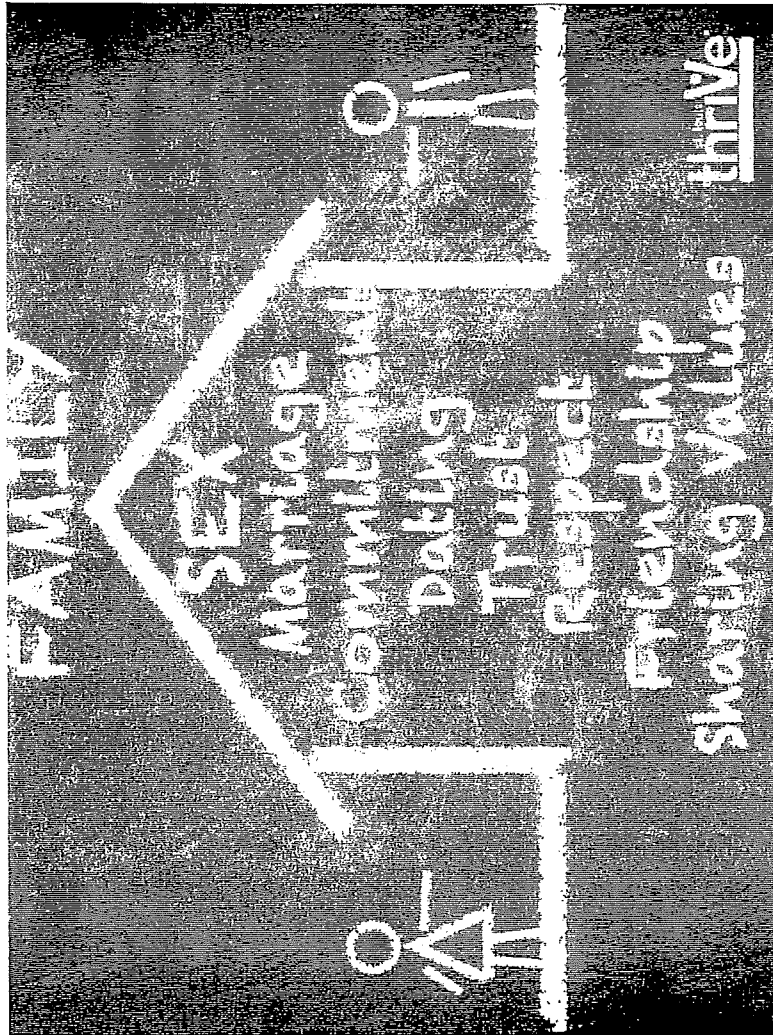
Some possible answers might include: a) accepting others as valuable and important, b) treating others with dignity and worth, etc.

Activity:

None

Materials:

None



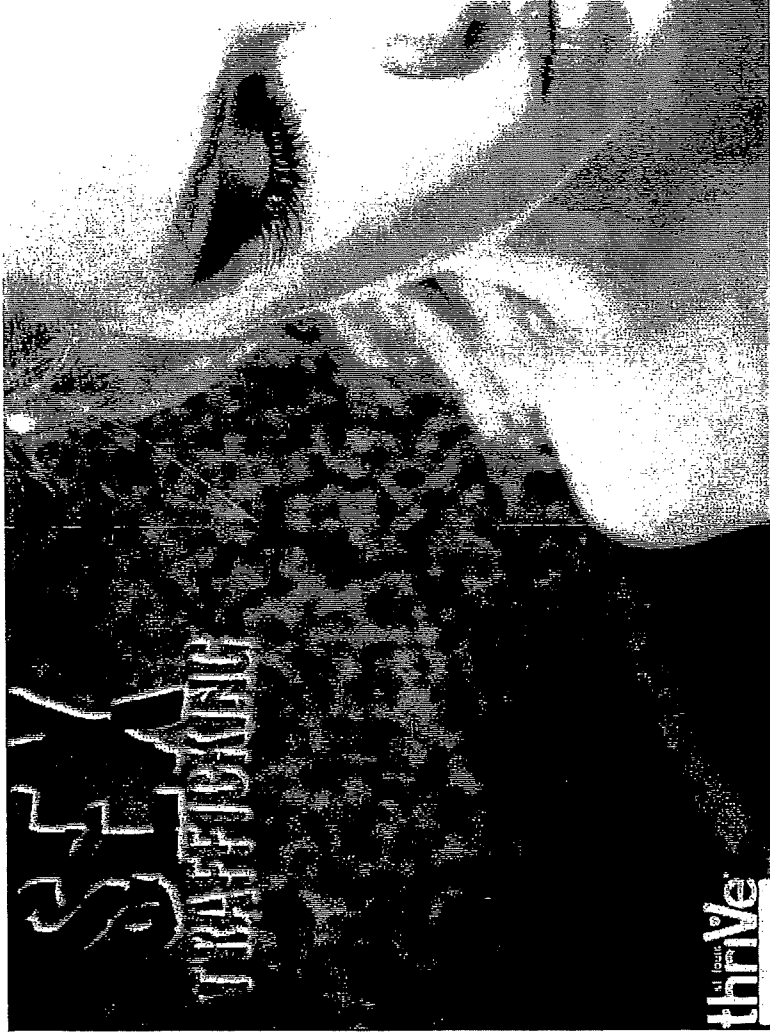
Objective:
To help students recognize the components of a healthy relationship.

Instructions:
Explain to the students that the foundation of a home is what everything is built on. Without a solid foundation there is no secure place for a family to safely live. When a house is built, the builders typically start with the foundation. The foundation is the strongest part of the house. If the house were to fall, the foundation would still be there. The same could be said for relationships. By building a relationship on friendship and sharing similar values, the foundation would still be there even though the relationship came to an end. If relationships were built on sex and then were to fall apart, there would not be a firm foundation.

Explain to the students that the foundations of a healthy relationship are found in those you already love, such as a mother, father, brother and sister. A relationship built only on sex will eventually come crashing down. In the end, a true friend is what we need, not sex.

Activity:
None

Materials:
None



Objective:

To inform teens of the risks, prevalence, and tactics of sex trafficking. Provide students with information and practical safe guards to protect themselves from becoming a victim of sex trafficking.

Instructions:

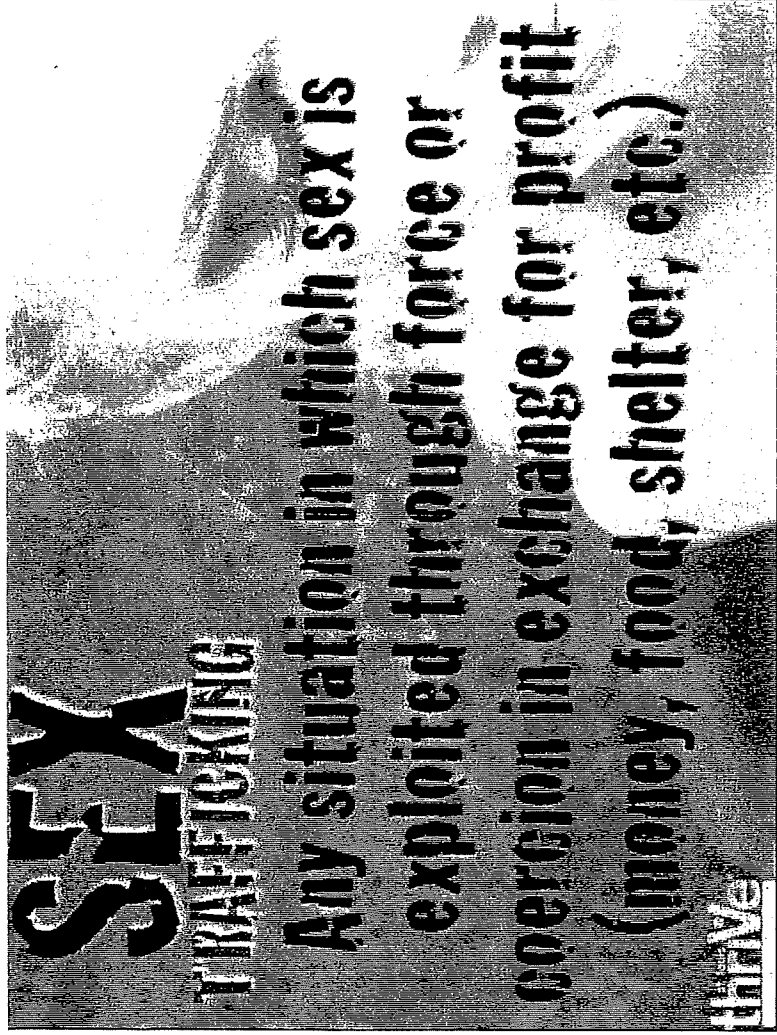
None

Activity:

None

Materials:

None

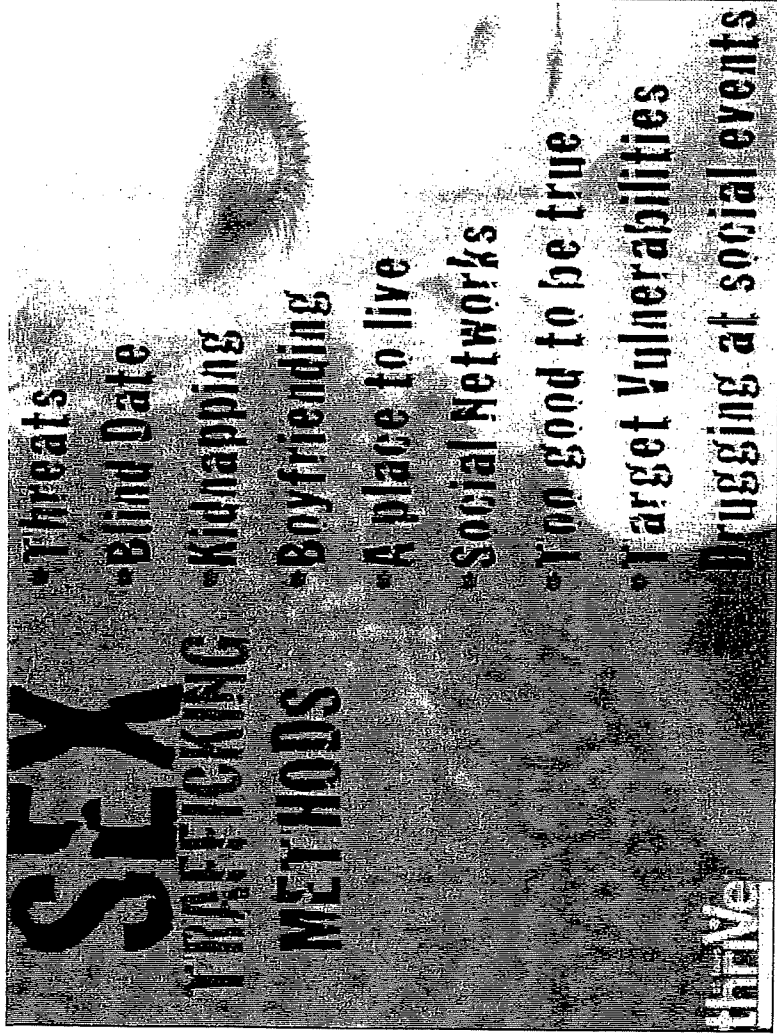


Objective:
To define sex trafficking.

Instructions:
None

Activity:
None

Materials:
None



Objective:

To inform teens of the risks, prevalence, and tactics of sex trafficking and to discuss sex trafficking methods.

Instructions:

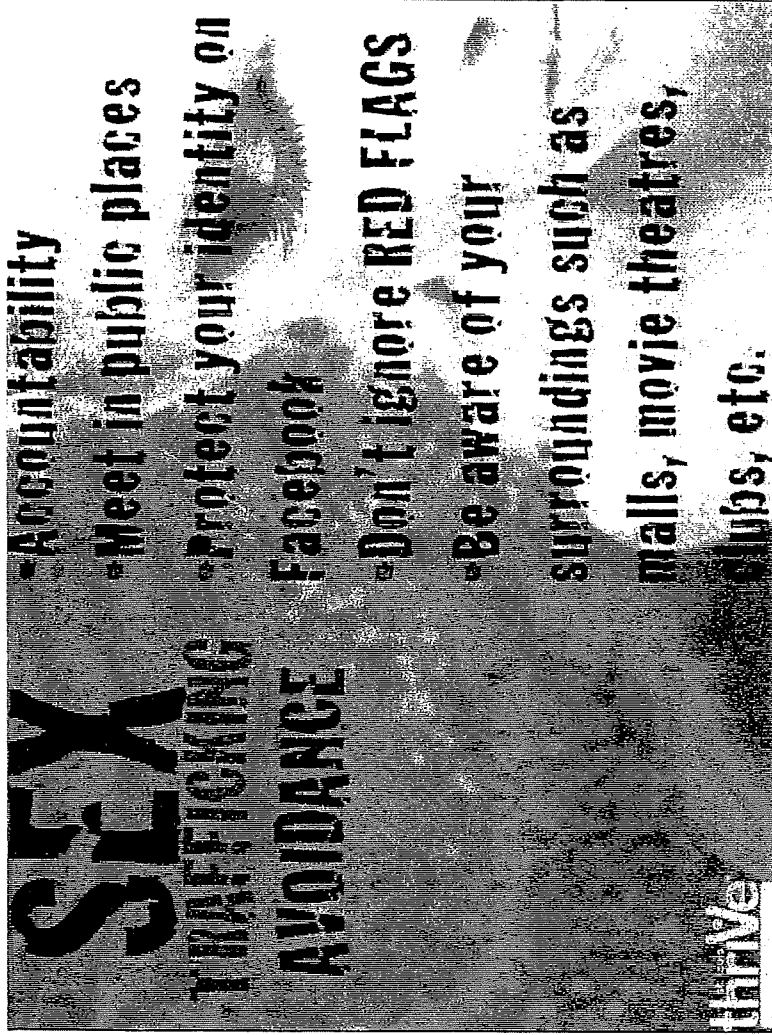
Have a student read these bullet points and allow time for discussion of each.

Activity:

None

Materials:

None



Objective:

To inform all teens of the risks, prevalence, and tactics of sex trafficking. Provide students with information and practical safe guards to protect themselves from becoming a victim of sex trafficking.

Instructions:

Read and discuss these bullet points. These are avoidance strategies to protect students and give them practical ways to identify the risk of sex trafficking. It would be beneficial to endorse some of these avoidance strategies not only to avoid sex trafficking, but also to maintain healthy relationships and dating experiences.

Activity:

None

Materials:

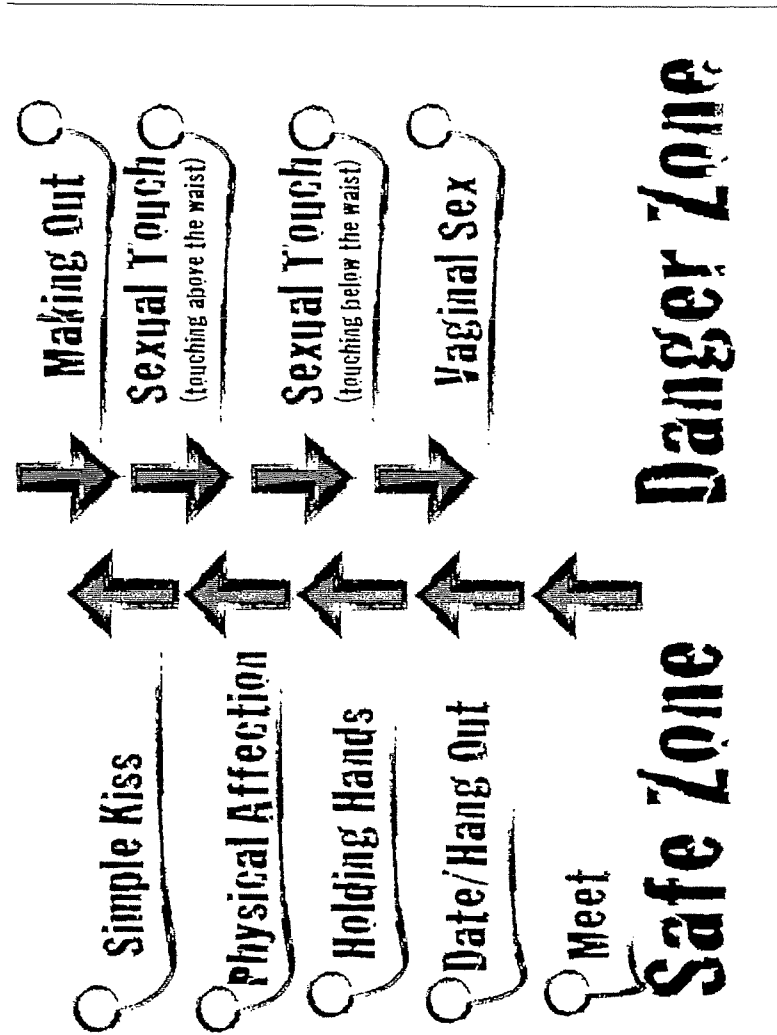
None



Day 5

Objective:

To help students recognize the role of bonding chemicals relationships, and to set boundaries in order to maintain a healthy relationship.



Objective:

To understand the importance of boundaries in present and future relationships.

Instructions:

Begin by asking the students:

1. What are boundaries? Physical? Emotional?
2. Have you ever felt uncomfortable about someone else's behavior towards you?

Allow time for discussion.

Explain that sometimes we have this gut reaction to situations that let us know we are uncomfortable with how people are acting towards us. By listening to those instincts, you can avoid those situations. They let you know when you or your boundaries are not being respected.

An example of boundaries that can be used in class:

There was an elementary school that had a playground without a fence. When the children were outside, they would congregate closely towards the center and did not use much of the playground. After several months of observation, the school officials built a fence around the playground. Soon the children were playing all the way to the very edges of the playground and enjoying the freedom they felt. The clear boundary gave them a sense of confidence and safety that actually provided more freedom.

We need boundaries in our relationships so that we feel safe, respected, valued, and free to get to know one another and have fun together.

Ask the class:

3. Have you ever seen a relationship without boundaries that was really emotionally unhealthy?
4. Where should we draw the line so that we feel safety and freedom in our relationships?

Explain that the boundaries in the "safe zone" can help teens maintain a healthy relationship. This is how a relationship should progress in a healthy fashion: within the "safe zone". Please note, that these steps take time to progress through and to. If they are all met within one night then the relationship is focused too much upon the body instead of the relationship itself. Psychologists have studied that it takes 300-600 hours of face-to-face conversation to truly get to know someone. That could be the equivalent of 6 months of dating. If all you're doing is making out when you're together, how well can you get to know someone? The reason the "danger zone" starts with making out is because this is the place men become sexually aroused. If women are getting him to this point he may take it as an offer to go further! Also, at this point it is hard to "pull back" or "slow down". When dating, you should use "open community dating." In other words, go out in public when you date--not in bedrooms, basements, or parking somewhere alone.

Activity:

"Tape Measure Activity"



Objective:

To make students aware of how sex causes both guys and girls to release chemicals in the brain that create bonds between themselves and their sexual partner. Multiple sexual partners have a negative and damaging effect on these chemicals when they are bonded through sex and then broken.

Instructions:

Oxytocin is love's CRAZY glue!

According to research:

- Oxytocin causes a girls to chemically commit to her sexual partner
- Works in conjunction with Serotonin and Dopamine-- feel good hormones
- Secreted when a person is sexually stimulated
- Makes people more trusting
- Bonds mates, parents and children

Girls release Oxytocin during sex, labor and breastfeeding.

Ask your students if the relationships between mothers and children are weak or strong? Obviously, the overwhelming response will be strong. Guide the class into a discussion of how the same chemical, Oxytocin, that bonds a mother to her children through birth and breast feeding is the same chemical, through sex, that bonds her to her sexual partner.

If an unfortunate event occurred and a mother lost her child, what would be some of the emotions that she would experience?

If a young girl had sex with her partner and lost them in a break up, what similar feelings would she experience?

Examples:

Regret, anger, confusion, fear of trying again, depression, low self esteem, low self worth, etc.

Men release the chemical Vasopressin during sexual activity. Vasopressin bonds a guy emotionally and psychologically to a girl.

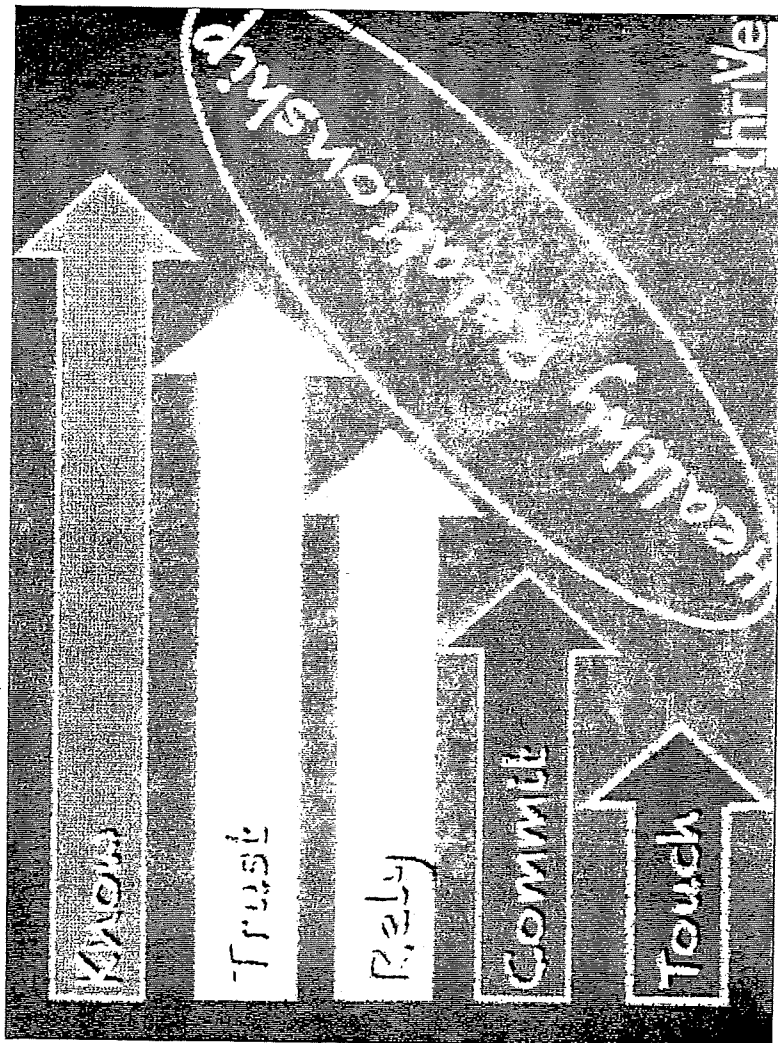
From this chemical release two instincts are surfaced in a guy. The first is the need to protect his partner. The second is to provide for his partner. It is usually the males who will be the protectors, gatherers, and/or the providers of the family or sexual partner. It is hard wired into males to meet these two instincts. Yet, for both guys and girls, when a sexual bond is made it can be weakened or damaged through multiple sexual partners.

Activity:

"Sticky Notes"

Description:

Instructor will write the numbers 0 through 4 on separate sticky notes. Ask for 5 volunteers and give a sticky note to each student. Have the students place their sticky note on the forearms of the number of people represented on their sticky note. This represents how the bonding chemicals in our brains are being trained to attach and detach, when we have multiple partners. Essentially, they lose their "stickiness," and true bonding ceases to occur during sex. It will then be explained that after 2 years of abstinence the bonding chemicals in our brains replenish and regain their bonding capabilities. When students are finished, compare the sticky notes to see which note is stickiest. The person with the number 0 on their sticky note will



Objective:

To show the progression of a healthy relationship, beginning with getting to know one another. The least beneficial of the five is touch.

Instructions:

The progression of a healthy relationship starts by:

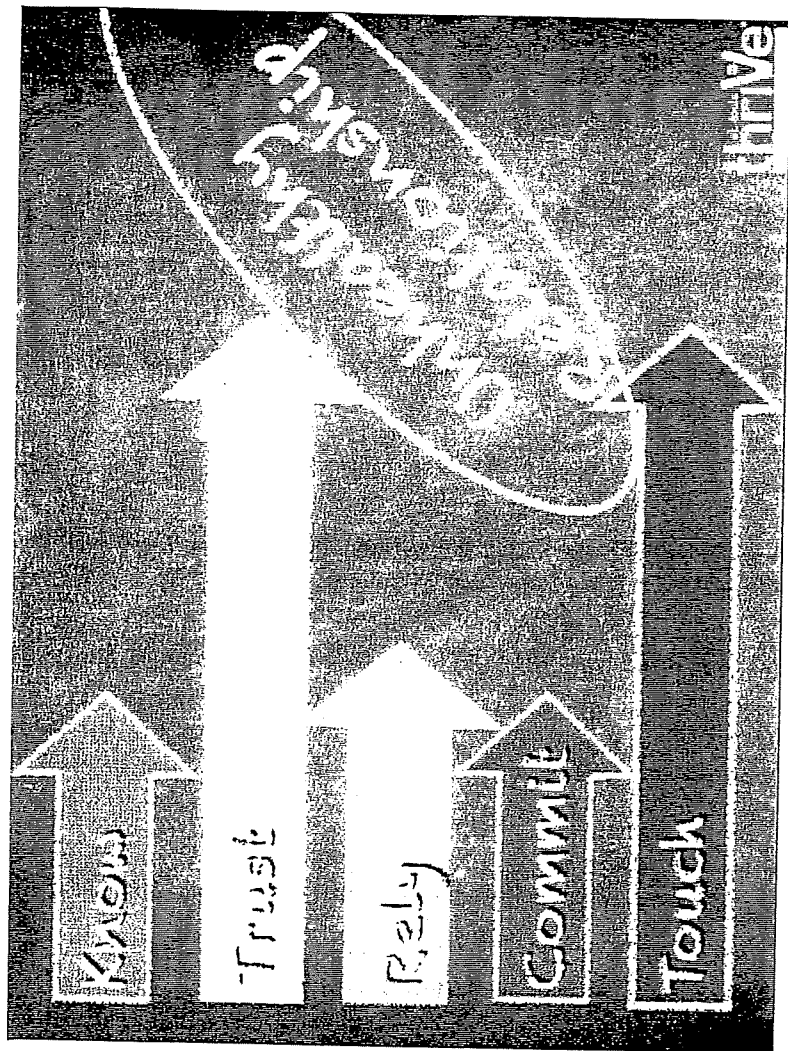
1. **Knowing**--Before you can truly trust someone, you have to take the time to truly get to know that person.
2. **Trust**--From knowing the person, you begin to feel trust to and from that individual. Relying on that person comes from both knowing and trusting the individual.
3. **Rely**--To rely on someone you need to first know and trust that person.
4. **Commit**--Commitment does not come from "TOUCH" or (SEX). Commitment comes from the prerequisites of knowing, trusting, and relying on the individual.
5. **Touch** does not mean you can have sex. It simply means every relationship involves some touch, such as, holding hands and/or hugging.

Activity:

None

Materials:

None



Objective:

To show the digression of a relationship when sex is introduced to a relationship too early.

Instructions:

The progression of a healthy relationship starts by:

1. Knowing--Before you can truly trust someone, you have to take the time to truly get to know that person.
2. Trust--From knowing the person, you begin to feel trust to and from that individual. Relying on that person comes from both knowing and trusting the individual.
3. Rely--To rely on someone you need to first know and trust that person.
4. Commit--Commitment does not come from "TOUCH" or (SEX). Commitment comes from the prerequisites of knowing, trusting, and relying on the individual.
5. Touch does not mean you can have sex. It simply means every relationship involves some touch, such as, holding hands and/or hugging.

When two people have sex, they release the bonding chemical, making them feel like they can trust each other. However, if the two people did not take the time to get to know each other, they cannot rely on or commit to one another. With those elements of the relationship missing, the relationship usually will not work out. This is why it is so important to save that chemical bond for the right person, in marriage!

Activity:

None

Materials:

None



Objective:

To review the previous lessons and encourage the students to make these lessons a part of their own lives.

Instructions:

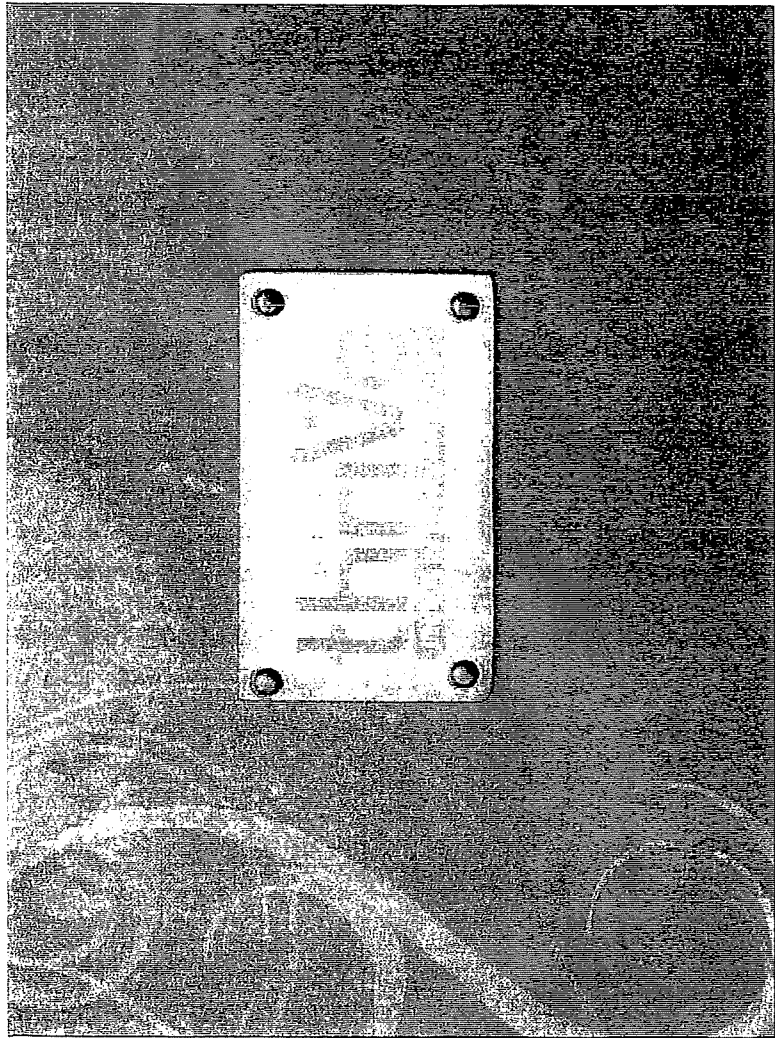
Encourage the students to think about some of these lessons before making any sexual decisions. If any part of these lessons impacted them, encourage them to foster it into their everyday lives and dating experiences

Activity:

None

Materials:

None



Conclusion:

Ask your students what they've learned throughout the week. This is your opportunity to see what kind of impact this curriculum has had on your students. Remind your students that you are giving them advice on making healthy decisions. You can also direct them to your local pregnancy resource center or STD testing site (if available).