

Grades 9 -12 Sexual Health and HIV Education Curriculum & Materials

Michigan Model for Health: Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention (2007) is the core curriculum for grades 9-12 sexual health and HIV education. The East Lansing Board of Education has approved the abstinence-based version of this curriculum. This curriculum meets state and national standards for sexuality and HIV prevention education. Student Learning Objectives are listed by lesson. Students participate in pre and post-tests. This information is used as one measure to evaluate program effectiveness.

ELPS supports creating a safe, supportive learning environment for all students. This includes students who identify as lesbian, bisexual, transgender, and questioning (LGBTQ). Lesson content has been added to ensure that the curriculum reaches all students. The description of the added content follows this outline.

The High School also offers an eleventh-grade Sexual Health Review Class, which refreshes the information and skills that most students learned as ninth graders. The description of this class follows this outline.

Note: Descriptions of video content and guest speaker(s) follow the Lesson Titles & Objectives section.

Lesson Titles & Objectives	Worksheets, Outside Resources, Videos & Other Media
<u>Lesson 1: Friendship First</u> Students will: ● Describe guidelines for class discussions that promote a safe, productive learning environment. ● Describe criteria for selecting peers to be friends or potential romantic partners. ● Identify infatuation as a normal phase during which decision-making is impaired. ● List ways to make good choices while getting to know people.	
<u>Lesson 2: Relationships and Responsibilities</u> Students will: ● State that having a healthy, responsible relationship as a couple means avoiding possible physical, emotional, economic, and legal consequences of sex, including pregnancy, HIV, and other STIs. ● Explore how stereotypes and peer influence can impact sexual decision making. ● Describe different ways of communicating care, love, and respect, without sexual intercourse. ● Explain the importance of making decisions regarding personal sexual limits. ● Explain the importance of making decisions regarding personal limits and values in relationships.	

Clarify the benefits of abstaining from sex or ceasing sex if sexually active.	
<u>Lesson 3: Building Healthy Relationships</u> Students will: - Define the terms love, infatuation, sex, sexuality, sexual activity, abstinence, and sexual intercourse. - Describe ways to develop healthy relationships with friends and family members, and healthy dating relationships. - Talk with parents and/or other trusted adults about relationships and sexual issues, including sexting. - Describe the contributions healthy relationships make to the quality of life. (Optional Activity) - Comparing and contrasting different ways of communicating caring and love in different relationships. (Optional Activity)	Video: <i>"I wish..."</i> – United Way of Jackson County Family Worksheet: <i>"I'd Like to Talk to You About..."</i> -Students talk with parents or other trusted adult about high school experience, including dating, relationships, and sex. Video: <i>"Talk It Out: Sex, Self-Respect, and Social Media"</i> Mazzarella Ed Media Video: <i>"Ally's Story"</i> Common Sense Media
<u>Additional Lesson: Human Reproduction*</u> Students will: - Explain the anatomy and physiology of the male and female reproductive systems. - Describe prenatal development from a single cell to a complex organism. - Review the anatomy of human body cells and the roles of chromosomes, DNA, and genes as the basic units of heredity. - Describe the developmental milestones of a developing fetus. - Describe lifestyle choices that will favorably affect a developing fetus. * Objectives from "Puberty: The Wonder Years" Sixth Grade	Video: <i>"Human Reproduction and Childbirth"</i> - Human Relations Media Teen Health Website: The Male and Female Reproductive System – Slides Worksheets: <i>Male and Female Reproductive Anatomy</i>— Students identify the medical names and functions of the male and female reproductive systems. Additional Optional East Lansing Resources: - Health Skills for Wellness Chapter 8 (Reproduction and Heredity) - Health Skills for Wellness Chapter 9 (Pregnancy and Birth)
<u>Lesson 4: The Many Facets of Intimacy</u> Students will: - Discuss why teens sometimes confuse love, sex, and intimacy. - Discuss characteristics of intimate relationships, both friendships and romantic relationships. - Identify honesty and safety as key ingredients in a healthy relationship. - Analyze the impact of sexual intercourse on building intimacy in relationships and the benefits from	Worksheet: <i>"Understanding and Building Intimacy"</i> - Students record personal descriptions of intimacy, list four domains of intimacy, and identify ways for couples to have intimacy without having sex. Worksheet: <i>"Characteristics of Intimate Relationships"</i> - Students read a list of

abstaining from sex. - Describe ways to build intimacy in four domains. - Identify and select things to do to build true intimacy without sexual intercourse.	characteristics of intimate relationships and identify 5 most important in close friendship and in romantic relationships for themselves.
<u>Lesson 5: Let's Hear the Facts</u> Students will: - List the most prevalent and serious sexually transmitted infections. - Summarize the symptoms, modes of transmission, consequences, and how to prevent transmission of six sexually transmitted infections: HIV, chlamydia, gonorrhea, genital warts, herpes, and syphilis. - Identify sexually transmitted infections as a possibility of sex that can be prevented by abstinence.	CDC Website - Sexually Transmitted Disease and Infection PowerPoint
<u>Lesson 6: More About STIs</u> Students will: - Examine answers to questions regarding sexually transmitted infections. - Summarize facts about sexually transmitted infections. - Illustrate how sexually transmitted infections spread in a progressive manner. - Conclude that abstinence and lifetime monogamy are the most effective ways to prevent sexually transmitted infections.	Worksheet: <i>"Think About It... It's Your Health at Stake"</i>—Students identify sexual risk behaviors. They confidentially self-reflect on their own possible risk behaviors, considering what is lost or gained by stopping any risky behaviors.
<u>Lesson 7: The Stakes are High</u> Students will: - Summarize the impact of HIV infection and AIDS on friends, family, and future dreams. - Identify reputable sources of information. - Demonstrate how to contact resources appropriately. - Assess personal perception of risk for HIV infection and other STIs. - Identify abstinence from sex as the most effective way to prevent infection.	Worksheet: <i>"Getting Information When You Need It"</i> - Provides students with instructions on how to access community resources for HIV testing.
<u>Lesson 8: Know the Risks</u> Students will: - Review the terms sex, sexuality, sexual activity, abstinence, and sexual intercourse. - Categorize different behaviors according to level of risk for transmission of HIV and other STIs. Establish personal limits for personal behavior.	Worksheet: <i>"Sex and the Law: Myths and Facts"</i> - Students learn facts based on the Michigan Criminal Sexual Conduct Statues.
<u>Lesson 9: Examining Influences, Including the Law</u> Students will:	

• Examine influences that encourage and/or discourage risky behaviors. • Identify the law as an important influence in making decisions regarding relationships, abstinence, and sex. • Identify the legal age of consent and consequences of underage sex. • Discuss the benefits of laws that regulate the age of consent for sex.	
<u>Lesson 10: When Talking Is Tough</u> <u>Students will:</u> • Summarize the benefits of discussing decisions about sex and potential consequences with parents, family members, other trusted adults, peers, sexual partners, and medical professional. • Explain why STIs, HIV infection, AIDS, and related subjects are difficult to discuss. • Demonstrate use of skills for communicating with parents, family members, other trusted adults, peers, sexual partners, and medical professionals.	• Worksheet: <i>"Honest and Direct Communication"</i> -Students create their own scripts for communicating with others about personal decisions about sexual topics. • Worksheet: <i>"Responding to Barriers"</i> - Students describe ways to talk to others about sexual topics. • Worksheet: <i>"Let's Talk"</i> - Students make plan to talk with person about a potentially difficult topic.
<u>Lesson 11: Know Your Limits and Avoid the Risks</u> <u>Students will:</u> • State that the majority of students in ninth and tenth grades are not having sexual intercourse. • Describe possible legal consequences of sex. • Identify and predict situations that could result in pregnancy or transmission of HIV or other STIs. • Identify ways to avoid risky situations and behaviors. • Demonstrate methods of controlling personal behavior to avoid situations that could result in pregnancy or transmission of HIV or other STIs.	• Video: <i>"Tea Consent (Clean)"</i> Blue Beat Studios • Book: <i>"Teaching Affirmative Consent: Practical guidelines to increase student understanding"</i> Publisher ETR 2017 • Worksheet: <i>"Romantic Situations: Safe or Sorry?"</i> - Students form avoidance responses to scenarios involving risk behaviors.) • Worksheet: <i>"Avoiding Risky Situations"</i> - Students make plans for avoiding risky sexual situations. • Family Worksheet: <i>"Planning to Avoid Risky Situations"</i> - Students discuss with parents or other trusted adults plan for avoiding risky sexual situations.
<u>Lesson 12: Exerting Positive Influence</u> <u>Students will:</u> • Describe reasons different influences affect how people behave and why people follow the law. • Describe ways to be a positive influence on peers.	• Worksheet: <i>"How I Can Support My Peers and Be a Positive Influence"</i> - Students describe ways to support peers to avoid risky sexual situations.

Practice ways to influence peers to choose behaviors that are not risky.	
<u>Lesson 13: Escaping the Risks by Setting Limits and Using Refusal Skills</u> Students will: - Identify ways to escape situations that could result in pregnancy or transmission of HIV and other STIs. - Demonstrate effective limit-setting and refusal skills to escape situations that could result in pregnancy or transmission of HIV and other STIs.	Worksheet: <i>"Escaping Risky Situations"</i> - Students record risk reduction skills used in scripted situations. Family Worksheet: <i>"Working Together to Avoid and Escape Risky Situations"</i> - Students make a plan with parents or another trusted adult to avoid risky situations.
<u>Lesson 14: The Cost of Pregnancy</u> Students will: - Evaluate the economic costs of pregnancy and teen parenting. - Predict the social and emotional impact of pregnancy and teen parenting would have on personal lifestyle. - Identify adoption as an option for teen parents who decide they are not ready for parenting. - Identify Safe Delivery as an alternative to infant abandonment for teen parents. - Conclude that pregnancy can be fully prevented by abstaining from sex.	Worksheets: <i>"My Daily Routine"</i> & <i>"The Cost of Parenting"</i> - Students first list their daily routine, then access websites to complete worksheet "The Cost of Parenting.") Student Handout: <i>"What am I going to do? Safe Delivery"</i> - Students receive information on how to ensure safe delivery of a baby and surrendering parent rights.
<u>Lesson 15: Reducing the Risks: Condom Use</u> Students will: - Review behaviors that are high risk for pregnancy or transmission of infection. - Review the possible legal consequences of sex and how abstinence can fully prevent pregnancy and STIs. - Identify ways to reduce the risks for pregnancy and STIs. - Suggest ways to reduce the barriers to condom use and refute the reasons for not using condoms. - Apply steps for correct condom use as a risk reduction strategy.	Penis Model and Proper Condom Use –Teacher Demonstration - Teacher uses a table top model of a penis to demonstrate the proper method for putting on a condom and removing it. Student Handout: <i>"How to Use a Condom"</i> - Students receive information on proper condom use.
<u>Lesson 16: Reducing the Risks: How to Prevent Pregnancy (Part 1)</u> Students will: - List ways to postpone and/or prevent pregnancy. - Describe parents' responsibilities to children born in and out of wedlock. - Identify current contraceptive methods to reduce risk of pregnancy.	Video: <i>"It's Your Choice: Birth Control for Teens"</i> Center for Health Training Worksheets: <i>"Methods for Avoiding Pregnancy: Benefits and Challenges"</i> - Students identify the benefits and challenges of methods for avoiding pregnancy.

<u>Lesson 17: Reducing the Risks: How to Prevent Pregnancy (Part 2)</u> Students will: • Identify places to access contraceptive information, products, and services. • Compare and contrast the pros and cons of current contraceptive methods. • Identify what method of preventing pregnancy, including abstinence, might work best for individual circumstances now and in the future.	• Worksheets: “Methods of Avoiding Pregnancy: Pros and Cons” - Students identify pros and cons of methods for avoiding pregnancy and where to get guidance. They are given sources of information about avoiding pregnancy. • Guest Agency: Ingham County Health Department; Willow Health Center – Health educator staff of Willow Health Center will reinforce instruction in the areas of STIs, HIV and pregnancy. Willow staff will also identify places to access contraceptive information, products, and services.
<u>Lesson 18: Responding to Pressure</u> Students will: • Demonstrate effective use of limit-setting and refusal skills with partners who resist using condoms and other contraceptive methods (abstinence-based). • Demonstrate effective use of limit-setting and refusal skills with partners pressuring to have sex (abstinence-only).	• Worksheets: “What Do I Say to This” - Students formulate responses for setting limits and using refusal skills.)
<u>Lesson 19: Testing: Who, Why, and How</u> Students will: • List the reasons to be tested for pregnancy and STIs, including HIV. • Identify who should be tested. • Summarize the advantages of early diagnosis of pregnancy, and early detection and treatment of STIs. • Summarize the procedures used for testing for pregnancy and STIs. • Practice communicating with a peer who might need to be tested for pregnancy and STIs.	• Student Handout: “STIs: Diagnosis, Treatment, Cure?” - Students receive information on where to access resources for testing and treatment of STIs.
<u>Lesson 20: Looking to the Future</u> Students will: • Distinguish between wishing and dreaming and personal goal setting. • Describe steps in goal setting. • Practice making a plan to reach personal goals. • Predict the impact of unintended pregnancy, HIV infection, AIDS, and other STIs on goal	• Student Handout: “A Roadmap for Setting Goals” - Students learn steps for setting long term goals. • Family Worksheet: “Looking to the Future” - Students make long and short term goals with parents or other trusted adult.

achievement. • Conclude that abstinence from sex and drugs is the most effective way to avoid unintended pregnancy and infection with HIV or other STIs.	
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Video Descriptions:

“Human Reproduction and Childbirth” - Human Relations Media (2009)

Running Time: 21 minutes

Using animated graphics, this program clearly and vividly illustrates the biological functions of the different parts of the male and female reproductive systems. It shows how millions of sperm race through the uterus and into the fallopian tube where fertilization occurs, and subsequently how the fertilized egg develops into an embryo. Program also describes the basics of menstruation. Animated graphics vividly detail the different stages or trimesters of embryonic and fetal development. The program also follows a young couple through the woman’s pregnancy, as both husband and wife describe the importance of good nutrition, sleep, low stress, and avoidance of alcohol and drugs. The process of birth is described as the young couple talks about their joy at the birth of their baby daughter.

“I wish...” United Way of Jackson County Teen Pregnancy Prevention Initiative (2015)

Running Time: 36 minutes

The “I WISH” video explores the reality of teen pregnancy and parenting through the voices of young women and men and their families, whose lives have been forever changed by having a child as a teenager. Teens in the video represent a variety of backgrounds and share experiences in their own words. These compelling stories are a window into the life of teen parents and the many problems for young parents and their babies, including: financial hardship, educational failure, single parenthood, and abuse and neglect.

“I WISH” offers a starting point for discussions around teen pregnancy and its consequences for teens and adults. When asking the teens in the video to finish the statement of “I wish...,” many state, “I wish I would have waited until I was older and better prepared for the challenges of having a child so young.”

“Biggest Myths about STIs” - Human Relations Media (2013)

Running Time: 22 Minutes Captions: cc

Using an engaging combination of student interviews, humor, animations and expert commentary by leading health professionals, this program exposes the most common myths about sexually transmitted infections, including:

- Only "trashy" people get STIs.
- You can tell by looking at somebody whether he or she has an STI.
- You can avoid STIs by having oral sex.
- Once you've had an STI, there's no chance of getting it again.
- If you get checked and you're STI-free, your partner doesn't need to get checked.

While abstinence...including abstaining from oral sex... is the only way to completely avoid STI infections, the program stresses the importance of latex barriers for students who are sexually active. Students are encouraged to get tested if they have engaged in risky sex and students who may have symptoms of an STI are urged to see a clinician right away.

“HIV 101” CDC (2013)

Running Time: 7 Minutes

HIV/AIDS 101 is a video that uses new technologies, cutting edge graphics and story to convey the most important messages that everyone needs to know about HIV and prevention. It has a message that we all need to know and share with our friends and loved ones. It features a young man searching his computer tablet for information on AIDS, and finds, with a little help, it's right there "at his fingertips." This video may be viewed at: HIV/AIDS 101 – YouTube

“Tea Consent (Clean)” Emmeline May and Blue Seat Studios(2015)

“Tea Consent” uses choosing to have tea or not to have tea to convey to the viewer what it means to consent to sexual activity. The video leads to a discussion of limit setting. It also makes clear that it is not OK to have “tea” with someone who does not want “tea” or is not able to consent to having “tea.” This video may be viewed at: Tea Consent (Clean) - YouTube

“It’s Your Choice: Birth Control for Teens” Center for Health Training Discovery Education (2007)

Running Time: First 19 min. of 26 min. Video

This video can be streamed on Discovery Education. Intended for Grades 9-12, this program provides information on birth control options for teenagers including oral hormonal method, the patch, Nuva Ring, Depo-Provera, barrier methods (male & female condom and diaphragm), spermicides, and abstinence. The first 19 minutes are used as the remainder of the video shows methods not recommended for teens; i.e. withdrawal, fertility awareness, and IUD.)

“Talk It Out: Sex, Self-Respect, and Social Media” Mazzarella Educational Media, Discovery Education (2016)

Running Time: 14:51 minutes

Lists the potentially devastating social, legal, and personal repercussions of sexting, and provides an honest foundation for avoiding texting and social media situations that could destroy lives. The program acknowledges the role of texting in most dating relationships, but teaches viewers about the boundaries that should be set to protect oneself. NOTE: This program contains content that may not be appropriate for all viewers. Please preview before sharing in class.

“Ally’s Story: Second Thoughts on Sexting” Common Sense Media, Discovery Education (2010)

Running Time: 2:35 minutes

Details and explains the dangers of sexting. The program includes a young woman describing her own story involving sexting.

Guest Presenter: Willow Health Center - Ingham Community Health Centers/Ingham County Health

Department Speaker(s): Jeff Davis, B.S. Western Michigan University Majors – Psychology &

Interpersonal Communication, Health Educator 15 years. Agency Contact: Nancy Diawara, Willow Health Center Supervisor Phone: (517)702-3500 Email: ndiawara@ingham.org

Objectives/Topics Covered Relative to ELPS Sexual Health Education Curriculum:

Students will:

- Summarize facts about STIs and illustrate how STIs spread in a progressive manner.
- Identify risk behaviors for transmission of STIs and HIV and protective behaviors to reduce risk of infection with STIs and HIV.
- Identify ways to reduce the risk for STIs, HIV and pregnancy, including abstinence. Identify places to access contraceptive information, products, and services.

Agency/Speaker reviewed by ELPS Sex Education Advisory Board and approved by ELPS BOE on: 3-9-16

Inclusive Learning Environment for All Students:

The sexual health curriculum is intended to be inclusive of all students. However, students who identify as LGBTQ do not always see themselves within the lesson content. The purpose of the content is to increase knowledge of sexual orientation and gender identity, safety and acceptance of LGBTQ students, health protective factors for all students, and promote mental health.

The primary source for the added content is *Supporting LGBTQ Youth: Creating Inclusiveness & Equity In Sexual & Reproductive Health Programs (Revised Edition)– A Supplement for Evidence-Based Programs*, published by ETR (Education, Training, and Research) 2016. The added lesson content and inclusive methods within the current lessons include the following:

- **Lesson Who We Are: Understanding Self-identity**

This lesson is introduced as part of the health class to reduce the risk of unplanned pregnancy and STI/HIV. The purpose of the lesson is to set the tone that the upcoming lessons are relevant for everyone. Students first think privately about their self-identity in areas unrelated to sexual orientation and gender identity. Students are allowed to share parts of their self-identity, if they so choose. Students are then told “that they are going to be discussing some of the ways people experience and express their sexual identity as part of their gender and their sexual attraction. They are told that while many people keep their romantic and sexual feelings private, others talk openly about them. People’s sexual and gender identity might be something friends and acquaintances learn about over time, or something people keep private.”

Students increase their knowledge by learning definitions for terms related to sexual orientation and gender identity using the Definitions Matching Game Lesson Plan. This lesson was developed by the Sexual Minority Youth Assistance League (SMYAL) and Roots of Change (www.rootsofchange.us).

- **Content Infused within Current Lessons**

“Stories of Young People” who represent a variety of people in relationship to sexual orientation and gender identity are shared as part of the lessons. Students discuss the stories to better understand the young person and identify sources of support for them.

The Teacher Guide gives language to include by current topic or activity. For instance, when the activities are designed to personalize risks for pregnancy and STI/HIV, then what the teacher can

say is, “Remember, any of you could be at risk for pregnancy, depending on the choices you make. It’s important for all of you in this class to think about the consequences of your actions. Is there anyone for whom this activity would not be relevant?” Another opportunity for infusion comes when reviewing abstinence guidelines. The teacher can say, “Choosing abstinence is a way of showing you don’t have anything to prove to anyone. You don’t have to prove that you’re cool, popular, grown up, straight, gay, different from others, or the same as everyone else.”