



## Junior High Curriculum



# Parent Preview 2024-2025<sup>v5.1</sup>



## Overview of Curriculum & Guidelines for Instruction

*Check the Facts* consist of ten lesson plans designed to present a balanced curriculum that complies with the California Healthy Youth Act (AB329) and National and State Health Standards without layers of oversexualized content and imagery that are common among other programs. The mission of *Check the Facts* is to educate, equip, and empower students to make life affirming choices for their overall optimal health and well-being by providing instruction that is evidence informed, science based, medically accurate, unbiased and age-appropriate.

*Check the Facts* curriculum includes information and skills regarding decision making, goal setting, values, how to access information, the importance of trusted adults, communication skills, fetal development, teen pregnancy, STD, HIV, abstinence, contraception, negotiation and refusal skills, consent, and facts about healthy and unhealthy relationships. *Check the Facts* curriculum uses hands-on learning activities such as games, role plays and discussions to build knowledge, skills, and awareness that help students reduce risks of unplanned pregnancies, HIV and other sexually transmitted diseases.

The intended audience for *Check the Facts* includes junior high and high school students. Instruction and materials are for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English language learners.

## Unauthorized Use of Check the Facts

All content must be presented as written to remain compliant with the law. Any exclusion or modification would be considered unauthorized use of the *Check the Facts* curriculum.

To meet the requirements of the California Healthy Youth Act (AB329), ten days or a minimum of 450 minutes of instruction time is required. *Check the Facts* curriculum is aligned to, and meets all the requirements of the California Healthy Youth Act (AB329) and National and State Health Standards.

If teachers/ administrators wish to cover a topic in addition to what is required by the California Healthy Youth Act (AB329), *Check the Facts* Program leaves that to the discretion of each administrator to decide what is appropriate for their district.

Duplication, distribution and/or instructing of the *Check the Facts* curriculum is prohibited without prior written consent, contract or an up-to-date license agreement authorized by *Check the Facts* Program.

# FACTS: CHYA & CTF



## A SOLUTION FOR SEX EDUCATION

*In January 2016, California adopted a new law covering comprehensive sexual health education and HIV prevention education in public schools. This law is known as AB329 or the California Healthy Youth Act. Previously, school districts were only required to provide HIV prevention education once in middle school and once in high school. If districts choose to teach sexual health education, they were able to choose what topics they wanted to provide their students, however at that time it was not required to do so by law. With the enactment of AB329, sex education became mandatory for all public school students and took the power away from the local school districts to choose what information was right for their students.*

### CA EDUCATION CODE SECTIONS 51930-51939

Currently, the baseline requirements for sexual health education and HIV prevention include that all instruction in all grades (including elementary) must be age-appropriate (as determined by the state), medically accurate, and appropriate for students with disabilities, students who are English language learners, and for students of all races, ethnic and cultural backgrounds, genders, and sexual orientations.

Instruction may not promote religious doctrine and must affirmatively recognize different sexual orientations, and be inclusive of same-sex relationships when providing examples of couples or relationships. It mandates instruction on gender, gender expression, gender identity, and explores the harm of negative gender stereotypes.

Comprehensive sexual health education must encourage students to communicate with their parents or other trusted adults and must provide students with the knowledge and skills to develop healthy relationships and make healthy decisions about their sexuality.

#### **Additional content requirements include:**

- Information on the nature and transmission of HIV and other sexually transmitted infections (STIs)
- Information about all FDA-approved methods of reducing the risk of transmission of HIV and other STIs, including antiviral treatment, and information about treatment of HIV and STIs
- Information about reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing
- Discussion about social views of HIV and AIDS, emphasizing that all people are at some risk of contracting HIV and that the only way to know one's HIV status is by being tested
- Information about accessing resources for sexual and reproductive health care and assistance with sexual assault and intimate partner violence, as well as students' legal rights to access these resources
- Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy (including emergency contraception);
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs; however, the information about the value of delaying sexual activity must be accompanied by information about other methods for preventing pregnancy and STIs
- Information about pregnancy, including 1) the importance of prenatal care; 2) all legally available pregnancy outcomes, including parenting, adoption, and abortion; and 3) California's newborn safe surrender law
- Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking.



## A BALANCED CURRICULUM OPTION



**CHECK THE FACTS** *Check the Facts* curriculum is 100% compliant with the California Healthy Youth Act (AB329) and National and State Health Standards without the layers of oversexualized content and imagery that are common among other programs. *Check the Facts* also takes an informational approach as opposed to an instructional approach, also common among other programs.

## OUR MISSION

*Check the Facts* curriculum was developed to educate, equip, and empower students to make life affirming choices for their overall optimal health and well-being by providing instruction that is evidence informed, science based, medically accurate, unbiased, and age-appropriate, as deemed by the state of California. Our goal is to provide this required content in the most respectful way possible to all our students.

### The full 10-day curriculum includes information and skills regarding:

- Decision making
- Goal setting
- Values
- How to access information
- The importance of trusted adults
- Communication skills
- Fetal development
- Teen pregnancy
- STDs
- HIV
- Abstinence
- Contraception
- Negotiation and refusal skills
- Consent
- Facts on healthy and unhealthy relationships

*Check the Facts* uses hands-on learning activities such as games, role plays, and discussions to build knowledge, skills, and awareness that help students reduce risks of unplanned pregnancies, HIV, and other sexually transmitted diseases.

AB329 provides for parents/caregivers the right to choose what is best for their student. If a parent/caregiver feels this content is not right for their family and/or student, we at *Check the Facts* want to empower them to opt their student out of this program. However, we do encourage you to speak with your student about these topics, as they will still be addressed with your students' peers.



SCAN HERE TO LEARN MORE & DONATE



**The California Healthy Youth Act Opt-Out Letter:**

Pursuant to the requirements of the California Healthy Youth Act, I wish for my student(s) to be opted-out of the Comprehensive Sexual Health Education program, HIV Prevention Education program, and any associated anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks. Pursuant to the requirements of the California Healthy Youth Act,

I wish for my student(s) to be provided with an Alternative Educational Activity,

Date: \_\_\_\_\_

• Parent or Guardian Printed Name(s):

\_\_\_\_\_

• Parent or Guardian Signature:

\_\_\_\_\_

• Student(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The California Healthy Youth Act: SEC. 15. Section 51939 (State Requirements for Opt-Out)

(a) A pupil may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks, if the school has received a written request from the pupil's parent or guardian excusing the pupil from participation.

(b) A pupil may not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks.

(c) While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

# Lesson 1

## Introduction: My Goals. My Future.

### *Teacher Outline*

#### Lesson Overview:

In this lesson students will review the ground rules for the *Check the Facts* program. The lesson brings awareness to the fact that the decisions students are making right now can have an impact on their future. Students will be empowered to take control of their personal health and wellbeing with a discussion and reflection time about wise decision making and SMART goal setting. It is important for students to recognize that they are not alone. The lesson also covers the importance of having Trusted Adults in their lives and builds awareness about the resources that are available to them.

#### Objectives:

1. Set ground rules for the *Check the Facts* program to ensure a safe environment for learning.
2. Reinforce awareness that the decisions students are making right now can have an impact on their future.
3. Empower students to take control of decisions related to their sexual health.
4. Emphasize the importance of communicating with a Trusted Adult.
5. Give students a list of reproductive and sexual health services in our area. In addition, provide national resources that coincide with topics covered in the *Check the Facts* program.

#### Topics Addressed:

1. Program goals and procedures
2. The importance of Trusted Adults
3. Introduction of adolescence short-term & long-term SMART goals
4. Locating resources

### Lesson Plan Outline:

- A. Introduction
- B. Setting the Ground Rules
- C. Resources
- D. The Importance of Trusted Adults
- E. Ages & Stages
- F. Purpose of *Check the Facts*
- G. What is Success?
- H. Goal Setting
- I. Goal Setting Continued
- J. Homework

### Homework Questions "Continuing the Conversation":

1. What did sex education look like for you when you were my age?
2. Share your short term and long-term goals with your parent or guardian.
3. Have a discussion about how you can reach those goals as an individual and how your parent or guardian can help you accomplish those goals.
4. Today I learned that I have "Sexual Health Rights." What do you want me to know about these rights?

# LESSON 1

## Ground Rules and Resources



1. Ground rules:
  - a. **Agree to Disagree:** Everyone has their own \_\_\_\_\_.
  - b. **Be Respectful:** Commit to learning from each other during our time together and be \_\_\_\_\_ - \_\_\_\_\_. There is no room for \_\_\_\_\_.
  - c. **Keep it Private:** The information that we share can be shared, but your classmates' \_\_\_\_\_ and \_\_\_\_\_ should not be.
  - d. **Communication:** Allow everyone a chance to speak and \_\_\_\_\_ a conversation.



**Turn and share:** What do you think the qualities of a "Trusted Adult" are?

2. **Reporting:** Everything you discuss with us is \_\_\_\_\_, unless someone is \_\_\_\_\_ you, you are \_\_\_\_\_ yourself or others, or if you are having \_\_\_\_\_ with someone much \_\_\_\_\_ or \_\_\_\_\_ than you.
3. \_\_\_\_\_ is permission for something to happen, or an agreement to do something.
4. \_\_\_\_\_ is the period of transition between childhood and adulthood.

OBJECTIVES				
<b>Specific</b>	<b>Measurable</b>	<b>Achievable</b>	<b>Relevant</b>	<b>Time Bound</b>
What do we want to achieve? The objectives must be specific, concrete, and direct.	To know if we are achieving our goals, we must measure it. How will you track your progress?	Set goals that are realistic and possible. If we set unrealistic goals, we can get discouraged from doing them.	We must be realistic in relation to available resources and means. Every goal has to be realistic. How will this goal help you?	Set your goals to achieve them within a limited time. Set deadlines. When will you achieve this goal?
<b>What?</b>	<b>How Much?</b>	<b>How?</b>	<b>Why?</b>	<b>When?</b>



5. In the graphic on page 1, the letters \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ make an acrostic that is a simple way to remember how to set healthy goals.
6. A \_\_\_\_\_ - \_\_\_\_\_ \_\_\_\_\_ is something you want to do in the near future. The near future can mean today, this week, this month, or something you want to accomplish soon.
7. A \_\_\_\_\_ - \_\_\_\_\_ \_\_\_\_\_ is something you want to do in the distant future. These goals require time and planning. They are not something you can do this week or even this year. These goals are usually at least several years away.

**List some of your short-term SMART goals:**

- 1) I want \_\_\_\_\_  
I will \_\_\_\_\_  
By \_\_\_\_\_
- 2) I want \_\_\_\_\_  
I will \_\_\_\_\_  
By \_\_\_\_\_

**List some of your long-term SMART goals:**

- 1) I want \_\_\_\_\_  
I will \_\_\_\_\_  
By \_\_\_\_\_
- 2) I want \_\_\_\_\_  
I will \_\_\_\_\_  
By \_\_\_\_\_

**Who are the Trusted Adults in your life?**

## **Lesson 1.5**

### Reproductive Systems Review

#### *Teacher Outline*

#### Lesson Overview:

This lesson explains the reproductive systems of male and female bodies (biological sex). It is important for teens to understand how their body works and the medically accurate definitions for each body part. Upon completion of this lesson students will be able to identify, describe, and summarize the sexual and reproductive parts, function, location, as well as the path of an egg during ovulation and the path of sperm during ejaculation.

#### Objectives:

1. Explain the difference between biological sex and gender.
2. Identify parts of the reproductive systems.
3. Describe the reproductive systems including body parts and their functions.
4. Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation.

#### Topics Addressed:

1. Biological sex vs. gender
2. Anatomy of the Reproductive System
3. Menstrual cycle

#### Lesson Plan Outline:

- |   |  |
|---|--|
| A. Introduction                               | C. Reproductive Systems                            |
| B. Biological Sex, Intersex & Gender Identity | D. Biological Male Reproductive System Terminology |

E. Biological Male Anatomy

Review

F. Biological Female

Reproductive System

Terminology

G. Biological Female Anatomy

Review

H. Biological Female

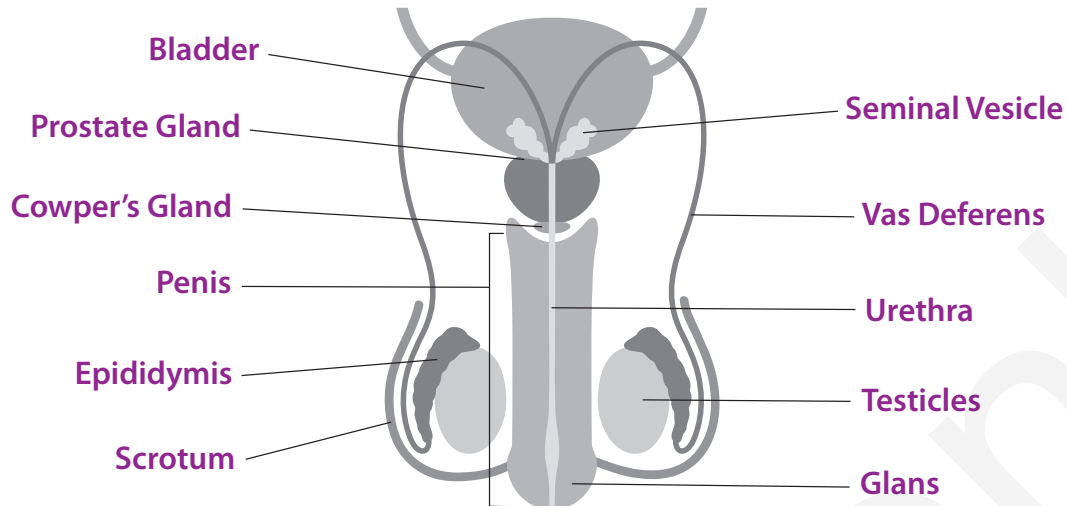
Reproductive System

I. Activity: Wrap-Up & Exit

Tickets

Preview Only

# BIOLOGICAL MALE REPRODUCTIVE SYSTEM



**Testicles:** Sperm are made in the testicles (also called testes). Testicles are sex glands that make sex cells called sperm, as well as the hormone testosterone. Sperm cannot be made without testosterone.

**Scrotum:** The testicles are protected by a bag of skin called the scrotum. The scrotum, which is outside the biological male's body, keeps the testicles cooler than the temperature inside the male body.

**Epididymis:** The epididymis is a set of coiled tubes (one for each testicle) that connects to the vas deferens. This is where the sperm finish maturing and are stored until they are able to travel up the vas deferens and out the penis.

**Vas Deferens:** The vas deferens is a muscular tube that passes upward alongside the testicles and transports the sperm-containing fluid called semen.

**Seminal Vesicle:** These glands make a thick fluid that flows through the tubes, and helps sperm move from the epididymis through the penis. It also keeps the sperm healthy.

**Prostate Gland:** The sperm in the tubes then pass through the prostate gland. This gland makes a thin, milky fluid that mixes with the sperm. This fluid helps the sperm move and keeps them healthy.

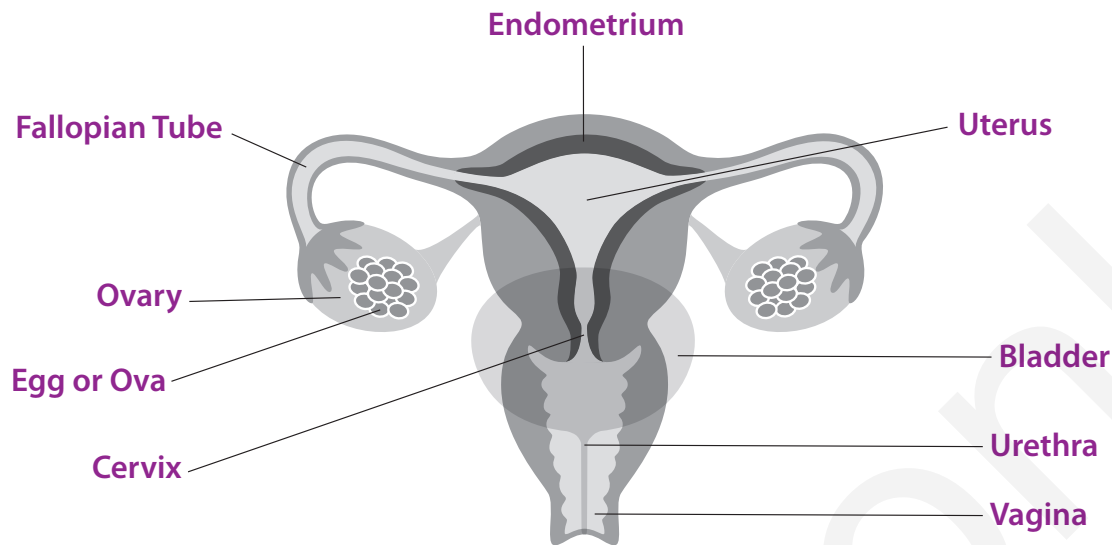
**Bladder:** The organ that is connected to the kidneys and holds urine before it is released through the urethra.

**Urethra:** The urethra is a thin tube that goes down the center of the penis. Although the urethra helps urine leave the body, it also has a reproductive function in biological male bodies. Once the sperm travel through the prostate gland, they move into the urethra.

**Cowper's gland:** Like the other glands, these glands make a fluid. This fluid, often called pre-cum or pre-ejaculatory fluid, flows into the urethra and prepares the way for the sperm. This fluid is important because it helps sperm stay healthy.

**Penis:** The penis is the biological male's sex organ. The penis is made up of three parts: the root, the shaft, and the glans. The root is the part of the penis that attaches to the wall of the abdomen. The shaft is the main part of the penis, and the **glans** is the tip (sometimes called the head). At the end of the glans is a small slit or opening, which is where semen and urine exit the body through the urethra.

# BIOLOGICAL FEMALE REPRODUCTIVE SYSTEM



**Uterus:** The uterus, also called the womb. The uterus is shaped like an upside-down pear, with a thick lining and muscular walls.

**Vagina:** The vagina is a muscular, hollow tube that extends from the vaginal opening to the uterus.

**Urethra:** The urethra transports urine that's stored in the bladder out of the body. The urethral opening sits just in front of the vaginal opening.

**Bladder:** The organ that is connected to the kidneys and holds urine before it is released through the urethra.

**Cervix:** The cervix is the lower part of the uterus (the place where a baby grows during pregnancy). It also allows menstrual blood to leave a biological female's body.

**Endometrium:** The endometrium is the lining of the uterus. It cushions and nourishes a fertilized egg when a biological female is pregnant.

**Ovaries:** The ovaries are two oval-shaped organs, each containing thousands of eggs. They produce, store, and release eggs into the fallopian tubes in the process called ovulation.

**Fallopian Tubes:** A biological female has two fallopian tubes. Within each tube is a tiny passageway. When an egg leaves an ovary, it travels through one of the fallopian tubes.

**Egg or Ova:** The biological female sex cell, or reproductive cells.

## **Lesson 2**

### Anatomy, Conception & Fetal Development

#### *Teacher Outline*

#### Lesson Overview:

This lesson describes the stages of pregnancy through a discussion on fetal development. This lesson covers conception through birth and delivery and all the stages in between. This lesson also discusses the importance of prenatal care for both the biological mother and the developing fetus. Upon completing this lesson, students will also be able to identify all legal options for pregnancy.

#### Objectives:

1. Describe the process of human reproduction by identifying the correct order of steps involved in conception.
2. Describe the process of fetal development.
3. Emphasize the importance of prenatal care.
4. Identify all legal options for pregnancy and discuss possible consequences for each option.

#### Topics Addressed:

- |                      |                   |
|----------------------|-------------------|
| 1. Fertilization     | 5. Abortion       |
| 2. Conception        | 6. Parenting      |
| 3. Fetal development | 7. Safe surrender |
| 4. Prenatal care     | 8. Adoption       |

#### Lesson Plan Outline:

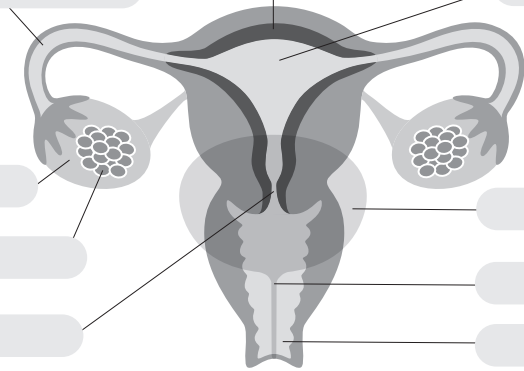
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|----------------|-------------------------|
| A. Review      | C. Anatomy Review       |
| B. Chromosomes | D. Reproductive Process |

- E. Reproductive Cells
- F. Menstrual Cycle
- G. Fertilization/Conception
- H. Twins
- I. Fertility Treatment
- J. Implantation
- K. Fetal Development Timeline:  
First Trimester
- L. Prenatal Care
- M. Abortion
- N. Pregnancy Options
- O. Sexual Health Rights & The  
Importance of a Trusted Adult
- P. Fetal Development Timeline:  
Second Trimester
- Q. Fetal Development Timeline:  
Third Trimester
- R. Delivery of the Baby
- S. Aftercare
- T. Activity: Fetal Development  
Review
- U. Activity: Wrap-Up & Exit  
Tickets

Homework Questions "Continuing the Conversation":

1. *Were you comfortable talking about sex with your own parent/guardian? Why or why not? What is something you wish you could have asked them or something you wish you could have talked to them about?*
2. *When you were my age were there any teens that you knew that got pregnant or got someone else pregnant? If so, what decisions did they make (If not, have a hypothetical discussion about it)? Discuss what options they had as teen parents, what challenges they might have faced, etc.*

# LESSON 2

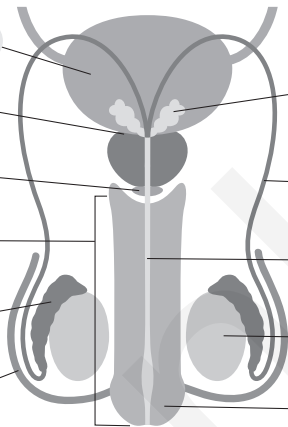


## Word Bank

Urethra  
Ovary  
Cervix

Endometrium  
Egg or Ova  
Vagina

Bladder  
Fallopian Tube  
Uterus



## Word Bank

Prostate Gland  
Vas Deferens  
Penis  
Epididymis

Scrotum  
Urethra  
Cowper's Gland

Testicles  
Bladder  
Glans  
Seminal Vesicle

## Conception, Fetal Development, and Birth

**Biological Sex:** male, female, or intersex — refers to a person's biology (body parts, hormones, chromosomes, DNA)

**Gender Identity:** refers to how a person feels about their gender, regardless of their biological sex.

1. A \_\_\_\_\_ is made up of proteins and DNA organized into genes.
2. Who contributes the sperm? \_\_\_\_\_.
3. What is an ovum? \_\_\_\_\_.
4. Who contributes the ovum? \_\_\_\_\_.
5. \_\_\_\_\_ is the union of sperm and an egg.



**Turn and share:** What is another word for fertilization?  
What happens at this point in time?

6. \_\_\_\_\_ is the attachment of the fertilized egg (or blastocyst) to the wall of the uterus at the start of pregnancy.





7. The \_\_\_\_\_ attaches to the wall of the uterus (womb) and supplies the fetus with food and oxygen through the umbilical cord.
8. A \_\_\_\_\_ is a spontaneous loss of the pregnancy.
9. Pregnancy is broken up into three \_\_\_\_\_, or three, three month periods.
10. Just \_\_\_\_\_ days after conception, the embryo's developing heart begins to beat.
11. After eight weeks, the embryo is now referred to as a \_\_\_\_\_.
12. \_\_\_\_\_ is the healthcare a pregnant person receives while pregnant.



**Turn and share:** Who can give Prenatal Care?

13. \_\_\_\_\_ is when a pregnancy is ended so that it doesn't result in the birth of a child. Sometimes it is called a "termination of pregnancy."
14. \_\_\_\_\_ is the process of raising children until they are old enough to take care of themselves.
15. \_\_\_\_\_ is a legal process which permanently gives parental rights to adoptive parents.
16. The \_\_\_\_\_ law requires a baby be taken to a public or private hospital, designated fire station, or other safe surrender site within 72 hours of birth.
17. The age at which a premature baby can survive outside of the uterus is called the \_\_\_\_\_.
18. A \_\_\_\_\_ is when the muscles of the uterus tighten up like a fist and then relax.
19. A \_\_\_\_\_ is a surgical procedure in which incisions are made through a female's abdomen and uterus to deliver the baby.

## Fetal Development Activity

Directions: Label the stages of fetal development, from 1 to 13.

	Contractions start and cause the cervix to dilate.
	The fetus goes through cycles of sleep and wakefulness.
	The embryo's developing heart, starts beating.
	Sperm meets egg in the outer portion of the fallopian tube.
	By 38 to 40 weeks, the lungs have matured completely.
	Fertilized egg travels down the fallopian tube into the uterus.
	All major body systems continue to develop and function, which includes the circulatory, nervous, digestive, and urinary systems.
	Sperm enters vagina.
	The external genitals are well-formed, and the sex of the fetus can be determined.
	The baby, followed by the placenta, exits the body during delivery.
	Sperm travels up the vaginal canal.
	The head will usually turn downward during the last couple of weeks of pregnancy preparing for delivery.
	Fertilized egg uses the lining of the uterus for nourishment.

## **Lesson 3**

### Identity & Exploring Stereotypes

#### *Teacher Outline*

#### Lesson Overview:

In this lesson students will be learning about gender identity, different sexual orientations and the harmful effects of stereotypes. This lesson explains that everyone has a gender identity and that people often hold different values on this subject. Upon completing this lesson students will be able to recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. The lesson also emphasizes the importance of being inclusive and respectful of all people and an ally in their community.

#### Objectives:

1. Understand the range of gender roles, identity, and expression across cultures.
2. Distinguish between biological sex, gender identity, gender expression, and sexual orientation.
3. Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation.
4. Emphasize the importance of being inclusive and respectful of all people.

#### Topics Addressed:

1. Gender identity
2. Gender roles/stereotypes
3. Gender expression

#### 4. Sexual orientation

##### Lesson Plan Outline:

- |                                  |  |
|----------------------------------|--|
| A. Introduction                  | E. How to be an Ally & Stand Up Against Bullying |
| B. Gender Roles & Stereotypes    | F. Resources                                     |
| C. LGBTQ+ and Sexual Orientation | G. Activity: Wrap-Up & Exit Tickets              |
| D. Verbal Harassment & Allyship  |  |

##### Homework Questions "Continuing the Conversation":

1. Did you know anyone that identifies as LGBTQ+ when you were my age? How did the people around them treat them? How should those who identify as part of the LGBTQ+ community be treated?
2. What does being an Ally look like for you? Do you remember a time you saw someone being bullied or have you ever been bullied? What did you do? What do you wish you could have done?

# LESSON 3

## Identity and Stereotypes

- \_\_\_\_\_ are the roles or behaviors learned by a person as appropriate to their gender, determined by the prevailing cultural norms.
- \_\_\_\_\_ : An overly simple picture or opinion of a person, group, or thing.
  - Ex: It is a stereotype to say that all old people are forgetful.
- \_\_\_\_\_ : is a term used to describe a person's outward presentation of their gender.
  - *BUT, you cannot make assumptions about someone's gender identity or sexual orientation solely based on their gender expression.*
- LGBTQ+ stands for:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_ or \_\_\_\_\_
  - \_\_\_\_\_
- An \_\_\_\_\_ is someone who educates themselves, and advocates for all members of their community.

### Notes:

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## How to be an ALLY

- ✓ **Don't Laugh.** Let others know that jokes and comments based on race, religion, sexual orientation, gender, ethnicity, etc., are not funny.
- ✓ **Speak Up.** If you feel safe doing so, let those who behave disrespectfully know that you don't appreciate it.
- ✓ **Challenge Onlookers.** If you feel safe doing so, let other spectators know they are not helping and encourage them to do so.
- ✓ **Don't "Get Even."** Responding to meanness with meanness won't help and will often make the situation worse.
- ✓ **Be A Friend.** Show kindness and support to the targets of negative behavior.
- ✓ **Involve Trusted Adults.** Tell a teacher or counselor about ongoing incidents, and get support at home from parents and family members.
- ✓ **Don't Judge.** Demonstrate to others that you are willing to listen and talk with an open mind.
- ✓ **Be Inclusive.** Make sure that your language and behavior are respectful to all people.
- ✓ **Be Self-reflective.** Do you have prejudices? If so, work to change them.
- ✓ **Take Action!** Speak out against bias in your community and in the media.

## How to be an ALLY Scenarios

**Scenario #1:** A student is making fun of another classmate's looks. A group is watching this happen and some in the group even join in.

**Scenario #2:** A group of boys play soccer at lunch every day and one boy is continually called "gay", or told he "throws like a girl". The other boys laugh.

**Scenario #3:** A student is calling someone else names in the back of the classroom during class time because of the color of their skin.

**Scenario #4:** A student is pushed against the wall by an older student who is much taller. The older student threatens to do it again if the younger student tells anyone.

**Scenario #5:** A group of kids won't let another student sit with them at lunch, even though there's plenty of room at the table.

# Action Plan

**Step 1:** Describe the bullying that's happening.

**Step 2:** Describe what you would like done about it. Think about how the situation could be stopped or prevented.

**Step 3:** What steps can YOU take to make that happen? Include who could help, what they can do, and what you can do.

## **Lesson 4**

### The Facts: STIs – Sexually Transmitted Infections

#### *Teacher Outline*

#### Lesson Overview:

In this lesson students will be learning about STIs/STDs also known as sexually transmitted infections/diseases. This lesson discusses the prevalence, signs, symptoms, transmission, impact and treatment of STIs/HIV. Students will learn protective factors to help them avoid or reduce their risk of infection and transmission.

#### Objectives:

1. Identify what an STI/STD is, their modes of transmission, symptoms, treatment, prevention and their long-term effects.
2. Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV.
3. Describe personal role/responsibility as well as factors that would contribute to or protect against engaging in risk behaviors.
4. Identify medically accurate information and resources about/for contraceptive methods, STDs/HIV, and pregnancy.

#### Topics Addressed:

- |              |                      |
|--------------|----------------------|
| 1. STIs/STDs | 4. Treatment         |
| 2. Causes    | 5. Long-term effects |
| 3. Symptoms  | 6. Prevention        |



Lesson Plan Outline:

- A. Introduction
- B. Why Study STI/STDs & HIV?
- C. STIs vs STDs
- D. Teens & STIs
- E. How Do People Contract STIs?
- F. Most Common Types of STIs
- G. Parasitic
- H. Bacterial
- I. Viral
- J. HIV
- K. HIV Treatment & Prevention
- L. How to Protect Yourself from STIs
- M. Finding Resources
- N. Activity: Wrap-Up & Homework

Homework Questions "Continuing the Conversation":

1. What do you know about STIs?
2. What did you know about STIs when you were my age? Is there anything that you think I should know about STIs?

# LESSON 4

## STIs

1. STI stands for \_\_\_\_\_.
2. Teens are at a \_\_\_\_\_ risk of getting STIs.
3. STIs don't always cause \_\_\_\_\_.
4. The three most common types of STIs are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
5. \_\_\_\_\_ or \_\_\_\_\_ STIs can be cured.
6. Chlamydia, if left untreated, can lead to very serious health problems, including \_\_\_\_\_.
7. Gonorrhea, is very common among people ages \_\_\_\_\_.
8. Syphilis can be treated and cured with the right \_\_\_\_\_. Antibiotics will stop the infection but will not repair any permanent damage.
9. Circle the Bacterial STIs:  

<i>Chlamydia</i>	<i>HIV</i>	<i>HPV</i>
<i>Gonorrhea</i>	<i>Herpes</i>	<i>Syphilis</i>
10. Circle the curable STIs:  

<i>Chlamydia</i>	<i>HIV</i>	<i>HPV</i>
<i>Gonorrhea</i>	<i>Herpes</i>	<i>Syphilis</i>
11. STIs caused by \_\_\_\_\_ cannot be cured, but they are treatable.
12. HPV is usually spread by someone who does not know they are \_\_\_\_\_.

13. HIV can also be transmitted through contaminated \_\_\_\_\_.
14. \_\_\_\_\_ can be found in bodily fluids: pre-ejaculate, semen, rectal fluid, vaginal fluid, breast milk, and/or \_\_\_\_\_ of those infected.
15. HIV is not found in saliva, tears, sweat, urine, or feces, that is not mixed with the \_\_\_\_\_ of a person with HIV.
16. Circle the Viral STIs:

*Chlamydia*

*HIV*

*HPV*

*Gonorrhea*

*Herpes*

*Syphilis*



**Turn and share:** *What can you do to prevent and protect yourself from contracting STIs?*

17. Not having sex, or \_\_\_\_\_, is the most effective way to avoid contracting an STI, and reduces your risk by 100%.

### Notes:

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## Locating Resources

### Find a Clinic

1. Go to <https://gettested.cdc.gov>
2. Enter your zip code and hit search.

### Write the name and address of the two closest clinics below.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Hours of operation: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Hours of operation: \_\_\_\_\_

Do you need permission from your parent or guardian to get tested for STIs and HIV?

## **Lesson 5**

### Contraception

#### *Teacher Outline*

#### Lesson Overview:

In this lesson students will have an opportunity to review their goals as a guide to help them with decision making. This lesson will cover all of the FDA approved methods of preventing a pregnancy. Students are encouraged to take responsibility for their sexual and reproductive health by understanding the facts about contraception to protect both themselves and their partner. This lesson also explains the importance of talking with a trusted adult when deciding what is best for them.

#### Objectives:

1. Identify ways to protect yourself from STIs/STDs, including HIV/AIDS.
2. Explain the use and the effectiveness of all forms of contraception.

#### Topics Addressed:

1. Contraception Definitions
2. Types of Contraception
3. Contraceptive Use
4. Contraceptive Effectiveness
5. Contraceptive Possible Risks

#### Lesson Plan Outline:

- |   |                          |
|---|--------------------------|
| A. Review Resources                                   | D. Fertilization Review  |
| B. Short Term & Long Term<br>Goals: Timeline Activity | E. Birth Control Methods |
| C. Contraception/Birth Control                        | F. Abstinence            |
|   | G. Permanent Methods     |

- H. Long-Acting Reversible Contraceptives (LARC)
- I. Side Effects
- J. Hormonal Methods
- K. Barrier Methods

- L. Natural Methods
- M. Conclusion
- N. Activity: Wrap-Up & Exit Tickets

Homework Questions “Continuing the Conversation”:

1. What do you know about contraception? How do you feel about contraception usage?
2. In your opinion, what is the most effective form of contraception?

# LESSON 5

**With family, educational, and job goals in mind, where do I see myself in:**



1. Why might being a teen parent be difficult?: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Contraception

Most Effective

100% Effective Method

\_\_\_\_\_

Permanent Methods

\_\_\_\_\_

LARC Methods

\_\_\_\_\_

*non-hormonal*

*hormonal*

*hormonal*

Hormonal Methods

\_\_\_\_\_  
\_\_\_\_\_

Barrier Methods

\_\_\_\_\_  
\_\_\_\_\_

Natural Methods

\_\_\_\_\_

Least Effective

## Only Method Used After Having Sex

\_\_\_\_\_ is the only BCM taken after unprotected sex. Take within \_\_\_\_ days after unprotected sex. This is \_\_\_\_ a regular form of birth control.



## **Lesson 6**

### Making Wise Decisions & Choosing to Avoid Risk

#### *Teacher Outline*

##### Lesson Overview:

In this lesson students will learn decision making skills that they can apply toward any decisions they may face, now or in the future, related to their overall optimal health. It is important that students are informed and equipped to make these types of decisions to protect themselves from possible consequences. Being informed with this information will allow students to make an educated decision on what is best for them. In addition, students are reminded that they have Trusted Adults in their lives that can help them and that they are not alone.

##### Objectives:

1. Identify a decision-making model that can be used to make a health-related decision.
2. Define and discuss the benefits of abstinence.
3. Medically define oral sex, anal sex, outer sex, and vaginal sex.
4. Compare and contrast potential outcomes of risk behaviors and protective factors.
5. Describe factors that contribute to or protect against engaging in risk behaviors.
6. Identify physical, emotional, and social effects of sexual activity.
7. Use a decision-making model to make a health-related decision.
8. Understand the importance of personal responsibility for sexual decisions.

### Topics Addressed:

1. All Forms of Sexual Activity
2. Abstinence
3. Possible Consequences or Risk Involved in Sexual Activity
4. Risk Avoidance
5. Dealing with Peer Pressure

### Lesson Plan Outline:

- A. Decision Making
- B. Types of Sexual Activity
- C. Sex Now
- D. Peer Pressure
- E. Not Now/Wait
- F. Possible Consequences of Sexual Contact
- G. Activity: Wrap-Up & Exit Tickets
- H. Optional Homework

### Homework Questions "Continuing the Conversation":

1. When you were growing up what were the "home" rules about having a curfew, dating, sex, etc.? Did you agree with them?
2. When you were my age did you ever think that you were "in love?" Can people my age fall in love?
3. What type of person do you think someone my age should be in a relationship with? Have a discussion about your ideal relationship vs their ideal relationship.
4. When do you think it's okay to have sex?
5. What types of pressure did you experience at my age? How did you deal with that pressure? How should that pressure be dealt with?

# LESSON 6

## Making Wise Decisions and Choosing to Avoid Risk

### Steps to Making a Decision

- Identify the \_\_\_\_\_.
- Think about your \_\_\_\_\_.
- Go over the possible positive and negative \_\_\_\_\_.
- Make a \_\_\_\_\_ to move forward.

1. Name the different types of sex, then circle YES or NO if there is a risk of pregnancy and contracting an STI.

a. \_\_\_\_\_  
Pregnancy Risk YES / NO  
STI Risk YES / NO

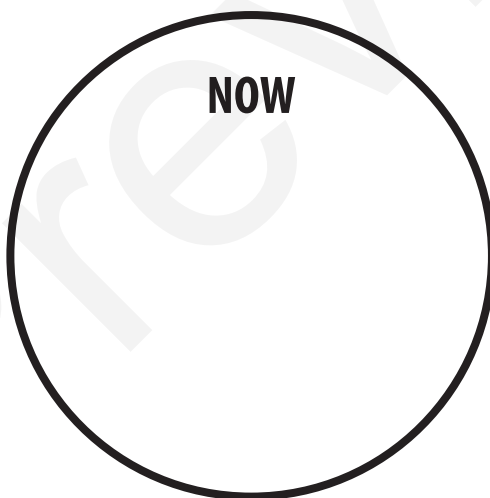
b. \_\_\_\_\_  
Pregnancy Risk YES / NO  
STI Risk YES / NO

c. \_\_\_\_\_  
Pregnancy Risk YES / NO  
STI Risk YES / NO

d. \_\_\_\_\_  
Pregnancy Risk YES / NO  
STI Risk YES / NO

2. \_\_\_\_\_ is choosing to not participate in any sexual activities and is 100% effective in preventing both STIs and pregnancy.

### Two Messages About Sex



**Turn and share:** Why might a teen choose to have sex?  
Why might a teen choose not to have sex?



## How to Avoid Peer Pressure

**If you want to avoid peer pressure when it comes to sex, here are some things that you can do.**

- Spend time with friends who are also ok with waiting to have sex.
- Group date instead of going on dates alone together.
- Invite your friends to your home so that they can meet your parent(s) or trusted adult(s).
- Don't be a bystander. If your friends are being pressured, speak up for them.
- Plan out in advance what you would say beforehand if someone were to try and pressure you into having sex.
- Call your trusted adult, or a friend to pick you up if you need to leave a date. Have an X-plan.
- You are not obligated to "pay someone back" with sex in return for a date or gift.
- Firmly say no, if that is how you feel.

## The Choice is Yours

***Self Reflection: Some things you should think about***

1. Is pressuring someone to have sex ok? \_\_\_\_\_ Why or why not?
  
2. Before someone decides to have sex, they should...
  
3. What are the benefits of choosing to wait?

## **Lesson 7**

### Social Media Awareness

#### *Teacher Outline*

#### Lesson Overview:

\*\*\*Sensitive Content Warning!\*\*\*

This lesson explores the possible risks of the online world. Topics include pros and cons of the internet, pornography, posting or sending inappropriate messages, a person's digital footprint, sexting, the laws related to minors sending or posting sexually explicit images, and cyberbullying. This lesson also shines a light on suicide and depression. Students learn how the media tends to pair cyberbullying with suicide (meaning that cyberbullying would be the cause), but students will learn that suicide is multi-faceted and there is no one single reason why someone would choose to die by suicide. Students are encouraged to be kind always because everyone is fighting a battle they know nothing about!

#### Objectives:

1. Identify positive and negative impacts of social media.
2. Identify activities on social media that can damage a person's public image.
3. Discuss the importance of maintaining an appropriate public image via social media.
4. Understand the dangers and outcomes of taking personal photographs and sharing them online or through text messages or other social media platforms.
5. Develop skills to help prevent cyberbullying and/or how to respond and help if someone they know is being bullied.

6. Review challenges teens may face today in mental health as well as where to find support.

Topics Addressed:

1. The Pros & Cons of Social Media
2. Defining Risky Behavior
3. Inappropriate Content
4. Digital Footprints
5. Sexting
6. Cyberbullying
7. Suicide Prevention
8. Teen Depression

Lesson Plan Outline:

- A. Introduction
- B. Risk & Benefits of the Internet
- C. Sharing Inappropriate Messages
- D. Digital Footprints
- E. Sexting
- F. Cyberbullying
- G. Suicides Prevention & Awareness
- H. Teen Depression
- I. THINK
- J. Activity: Wrap-Up & Exit Tickets

Homework Questions "Continuing the Conversation":

1. What are the pros and cons of social media?
2. What do you know about internet safety?
3. What do you think about online dating?

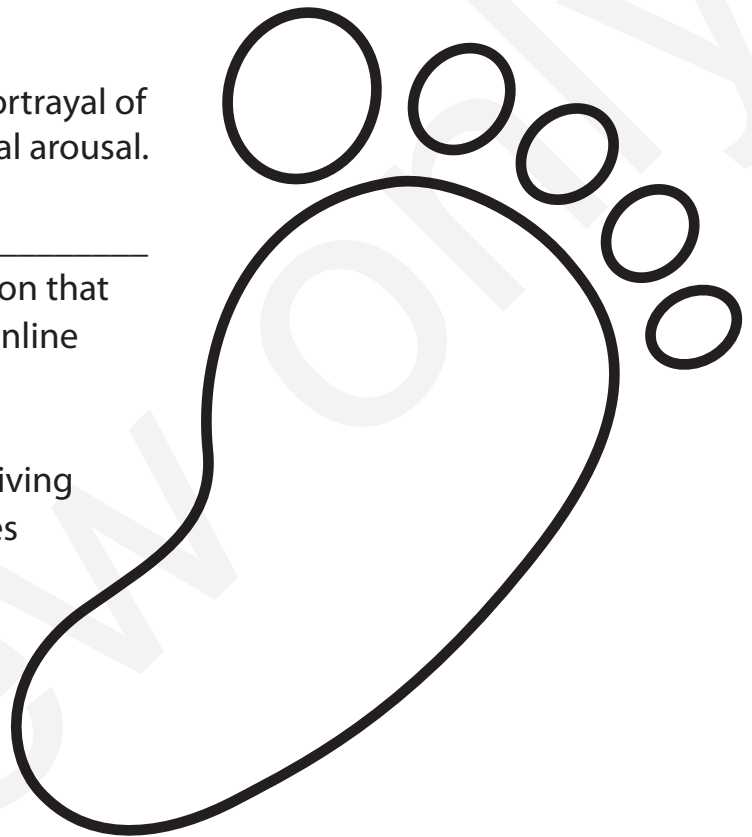
# LESSON 7

## Social Media Awareness



**Turn and share:** What are some positive things about being online?  
Negative things?

1. The one rule to follow, no matter what you do online, is to \_\_\_\_\_  
\_\_\_\_\_!
2. \_\_\_\_\_ is the portrayal of sexual acts solely for the purpose of sexual arousal.
3. A \_\_\_\_\_ is the information about a particular person that exists on the Internet as a result of their online activity.
4. \_\_\_\_\_ is sending or receiving sexually explicit photographs or messages via mobile phone.



### California Sexting Laws



Under the California Law, individuals who distribute, possess or produce a sexually explicit image of a minor

could be charged under the State's child pornography statutes and if convicted, would need to register as a sex offender. California lawmakers have recently proposed a bill that would reduce the punishment for first time sexting offenders who are minors. Such punishment would include community service and mandatory counseling (to be paid for by the minor's parents).

### Tips for Keeping Safe

1. Don't sext. Not sexting is the only 100% sure way to avoid the consequences of this criminal activity.
2. If someone texts you a naked picture of themselves or of anyone else, delete it. Do NOT forward these pictures either and make sure you tell your trusted adult.
3. Don't ask or pressure someone else to send you naked pictures of themselves. This would be considered sexual solicitation and is actually an example of sexual harassment.
4. Do not mistakenly believe that if you use Snapchat the law is not an issue! Photos shared on Snapchat can be saved, so the same laws still apply.

5. \_\_\_\_\_ is the use of technology to bully someone.
6. What are some steps you can take if you are being cyberbullied?
- Don't \_\_\_\_\_
  - \_\_\_\_\_ the bully
  - Set up new \_\_\_\_\_
  - Check your \_\_\_\_\_ settings
  - Make a \_\_\_\_\_
  - Talk to a \_\_\_\_\_
7. A \_\_\_\_\_ is anyone who witnesses bullying either in person or in digital forms like social media, websites, text messages, gaming, and apps.
8. Suicide is \_\_\_\_\_. There is \_\_\_\_\_! There is \_\_\_\_\_!
9. \_\_\_\_\_ is a serious mental health condition that causes feelings of sadness and a loss of interest in activities.

**CRISIS TEXT LINE |**

**Text HELLO to 741741**

**Free, 24/7, Confidential**





# T.H.I.N.K. Before You Post



## Notes:

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## **Lesson 8**

### Social Media Safety

#### *Teacher Outline*

#### Lesson Overview:

In this lesson students will discover what are inappropriate requests both online and off - define grooming, and be made aware of the prevalence and nature of human trafficking. This lesson also teaches students strategies to reduce the risk of human trafficking. Upon completing this lesson students will have a better understanding of how to stay safe online.

#### Objectives:

1. Identify harmful and violent social media content they witness, experience, and post.
2. Describe what grooming means and how it might be used.
3. Identify the prevalence, nature, and strategies to reduce the risk of human trafficking.
4. Develop ways to stay safe online.

#### Topics Addressed:

- |                          |                                     |
|--------------------------|-------------------------------------|
| 1. Inappropriate Request | 4. Personal Information             |
| 2. Grooming              | 5. Creating a Safe Online Community |
| 3. Human Trafficking     |                                     |

#### Lesson Plan Outline:

- |                           |                                   |
|---------------------------|-----------------------------------|
| A. Inappropriate Requests | C. Human Trafficking              |
| B. Grooming               | D. Strategies to Protect Yourself |

- E. Protecting Personal Information
- F. Activity: Wrap-Up & Exit Tickets

Homework Questions “Continuing the Conversation”:

1. What do you know about human trafficking? Where do you think it occurs? Share what you learned with your parent/guardian.
2. How can I stay safe online and offline?
3. Have you ever been bullied? How should bullies be dealt with? What should I do if I’m being bullied?
4. Do you know anyone that is suicidal or has committed suicide? How can suicide be prevented?

# LESSON 8

## Social Media Safety

1. An \_\_\_\_\_ is when someone online asks you to do things you do not want to do.
2. \_\_\_\_\_ is a word used to describe how people who want to sexually harm children and young people, get close to them and often their families, to gain their trust.
3. Human trafficking is the illegal trade of human beings. It is the act of using a person for profit by \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_. Human trafficking is modern-day \_\_\_\_\_.
4. There are two main forms of human trafficking:
  - 1) \_\_\_\_\_ trafficking—Forcing, deceiving, or coercing a person to perform a commercial sex act.
  - 2) Forced \_\_\_\_\_—Forcing a person to work in captivity for little or no pay. Also known as involuntary servitude.

Recruiting  
Harboring  
Force  
Peonage  
Obtaining  
Servitude  
Coercion  
Exploitation  
Providing  
Slavery  
Bondage  
Transporting

### Indicators / Signs of Human Trafficking

Does the person...

- Stop attending school?
- Suddenly have more or new things?
- Allow another person to speak for them?
- Suddenly become extremely quiet, unsocial, and/or avoid eye contact?
- Appear to be deprived of food, water, sleep, medical care, or other necessities?
- Have bruises or other signs (such as a branding tattoo) of physical trauma?
- Have a romantic partner who is noticeably older?
- Engage in unhealthy coping behaviors (i.e. use of drugs or alcohol, etc.)?
- Seems to be restricted from contacting family or friends?
- Not seem to be in control of their own money?
- Lack control over a personal schedule and/or identification or travel documents?



## **Lesson 9**

### Healthy Relationships: Part I

#### *Teacher Outline*

#### Lesson Overview:

In this lesson students will be learning about healthy relationships. Students are encouraged to set standards for themselves in current or future relationships. Students will discover the difference between what a healthy relationship is and what an unhealthy or abusive relationship is. Statistics state that 1 in 3 U.S. teens will experience physical, sexual, or emotional abuse by someone they are in a relationship with before they become adults, so understanding the characteristics of each type of relationship is important. This lesson also looks at the importance of healthy communication, providing tips as well as an activity to practice how to communicate effectively.

#### Objectives:

1. Discuss how to set standards for yourself and why you should have them.
2. Describe characteristics of healthy and unhealthy relationships.
3. Discuss ways to support peers in an abusive or violent relationship.
4. Explain how to build and maintain healthy family, peer, and dating relationships.
5. Identify ways to communicate effectively in a variety of relationships.
6. Demonstrate communication skills that foster healthy relationships.

#### Topics Addressed:

1. Standards
2. Types of Relational Abuse
3. Healthy Communication

Lesson Plan Outline:

- |                                       |  |
|---------------------------------------|--|
| A. Setting Standards                  | F. How to Communicate When You are Angry |
| B. Respect                            | G. Conclusion                            |
| C. Genuine Vs. Imitation Love         | H. Activity: Wrap-Up & Exit Tickets      |
| D. Healthy Communication              |  |
| E. Tips for Communicating Effectively |  |

Homework Questions "Continuing the Conversation":

1. What relationship standards do you have for yourself? What relationship standards do you think I should have for myself?
2. What does a healthy relationship look like? What does an unhealthy relationship look like?
3. What is the best way to communicate when you are angry?

# LESSON 9

## Healthy Relationships: Part I

1. A \_\_\_\_\_ is a guideline we set to make good life decisions.

### Standards

Do you have any?

Write down some qualities you would look for in a person you would like to date or marry.


2. \_\_\_\_\_ is a feeling or attitude of deep admiration for someone or something prompted by their abilities, qualities, or achievements.

3. What would a relationship look like if respect was not present?

a. \_\_\_\_\_

4. What are the types of dating abuse?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

### Genuine Love

Nurturing, unconditional, and generous. It leaves you feeling secure and content, even when you are not with the person.

### Imitation Love

(Not real love)  
Over-controlling, conditional, and can be abusive



5. What are six tips to communicate effectively?
- Find the right \_\_\_\_\_
  - Talk \_\_\_\_\_ to \_\_\_\_\_
  - Check your \_\_\_\_\_
  - Do not \_\_\_\_\_
  - Be \_\_\_\_\_
  - Use the \_\_\_\_\_ - \_\_\_\_\_ rule

## How to Communicate When You are Angry

Everyone gets angry, but it is the way you deal with that anger that matters.

# Stop.

\_\_\_\_\_. Take a step back and breathe.

# Think.

After you are no longer upset, \_\_\_\_\_  
about the situation and why it made you angry.

# Talk.

At an appropriate time, \_\_\_\_\_ to your partner  
about how you feel.

# Listen.

After you tell your partner about how you feel,  
\_\_\_\_\_ to them.

How Can We Communicate Better? (n.d).  
Retrieved from <http://www.loveisrespect.org/healthy-relationships/communicate-better/>



# **Unhealthy Relationships Guide Sheet**

## **What can you do if you are in an unhealthy relationship?**

If you're in an unhealthy or abusive relationship, figuring out what the next steps should be, can be very difficult. You have feelings for this person and have developed a history with them. However, it's the future, not the past that you should consider.

### **Tips for leaving an unhealthy relationship:**

1. If you don't feel safe, don't break up in person. It may seem cruel to break up over the phone or by text, but this is the safest way.
2. If you break up in person, do it in a public place. Have a friend or trusted adult wait for you nearby. Take a cell phone with you.
3. You do not have to explain your reasons for ending the relationship more than once. There is nothing you can say that will make your ex happy.
4. Talk with your friends and family so that they can support you. If you can, tell your parents or trusted adult what's going on, especially if your ex may come by your home.
5. Talk to a school counselor or teacher you trust. Together, you can alert security, adjust your class schedule, or find other ways to help you feel safe.

## **What can you do if you are the abuser in an unhealthy relationship?**

If you're being abusive toward your partner, the first and hardest step to changing is admitting that your behavior is wrong. It's very important to take responsibility for the problem and get help to end the behavior. If you've already taken this step, you're on the right track.

### **Tips for changing your own abusive behavior:**

1. Remember, violence is always a choice. There are no excuses and no one else is to blame for your being abusive behavior.
2. Focus on how your abuse affects your partner, family, and/or children. Fully accept how seriously you have hurt the people you care about.
3. Accept the consequences of your actions.

Healthy Relationship: High School Educators Toolkit [PDF]. (n.d.)  
Loveisrespect. <http://www.loveisrespect.org/wp-content/uploads/2016/08/high-school-educators-toolkit.pdf>



4. Remember that you are not alone. Your friends, family, or trusted adult can support you through the difficult process of changing.
5. Talk to your parents, a school counselor, or other trusted adult to see about getting help from a program focusing on abusive relationships.

### **What can you do if you have a friend in an abusive relationship?**

Watching a friend go through an abusive relationship can be very scary, and it can feel difficult to figure out how to help them. The decision to leave can only be made by the person experiencing the abuse, but there are a lot of things that someone can do to help a friend stay safe.

#### **Tips for helping a friend in an abusive relationship:**

1. Don't be afraid to reach out to a friend who you think needs help. Tell them you're concerned for their safety and want to help them.
2. Be supportive and listen patiently. Acknowledge their feelings, and be respectful of their decisions, as it is their's to make.
3. Help your friend recognize that the abuse is not "normal," and that the abuse is NOT their fault. Everyone deserves a healthy, nonviolent relationship.
4. Focus on your friend, not the abusive partner. Even if your friend stays with their partner, it's important they still feel comfortable talking to you about their relationship.
5. Get a trusted adult involved. You do not have to go through this alone.

Healthy Relationship: High School Educators Toolkit [PDF]. (n.d.)  
Loveisrespect. <http://www.loveisrespect.org/wp-content/uploads/2016/08/high-school-educators-toolkit.pdf>

## **Lesson 10**

### Healthy Relationships: Part II

#### *Teacher Outline*

#### Lesson Overview:

In this lesson students will be building their awareness of sexually violent crimes, and understand the importance of affirmative consent. Consent is defined as permission for something to happen, or an agreement to do something. Students learn that consent includes words and actions that show that someone really truly wants to do what they are about to do. Students will also recognize that people have the right to their own bodies through a conversation about setting boundaries. This lesson teaches students ways to prevent and protect themselves from this risk. Upon completion of this lesson students will develop a SMART plan to continue to communicate and maintain their personal boundaries and values.

#### Objectives:

1. Discuss boundaries and explain people's rights to their own bodies.
2. Define what consent is and identify ways that affirmative consent can be communicated and accepted.
3. Build awareness of sexually violent crimes.
4. Identify the prevalence, nature, and strategies to reduce the risk of human trafficking.
5. Develop a SMART plan to communicate and maintain personal boundaries and values.
6. Practice applying concepts learned to real-life scenarios.

Topics Addressed:

1. Boundaries
2. Sexually Violent Crimes
3. Consent
4. Applying the Think SMART Plan to Real-Life Scenarios
5. Finding Resources & Seeking Help From a Trusted Adult

Lesson Plan Outline:

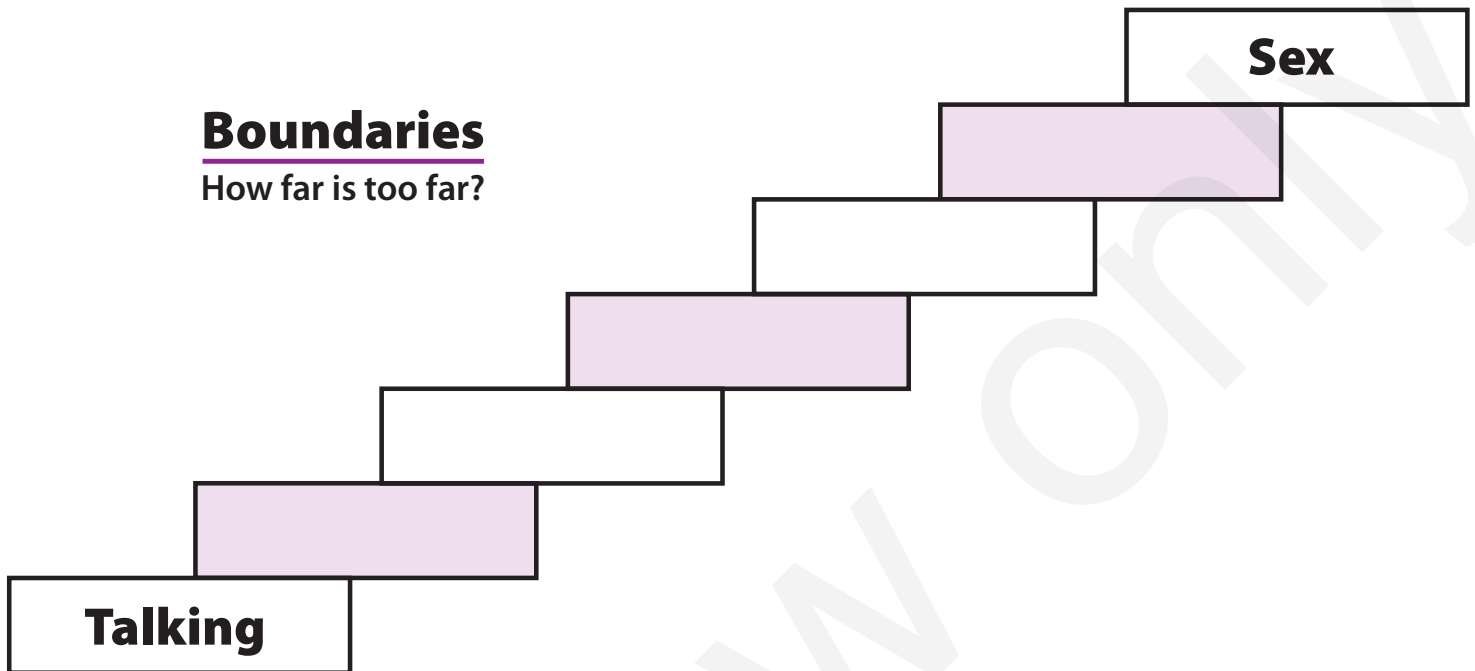
- A. What are Boundaries?
- B. Setting Your Boundary Lines
- C. Sexual Assault
- D. Consent
- E. Responsibility & Consent
- F. Think SMART
- G. Activity: Cumulative Review: Jeopardy
- H. Activity: Wrap-Up

Homework Questions "Continuing the Conversation":

1. Where would you prefer I draw my boundary line?
2. What does consent mean?
3. How should dangerous situations be avoided? What should I do if I am ever in a dangerous situation? Talk about an EXIT plan!!
4. Share the SAFETY plan and discuss it.

# LESSON 10

## Healthy Relationships: Part II



### Boundaries

How far is too far?

1. Sexual assault is \_\_\_\_\_ behavior or contact other people have with you without your consent.
  - a. It is \_\_\_\_\_ your fault.
2. \_\_\_\_\_ is permission for something to happen, or an agreement to do something.
3. \_\_\_\_\_ activity needs to have \_\_\_\_\_, informed, freely given, \_\_\_\_\_ consent from \_\_\_\_\_ person involved, \_\_\_\_\_ time.

4. \_\_\_\_\_ is uninvited and unwelcome verbal or physical behavior of a sexual nature.
5. Whose responsibility is it to make sure you have another person's consent?  
\_\_\_\_\_
6. Whose responsibility is it to set your boundaries? \_\_\_\_\_

### Think S.M.A.R.T.

**S**

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**M**

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**A**

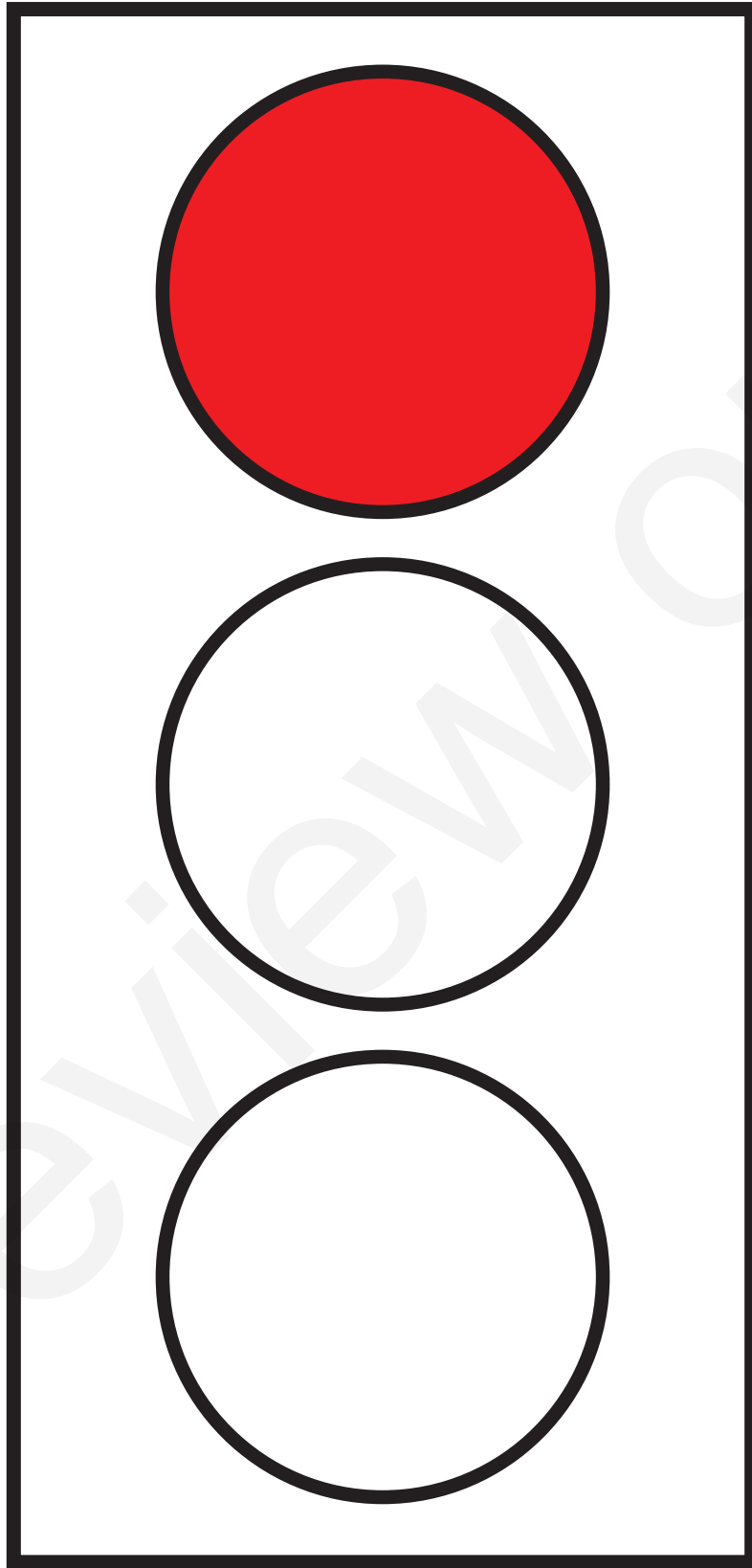
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**R**

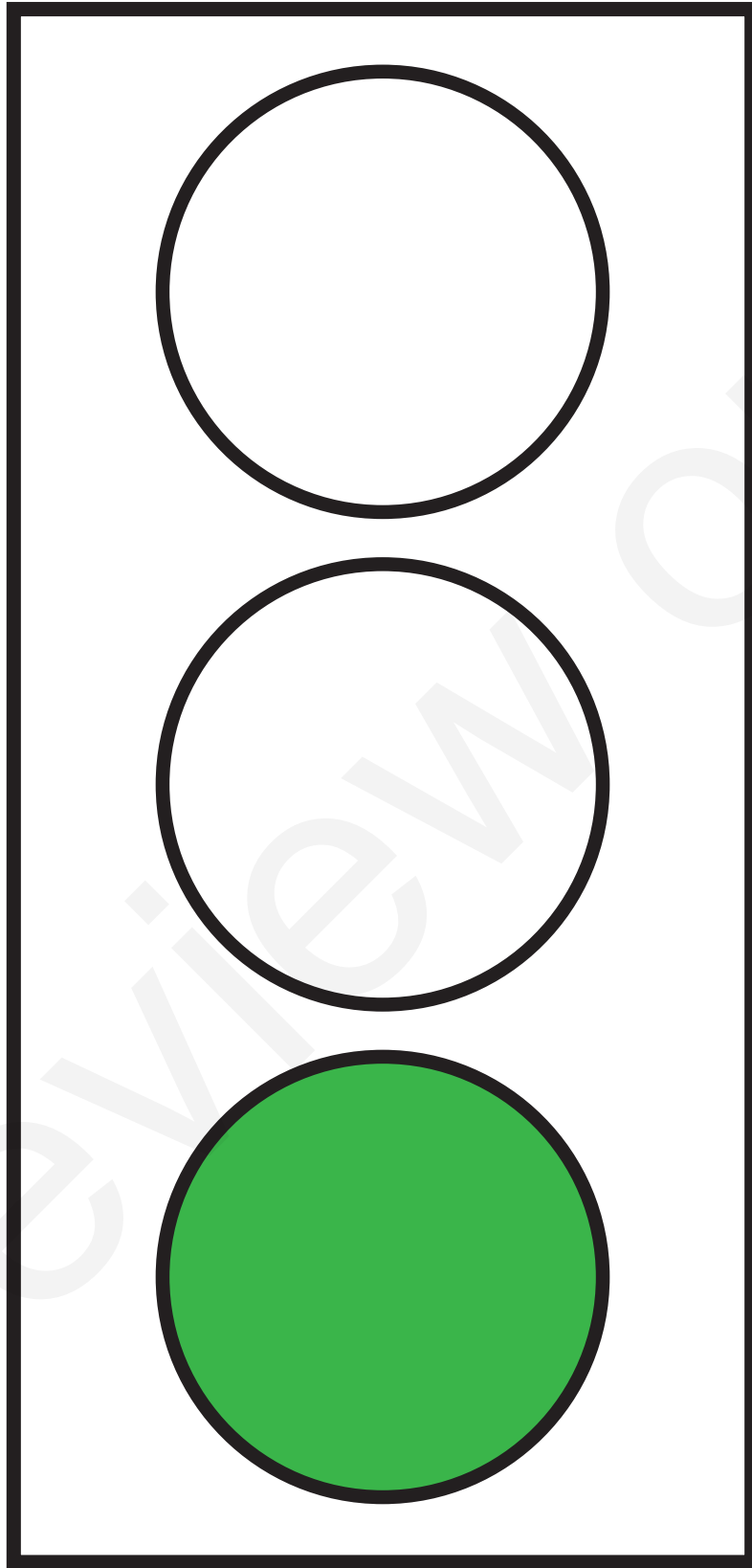
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**T**

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**Check-theFacts.com**  
**info@check-thefacts.com**

### Questions about your HEALTH?

Your primary care physician

#### Golden Valley Health Centers

*Serves Turlock, Patterson, Newman*

• Appointments for all Central Valley GVHC (209) 722-GVHC (4842)

**McHenry Medical Office** (209) 558-5312

**Stanislaus County Health Services Agency** (209) 558-7000

**Livingston Community Health Centers** (833) 850-3500

*Serves Hughson, Waterford, Delhi, Hilmar, Livingston, Turlock, Modesto, Merced*

#### Sexually Transmitted Infections

• Turlock Pregnancy and Health Center (209) 656-9898

• Stanislaus County Health Services (209) 558-7700

• National STI/HIV Hotline (CDC) (800) 232-4636

• California HIV/AIDS Hotline (916) 449-5900

• California Department of Public Health (916) 558-1784 / cdph.ca.gov

### Questions about RELATIONSHIP SAFETY or ABUSE?

\*\*If you are in danger, call 911\*\*

**National Sexual Assault Hotline** (800) 656-HOPE (4673) / rainn.org

**National Domestic Violence Hotline** (800) 799-SAFE (7233)

**National Child Abuse Hotline** (800) 422-4453

**National Human Trafficking Hotline** (888) 373-7888 / humantraffickinghotline.org

**National Dating Abuse Hotline** (866) 331-9474 / loveisrespect.org

#### Haven's Women Center of Stanislaus

• Haven's 24-Hour Crisis Line (209) 577-5980

• Modesto Main Office (209) 524-4331

**Stanislaus County 24-Hour Crisis Line** (209) 558-4600

**Stanislaus Family Justice Center** (209) 525-5130 / stanislausfamilyjustice.org

**Valley Crisis Center (Merced)** (209) 725-7900

• Valley Crisis Center 24-Hour Crisis Line (209) 722-4357

### Questions about SEXUALITY?

**Trans Lifeline** (877) 565-8860 / translifeline.org

**The Wellness Center (Modesto)** (209) 558-4610

**Trevor Lifeline (24/7 hotline)** (866) 488-7386 / Thetrevorproject.org /Text START to (678-678)

### Are you being BULLIED?

**For Exploitation of Children**

**Stop Bullying**

(800) THE-LOST (843-5678) / cybertipline.com

stopbullying.gov

### Do you need PREGNANCY RESOURCES?

**All Options**

(888) 493-0092 / all-options.org

**Turlock Pregnancy and Health Center**

(209) 656-9898 / turlockphc.com

**American Adoptions**

(800) ADOPTION (236-7846)

**Stanislaus County Adoption Services**

(209) 558-2292

**Planned Parenthood - Merced**

(209) 723-7751

**Planned Parenthood - Modesto**

(209) 579-2300

**Modesto Pregnancy Center**

(209) 526-1734

**Alpha Safe Surrender**

(877) BABYSAFE (222-9723) / Dial 2-1-1

**Alpha Pregnancy Help Center (Merced)**

(209) 383-4700

### Are you or a friend feeling DEPRESSED or SUICIDAL?

**National Suicide Prevention Lifeline**

988 / 988lifeline.org

**Stanislaus County 24-Hour Crisis and Prevention**

(209) 558-4600

**Crisis Text Line**

Text "HOME" to 741741

### Do you need help with ADDICTION or other STRUGGLES?

**Substance Abuse & Mental Health Services**

(800) 662-HELP (4357)

**Narcotics Anonymous**

(209) 464-9262

**Stanislaus County Health Services Agency**

(209) 558-5657

**Prodigal Sons & Daughters**

(209) 634-3538

**Center for Human Services**

(209) 526-1476

**24/7 American Addiction Resource Center**

(877) 574-0458

**Stanislaus County 24-Hour Crisis Line**

(209) 558-4600

**Stanislaus Valley Groups of Narcotics Anonymous**

(888) 942-9922

### Eating Disorders

**Eating Disorder Awareness and Prevention**

(800) 931-2237

**Center for Human Services**

(209) 526-1476

**Stanislaus County 24-Hour Crisis Line**

(209) 558-4600

### Grief Support

**Jessica's House**

(209) 250-5395

**Community Hospice**

(209) 578-6300

### Homelessness and Runaways

**Hutton House (Center for Human Services)**

(209) 526-1441

**Stanislaus County 24-Hour Crisis Line**

(209) 558-4600

**Community Housing and Shelter Services**

(209) 527-0444

**Youth Navigation Center of Stanislaus County**

(209) 526-1441

**National Runaway Safe Line**

(800) RUNAWAY (786-2929)

### Miscellaneous RESOURCES

**Community Service Agency**

Stanislaus County Social Services

(877) 652-0734

**Public Transportation**

Turlock Transit

(209) 668-5600

**Parenting Support**

Turlock Family Resource Center

(209) 668-6118





**Check-theFacts.com**  
**info@check-thefacts.com**

### ¿Preguntas sobre su SALUD?

Su doctor primaria

#### Centros de Salud de Golden Valley

Localizado en Turlock, Patterson, Newman

• Contactar para citas (209) 722-GVHC (4842)

**Consultorio Médico McHenry** (209) 558-5312

**Agenda de Servicios de Salud del Condado de Stanislaus** (209) 558-7000

**Centros de Salud Comunitarios de Livingston** (833) 850-3500

Localizado en Hughson, Waterford, Delhi, Hilmar, Livingston, Turlock, Modesto, y Merced

#### Infecciones de Transmisión Sexual

• Centro de Salud y Embarazo en Turlock (209) 656-9898

• Servicios de Salud del Condado de Stanislaus (209) 558-7700

• Línea Nacional de Atención de ITSNIH (800) 232-4636

• Línea de VIH/CIDAS en California (916) 449-5900

• Departamento de Salud Pública de California (916) 558-1784 / cdph.ca.gov

### ¿Preguntas sobre ABUSO o SEGURIDAD EN LAS RELACIONES?

\*\*Si esta en peligro, / llame al 911\*\*

**Línea Nacional de Asalto Sexual** (800) 656-HOPE (4673) / rainn.org

**Línea Nacional de Violencia Doméstica** (800) 799-SAFE (7233)

**Línea Directa Nacional de Abuso Infantil** (800) 422-4453

**Línea Directa de Tráfico de Personas** (888) 373-7888 / humantraffickinghotline.org

**Línea Directa Nacional de Abuso en el Noviazgo** (866) 331-9474 / loveisrespect.org

#### Haven-Centro de Mujeres

• Línea de Crisis de 24 horas (209) 557-5980

• Oficina de Modesto (209) 524-4331

**Línea de Crisis de 24 horas en Stanislaus** (209) 558-4600

**Centro de Justicia para Familias en Stanislaus** (209) 525-5130 / stanislausfamilyjustice.org

**Centro de Crisis en el Valle (Merced)** (209) 725-7900

• Línea de crisis de 24 horas del Centro de Crisis del Valle (209) 722-4357

### ¿Preguntas sobre SEXUALIDAD?

**Línea Directa de Transexual** (877) 565-8860 / translifeline.org

**El Centro de Bienestar (Modesto)** (209) 558-4610

**Línea Directa de Trevor** (866) 488-7386 / thetrevorproject.org

### ¿Estás siendo INTIMIDADO?

Para la explotación de los niños

(800) 843-5678 / cybertipline.com

Oetenga el Acoso

stopbullying.gov

### ¿Necesitas RECURSOS PARA EL EMBARAZO?

Todas las Opciones (888) 493-0092 / all-options.org

**Centro de Embarazo y Salud de Turlock** (209) 656-9898 / turlockphc.com

**Adopciones Americanas** (800) 236-7846

**Servicios de Adopción del Condado de Stanislaus** (209) 558-2292

**Planificación familiar - Merced** (209) 723-7751

**Planificación familiar - Modesto** (209) 579-2300

**Centro de Embarazo en Modesto** (209) 526-1734

**Alpha Entrega Segura** (877) 222-9723 / Marque 2-1-1

**Alpha Centro de Ayuda de Embarazo (Merced)** (209) 383-4700

### ¿Tu o un amigo está sufriendo de DEPRESIÓN o pensamientos de SUICIDIO?

**Línea Nacional para la Prevención del Suicidio** 988 / 988lifeline.org

**Condado de Stanislaus 24 horas Crisis y Prevención** (209) 558-4600

**Línea de texto de crisis** Mande "HOME" a 741-741

### ¿Necesitas ayuda con ADICCIONES u otras LUCHAS?

**Abuso de Sustancias y de Salud Mental** (800) 662-4357

**Narcóticos Anónimos** (209) 464-9262

**Agenda de Servicios de Salud** (209) 558-5657

**Hijos e hijas Pródigos** (209) 634-3538

**Centro de Recursos Humanos** (209) 526-1476

**Centro de Recursos para la Adicción 24/7** (877) 574-0458

**Línea de Crisis de 24-horas en Stanislaus** (209) 558-4600

**Grupos de Narcóticos Anónimos en Stanislaus** (888) 942-9922

### Problemas en Comer

**Prevención de los trastornos alimentarios** (800) 931-2237

**Centro de Servicios Humanos** (209) 526-1476

**Línea de Crisis de 24-horas en Stanislaus** (209) 558-4600

### Apoyo de Duelo

**Casa de Jessica** (209) 250-5395

**Hospicio Comunitario** (209) 578-6300

### Falta de Hogar y Fugitivos

**Casa de Hutton (Centro de Servicios Humanos)** (209) 526-1441

**Línea de Crisis de 24-horas en Stanislaus** (209) 558-4600

**Servicios Comunitarios de Vivienda y Refugio** (209) 527-0444

**Centro de Navegación Juvenil en Stanislaus** (209) 526-1441

**Línea Nacional de Seguridad para Fugitivos** (800) 786-2929

### Recursos Varios

**Agenda de Servicios Comunitarios**

Servicios Sociales del Condado de Stanislaus (877) 652-0734

**Transporte Público**

Transito de Turlock (209) 668-5600

**Apoyo para Padres**

Centro de Recursos para Familias de Turlock (209) 668-6118



If you would like more information contact your student's teacher or school administration.



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