

Human Sexuality and Responsibility

What does all of this mean and why is it important?



Click

In this first lesson of the Human Sexuality and Responsibility unit, we are going to start by defining Human Sexuality and discussing the importance of it.

TODAY'S OBJECTIVES

- Determine class guidelines for respectful discussions
- Define human sexuality.
- Analyze messages about sexuality

Review the objectives

Talking about sex
and sexuality can
feel...



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Talking about sex and sexuality can feel...

Sex and sexuality are not topics that we usually discuss freely in our schools and communities. Because of that, how might it feel to ask you to talk about it now? Take a few responses then **click** to reveal the image.

Talk about how it can feel awkward or uncomfortable, exciting or silly, or any other kind of feeling. However, it's really important to be able to learn about these topics because they are a part of every human being.

Image:

https://www.freepik.com/free-vector/emoji-emoticons-set-face-expression-feelings-collection_2610009.htm#query=feelings&position=3&from_view=search

Icon vector created by rawpixel.com - www.freepik.com

Class Guidelines

Existing Rules

What do we want to add?

In order to help everyone feel as comfortable as possible with these discussions, we need to look at our class guidelines.

We already have **click** existing class rules. What are some of the expectations that are already in place?

Take a few responses and note that these expectations are absolutely still in place!

Click

Then ask the students to think about anything that they might want to add.

****Teacher note: it's best to come up with a unique, student-driven list of guidelines for this unit. This will help with buy-in and therefore classroom management. These guidelines should be posted for each class for each lesson.****

Be sure the following are represented in some way:

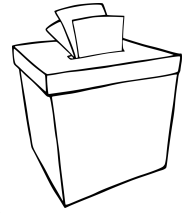
- **Treat the subject seriously.** This subject can sometimes make us feel nervous or embarrassed and that could make us giggle or laugh. It's okay to feel that way, as long as it isn't disrupting the class or being used to make fun of someone.
- **Use the correct terms for body parts and functions.** We will learn the correct terms and practice saying them.

- **Get the facts straight.** There are a lot of myths and misunderstandings out there about human sexuality. It's important to avoid spreading those and learn the facts.
- **Respect other people and their ideas.** No making fun of or laughing at others, or putting other people down. Avoid gossiping by not repeating what other people have said or shared. It is fine to talk about what you learn with your parents and other trusted adults.
- **Avoid personal questions and stories.** I will not ask you to share personal things, and I will not answer personal questions about myself. It's important NOT to tell personal stories or use people's names when asking questions. Instead of using someone's name, say "someone I know."
- **Right to Pass.** Some topics can be challenging to talk about and may bring up strong and uncomfortable feelings. If you are uncomfortable sharing, then everyone has the right to pass.
- **Confidentiality.** Don't share what others say in this class. As an adult, the teacher may need to break this rule if they hear that someone is being hurt, thinking of hurting themselves, or hurting another person.
- **Protect the space by encouraging your peers to follow these guidelines.** That way everyone can feel comfortable learning this information.
- **Ask questions; questions are good.** If you have a question, there are probably other students who have it too.

Transition by saying something like: Speaking of questions....

Questions Box

Have a question about something?



Write it down on a piece of paper/sticky/index card/etc. and place it into the box.

We will ANONYMOUSLY answer any questions at the end or the beginning of the next lesson.

Who are your trusted adults?

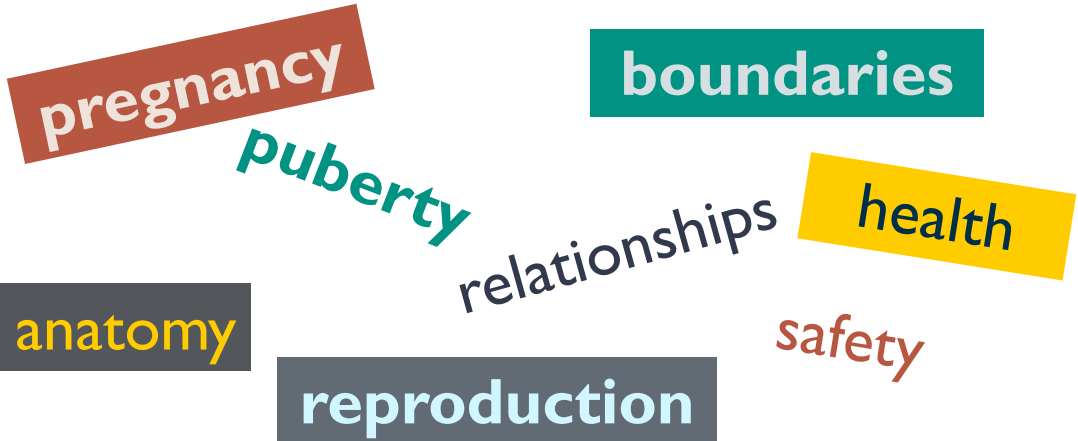
For any questions that you may have that you don't want to say out loud, we will be using an anonymous question box.

Explain the process for putting questions in the box and that you will respond to all questions either at the end of the current lesson or at the beginning of the next one.

If you have a personal question or concern, you can always go to a trusted adult such as your mom, dad, another family member, teacher, counselor, or an adult friend.

Click and ask students to THINK about who the trusted adults are in their life that they can go to for personal questions. Ask if anyone wants to share.

WORD SPLASH: Human Sexuality



Word Splash: Human Sexuality

Ask students to look at the word splash and consider what topic might be considered a part of “human sexuality”.

Ask students to write their answers and reveal them on whiteboards.

Click to reveal topics on the slide

Lessons in this Unit

1. Introduction and Relationships
2. Unhealthy Relationships and Abuse
3. Trafficking and Exploitation
4. Reproductive Anatomy
5. Sex, Abstinence, and Making Healthy Decisions
6. Puberty, Adolescent Development, and the Brain
7. Pregnancy
8. Sexually Transmitted Infections
9. Setting Goals, Boundaries, and Healthy Relationships

Click for each lesson title and discuss

Messages about Human Sexuality



Adults

Peers

Media

Let's talk about some of the messages we hear about these topics.

(Click)

What are some things that **adults** say about these topics?

(Click)

What are some things that your **peers** say about these topics?

(Click)

What are some things you hear in the **media** about these topics?

****Teacher note: This can be done as a large group discussion, in 3 groups where each group is assigned a category, or as a think-pair-share. Make a list of each and discuss the differences and similarities.****

Image: <https://pixabay.com/photos/social-media-communication-network-6557345/>

Human Sexuality


What are some things you are expecting to learn in this unit?

Why do you think it is important to learn about these topics?

Before moving to the next topic (Healthy Relationships), ask students to answer the two questions on the slide. This can be done independently, in a student journal, or in pairs. Ask for volunteers to share with the group.

Healthy Relationships

Who do we have relationships with and how do we keep them healthy?



TEKS:

6.20(A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage;

6.20(B) describe how friendships provide a foundation for healthy dating/romantic relationships;

6.20(C) list healthy ways to express friendship, affection, and love;

6.20(D) describe characteristics of healthy dating/romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility;

6.20(E) explain that each person in a dating/romantic relationship should be treated with dignity and respect

NSES:

CHR.8.CC.1: Compare and contrast the characteristics of healthy and unhealthy relationships

CHR.8.CC.3: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships

Today's Objectives

- Define relationship.
- Describe the types of relationships in your life.
- Describe the characteristics of healthy relationships.
- Explain how friendship can provide a foundation for healthy dating/romantic relationships.

Review the objectives.

Defining “Relationship”

The way in which two or more people or things are connected.

- Family
- Friends
- Acquaintances
- Romantic/Dating
- Marriage

Ask students to tell you how they would define the word “Relationship”.

Sometimes it helps to say “if you were to look up the word in the dictionary, what would it say?”

Take a few responses, then **Click** to reveal the basic definition: *The way in which two or more people or things are connected.*

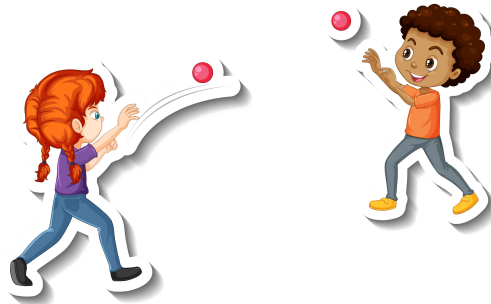
Ask students to list the different kinds of relationships people might have with each other.

Click to reveal and discuss each example. Note how in each example, there are even different types. For example, in a family you have a different kind of relationship with your parents than with your siblings, than with your cousins, etc.

Explain that in this lesson, we are going to start by talking about (**click**) Friendships.

What characteristics do you look for in a friend?

Ball Toss



Activity:

- Students stand in a circle at arm's length apart.
- Students toss a ball or small object across the circle from one to another, to establish a pattern. Repeat the pattern for 2-3 rounds.
- Next, have students try calling out the name of the person to whom they are tossing the ball.
- Next, have students call out characteristics they look for in a friend.
- Now repeat the pattern calling out that characteristic before tossing the ball.
- Try reversing the pattern or adding in extra balls.

After a few rounds, ask students to return to their seat.

Images:

Person throwing ball:

https://www.freepik.com/free-vector/girl-throwing-ball-cartoon-character-sticker_18681916.htm

[Pattern vector created by brgfx - www.freepik.com](https://www.freepik.com/vectors/pattern)

Person catching ball:

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Pattern vector created by brgfx - www.freepik.com

Characteristics of a Good Friend

- Unselfish
- Kind
- Respectful
- Honest
- Patient
- Trustworthy
- Communicates well
- Likes the same things

**Teacher Options for this part of the lesson:*

Option 1:

Use the list of characteristics on this slide (and the next) and note any additional characteristics that might have been stated in the ball-tossing activity that don't fall under these categories in some way. Then discuss Healthy Dating/Romantic Relationships using the next slide.

Option 2:

Once students have returned to their seats after the ball-tossing activity, ask them to restate the characteristics that they came up with and write them on a large piece of paper or on the whiteboard under the heading of **Characteristics of a Good Friend**. Then make a second column next to that list and title it **Characteristics of a Healthy Dating/Romantic Relationship**. Ask students what would be the same or different. Write out that list and discuss.

Either way, wrap up with a discussion about how friendships can be a good foundation for healthy dating/romantic relationships because the characteristics are often very similar.

Characteristics of a Healthy Relationship

Friendship:

- Unselfish
- Kind
- Respectful
- Honest
- Patient
- Trustworthy
- Communicates well
- Likes the same things

Dating/Romantic Relationships?

****Teacher Options for this part of the lesson:***

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What about...

Infatuation

an intense but short-lived passion or admiration for someone or something.

Love

a feeling of strong or constant affection for a person

Once you have discussed the differences between friendship and dating/romantic relationships, ask the students to consider **(click)** Infatuation and Love.

Ask: who can tell me what “Infatuation” is?

Click to reveal the definition

Ask: how is this different from Love?

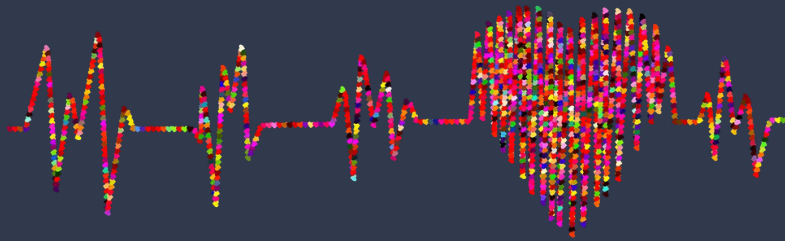
Click to reveal definition

Be sure to discuss:

Pop culture ideals like "love at first sight" and "when you know, you know" can sound super romantic, but in reality, infatuation and love are two very distinct feelings that often get confused.

Infatuation vs. Love

Card Sort



2 options for this activity

Option 1: Students work in small group

- Print multiple sets of **Love and Infatuation Cards**, using a different color of paper for each set to keep them separate.
- Give one set of cards to each student group.
- Have students sort the cards into the two different categories.
- After everyone has had time to sort, ask for volunteers to report out.

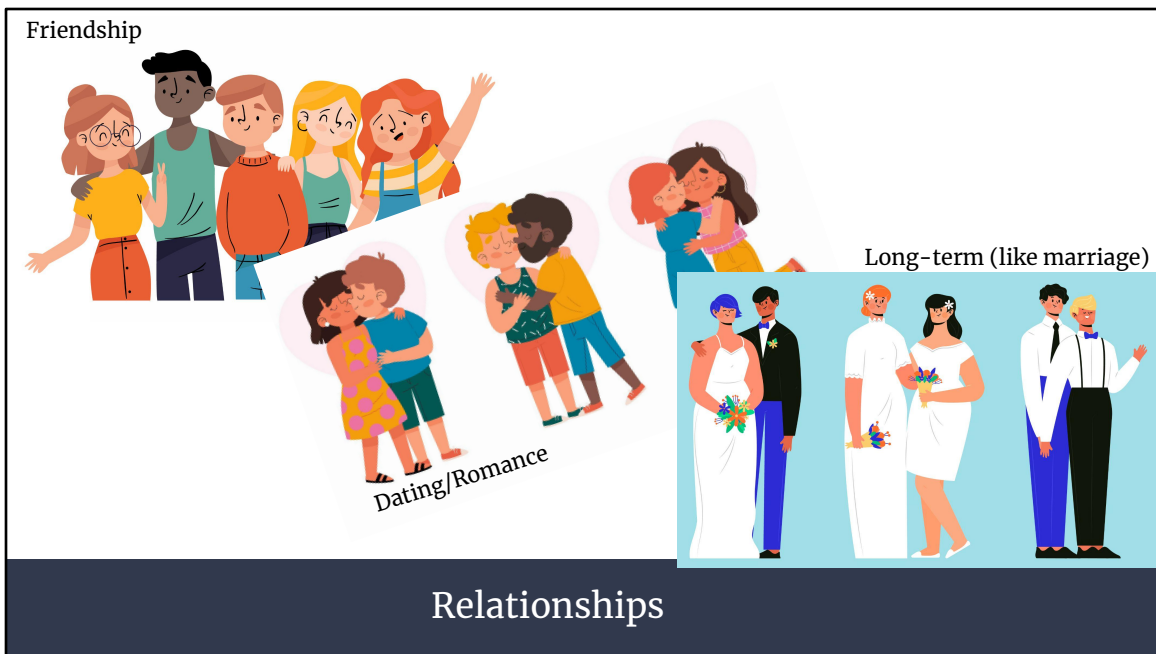
Option 2: Full class activity

- Print one set of **Love and Infatuation Cards** in a size that is large enough to be seen by students when posted on the wall.
- Divide the board/wall at the front of the room into two columns - one for *Love* and one for *Infatuation*.
- Distribute 10 cards.
- Working individually or in pairs, ask students to come to the front of the room, read the card they were given, decide who benefits in that way, and tape the card in the appropriate column.

After either option, discuss and respond to any questions.

Image:

<https://pixabay.com/vectors/electrocardiogram-blood-pressure-ekg-2858693/>



Ask the class and discuss how friendship can provide a foundation for healthy romantic relationships.

As you **click** to reveal each image, recap the importance of healthy relationships, regardless of the type of relationship you have - friendship, romantic, or something long-term, like marriage.

Images:

Friendship:

https://www.freepik.com/free-vector/group-young-people-posing-photo_5230715.htm#query=friends&position=14&from_view=author

People vector created by pikisuperstar - www.freepik.com

Dating/Romance:

https://www.freepik.com/free-vector/hand-drawn-couples-kissing-illustration_12811799.htm#query=couple&position=25&from_view=author

Love vector created by pikisuperstar - www.freepik.com

Long-term (like marriage):

https://www.freepik.com/free-vector/hand-drawn-wedding-couples_6528196.htm#query=wedding%20gay&position=0&from_view=author

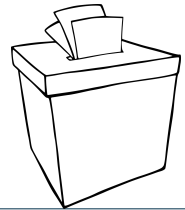
Wedding vector created by pikisuperstar - www.freepik.com

Healthy Relationships Wrap Up

1. What do all healthy relationships have in common?
2. What does respect look like in a dating or romantic relationship?
3. What kind of relationships do you hope to have in the future?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to answer these questions as a journal entry, a think-pair-share activity, or an exit ticket.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Acknowledges flaws	Steady
Emotional rollercoaster	Grows gradually
Focused on looks or material things	Sees only perfection

<p>Obsessive</p>	<p>Fast and furious</p>
<p>Takes time</p>	<p>Involved the total person, not just surface</p>

Love and Infatuation Card Sort
ANSWER KEY

Infatuation:

obsessive
fast and furious
focused on looks or material things
sees perfection
emotional rollercoaster

Love:

grows gradually
takes time
involves the total person, not just surface
acknowledges flaws
steady

Unhealthy Relationships and Abuse

What are characteristics of harmful relationships and how do I stay safe?

TEKS:

- 6.21.(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;
- 6.21.(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;
- 6.21.(C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation;
- 6.21.(D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult;
- 6.23.(I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault.

TODAY'S OBJECTIVES

- List the characteristics unhealthy or harmful relationships
- Identify types of abuse, including digital abuse and harassment
- Explore the consequences of abuse
- Describe ways to get help

Review the lesson objectives

Healthy vs. Unhealthy

Healthy

Unselfish
Kind
Respectful
Honest
Patient
Trustworthy
Communicates well
Likes the same things

Unhealthy

Selfish
Controlling
Manipulating
Lying
Demanding
Guilt
Belittling

Remind students of previous lesson about the types of relationships and characteristics of healthy relationships.

If this is the list of things that are important to a healthy relationship, what are some characteristics that might constitute an unhealthy relationship?

Take responses from the group, then **click** to reveal some examples of unhealthy characteristics.

***Teacher Note:** *feelings of anger or jealousy are valid feelings. Feeling this way often or exhibiting hurtful behaviors because of those feelings is when it becomes unhealthy or even abusive.*

Participates in activities that you like but might not be their favorite.	Gets to know you.	Respects your wishes & independence.	Observes the rules of your parent/guardian.
Can talk about differences without getting defensive.	Respects your decisions & limits.	Asks about your thoughts, feelings, & opinions.	Talks you into things you shouldn't do.
Insists on being the one to decide what to do.	Focuses on whether you are good-looking or popular.	Thinks they know everything (arrogant).	Goes against your parent or guardian's rules.
Puts you down and then says "just joking"	Puts hands on you inappropriately/or makes you feel uncomfortable.	Talks behind your back.	Loses their temper if things don't go their way.

Ask students to sort cards into 2 categories.
 Students create a T-Chart to record their answers.

Healthy vs. Unhealthy Relationships

Healthy Relationship Characteristics

Respects your wishes & independence.

Unhealthy Relationship Characteristics

Manipulative or arrogant

What is abuse?

- Physical
- Emotional
- Sexual
- Exploitation

bosses you around
"spend more more time with me" normalizing violence
humiliation "where are you going?" guilt trips
intimidating looks dating violence
sexual assault "this is your fault"
power-based abuse blame
stalking domestic abuse
"you are a horrible parent"
extreme possessiveness denial of wrongdoing
frequently fights friends abusive to pets
insults "who are you with?" embarrassment
threatens suicide

State: Being unhealthy is not the same as abuse. So let's look at the different types of abuse.

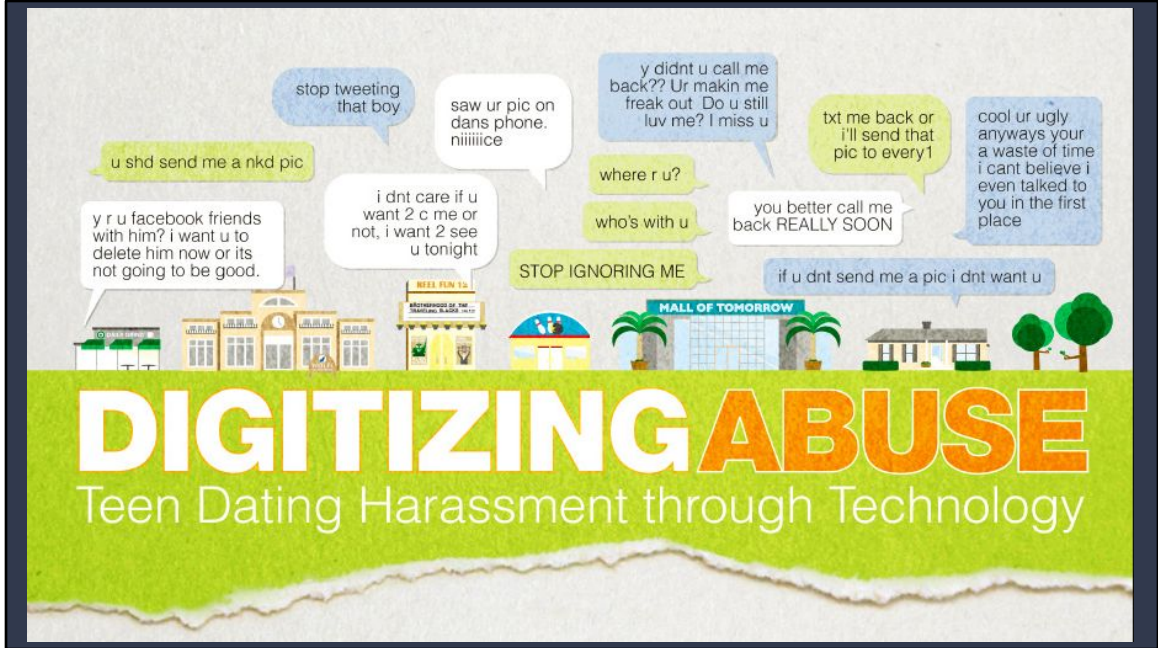
Click to reveal and **Discuss** each type of abuse, reviewing the following examples or definitions:

- **Physical** - hitting, pushing, shoving
- **Emotional** - put downs, shaming, blaming
- **Sexual** - unwanted sexual activity, using force, making threats or taking advantage of someone who is not able to give consent.
- **Exploitation** - treating someone unfairly in order to get benefits for yourself

Image: <https://www.texasadvocacyproject.org/power-based-abuse/steps-freedom>



Image: Loveisrespect.org Teen Dating Violence Awareness Month 2022 Graphic



Explain that abuse can and often does take place digitally. Give students time to read through the conversation bubbles.

Ask what kind of abuse they see.

Note that a lot of it is related to emotional abuse in the form of sexual harassment.

Image:

https://www.urban.org/sites/default/files/2018/01/16/digitizingabuse_1_0.jpg

Sexual Harassment

- making sexual jokes, comments, or gestures
- spreading sexual rumors (in person, by text, or social media)
- posting sexual comments, pictures, or videos
- taking or sending sexual pictures or videos
- asking someone for naked pictures of themselves ("nudes")
- asking for sex or offering to have sex

Ask students what they think “sexual harassment” means.

Take a few responses then explain the following:

Harassment and bullying are abusive ways of treating others. People who harass or bully use cruel comments, gestures, threats, or actions. They try to insult, demean, exclude, shame, or hurt others. Sometimes, people who harass and bully do it with sexual comments or actions. This is called sexual harassment or sexual bullying.

Click to reveal the examples.

Sexual harassment and bullying include things like these:

- making sexual jokes, comments, or gestures
- spreading sexual rumors (in person, by text, or social media)
- posting sexual comments, pictures, or videos
- taking or sending sexual pictures or videos
- asking someone for naked pictures of themselves ("nudes")
- asking for sex or offering to have sex

Sexual harassment and bullying can happen in person or online. But no matter where they happen, sexual harassment and bullying are not OK. There is no excuse for behaviors like these. And they are not the fault of the person who is being harassed or bullied.

If you or someone you know is going through this, tell a trusted adult. When you speak up — and get the right adults involved — it can help stop harassment and bullying. If the first adult you tell does not stop the harassment and bullying, keep telling other adults until it does stop.

Talking points from

<https://kidshealth.org/en/teens/harassment.html#catcontraception>

Sexual Harassment is Hurtful

Especially if:

- it happens more than once
- the bully has more power
- other life stress



Being the target of these behaviors is hurtful. How much they affect a person can depend. Most people can cope with a one-time rude comment. That doesn't mean it's OK. It just means it may cause less stress.

But these behaviors can be harder to cope with if: (**Click** through and discuss each)

- They happen more than once.
- It feels like the bully has more power (they're older or stronger, for example).
- The person being bullied or harassed has other stress in their lives.

Ask students to share how it might affect the person being harassed. How might they act? How might they feel?

If this is the case, a person being harassed may feel unsafe or attacked. They may avoid going to places where it happens, such as school or their job. They may feel sad, scared, or angry — or all of these. The stress of being harassed can lead to poor sleep, worry, depression, or lower grades.

Ask students to think about how it might also hurt the person who is doing the harassing.

Sexual harassment and sexual bullying can cause problems for the bully too. Some of these behaviors are against the law. A sexual bully may not realize how these behaviors could affect their lives.

Talking points from

<https://kidshealth.org/en/teens/harassment.html#catcontraception>

Image:

https://www.freepik.com/free-vector/gender-violence-concept_9009668.htm#query=harassment&position=20&from_view=search

Illustration vector created by freepik - www.freepik.com

When Harassment Turns Physical

Forcing another person to do sexual things is **sexual assault or rape**.



vector created by freepik - www.freepik.com

Explain:

If things get physical, it goes beyond sexual harassment and bullying.

Forcing another person to do sexual things is sexual assault or rape. This is a serious crime.

It is also a crime if an adult (or much older teen) asks someone underage to pose for sexual pictures, or to take part in sexual acts via webcam or smartphone. This is called online child sexual abuse.

If someone forces, tricks, or asks you to do things like this, tell a trusted adult right away. Or report it to the police. Don't be alone with the person.

Talking points from

<https://kidshealth.org/en/teens/harassment.html#catcontraception>

Image:

https://www.freepik.com/free-vector/stop-gender-violence-illustration_8851852.htm?query=assault

[Battery](https://www.freepik.com/vectors/battery) vector created by freepik

- www.freepik.com

Laws in Texas

Criminal Harassment: when someone intends to “harass, annoy, alarm, abuse, torment, or embarrass” another person

- Class B Misdemeanor: 6-month jail sentence and a \$2,000 fine.

Assault: “offensive” or “provocative” physical contact that causes someone “pain”

- Class A Misdemeanor: a year of jail time and a \$4,000 fine.

Sexual Assault: any type of sex without consent.

- Second-degree Felony: two to 20 years in prison, and fines reaching \$10,000.

Ultimately, ***no means no.***



Law vector created by Shutterstock - www.shutterstock.com

Harassment as a Texas Sex Crime

Sexual harassment cases taken through the Texas criminal court system are typically misdemeanor crimes, but in more severe cases, you could be facing a felony. These are the three most common criminal charges:

Click:

Criminal Harassment

When someone intends to “harass, annoy, alarm, abuse, torment, or embarrass” another person by making an obscene comment or proposal, they may face this Class B Misdemeanor charge, which carries a six-month jail sentence and a \$2,000 fine.

Click:

Assault

Any contact classified as “inappropriate” under civil sexual harassment can quickly be flipped to a criminal assault charge when you reasonably know it could be regarded as offensive or provocative. This Class C Misdemeanor carries a \$500 fine, unless the contact caused someone “pain.” Then it’s a year of jail time and a \$4,000 fine (Class A Misdemeanor crime).

Click:

Sexual Assault

Charges of sexual assault *always* require evidence of penetration – without consent. This is a second-degree felony carrying two to 20 years in prison, and fines reaching \$10,000.

Click:

Ultimately, no means no regardless of intent. Apart from general sentencing, often those convicted of these crimes face a number of collateral consequences which can affect life well beyond serving time and paying fines.

Talking point content source: [Hampton Law Firm](#).

Image: <https://www.freepik.com/vectors/law>>Law vector created by studiogstock - www.freepik.com

What can I do if...

I am harassed or assaulted:

- **know it's not your fault!**
- tell the harasser to stop and walk away
- talk to an adult you trust
- report it
- get support

Someone else is being harassed:

- speak up to help
- report it
- offer support



What Should I Do if...

Click

...I'm Harassed or Bullied?

There's no one right way to respond. Each situation is different. That's why it's best to talk with an adult you trust. They can help you know what to do.

Here are some things that can help in most situations: (**click** to reveal each and discuss)

- **Know the truth. Remind yourself that it's not your fault.** No matter what the harasser might say, there's no such thing as "asking for it." You have a right to feel safe.
- **Tell the person to stop.** When it happens the first time, let them know the behavior is not OK with you. Be brief, calm, and clear. Then walk away. In some cases, that will be enough, but not always. They may not stop. They might even laugh off your request, tease you, or bother you even more.
- **Tell an adult.** This is not something you should try to handle on your own. Talk to a parent, a friend's parent, relative, coach, teacher, school counselor, or doctor. It might feel awkward at first to bring it up. But don't let that stop you.

- If the adult you talk to doesn't listen and help, find someone else who will.
- **Report it.** If this happens at school or at your job, report it to an adult in charge. Most schools and workplaces have a sexual harassment policy or a bullying policy to protect you. They need to know in order to help you. And to stop it from happening to others too.
- **Get support.** If this has you stressed, feeling depressed, anxious, or losing sleep, talk with a therapist or counselor. They can help you find ways to cope and recover from the stress.

Click

...Someone else is being harassed?

Bystanders can play a big role in stopping harassment and bullying. When people do nothing, shrug it off, or look the other way, it sends a message that it's no big deal to harass. If people say something, it sends a social message that it's not OK.

If you see someone else being harassed, you can help by doing these things: (*click* to reveal each and discuss)

- **Speak up to help.** If it feels safe and natural to speak up, say, "Come on, let's get out of here" to the person you see getting bullied or bothered. You probably shouldn't try to change the bully's behavior by yourself. But it is OK to let the bully know people are watching and will get involved.
- **Report it.** Let a trusted adult know what you witnessed. This isn't tattling. It's standing up for what's right. No one deserves to be harassed. Adults need to know so that they can help.
- **Offer support.** Check in with the person who was harassed. Ask how they're doing. Say that you think what happened is not OK. Listen and show you care. Encourage them to report what happened to a trusted adult. Remind them that the harassment is not their fault.

Talking points from

<https://kidshealth.org/en/teens/harassment.html#catcontraception>

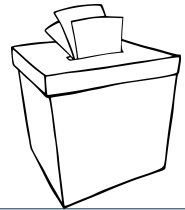
Image: People vector created by pikisuperstar - www.freepik.com

Relationships Wrap Up

- What is one thing that stood out to me about unhealthy relationships and abuse?
- How do abusive online conversations impact me and my peers?
- What is one thing I can do if I am being harassed or abused?
- What is one thing I can do for a friend that is being harassed or abused?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Participates in activities that you like but might not be their favorite.	Gets to know you.	Respects your wishes & independence.	Observes the rules of your parent/guardian.
Can talk about differences without getting defensive.	Respects your decisions & limits.	Asks about your thoughts, feelings, & opinions.	Talks you into things you shouldn't do.
Insists on being the one to decide what to do.	Focuses on whether you are good-looking or popular.	Thinks they know everything (arrogant).	Goes against your parent or guardian's rules.
Puts you down and then says "just joking"	Puts hands on you inappropriately or makes you feel uncomfortable.	Talks behind your back.	Loses their temper if things don't go their way.

Print several sets (on different colored paper will help keep the sets organized).
 Cut out and give one set to each group of students, asking them to sort into Healthy and Unhealthy categories.

Trafficking and Exploitation

What is it and how is technology used to manipulate people into it?

TEKS:

6.12.(A) discuss and demonstrate strategies for avoiding violence, gangs, weapons, and human trafficking;

6.13.(B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

6.13.(C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography;

6.13.(E) identify how technology is used to recruit or manipulate potential victims of sex trafficking; and

6.21.(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse;

6.21.(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking;

TODAY'S OBJECTIVES

- Define Trafficking and Exploitation
- Explore how technology is used to find victims
- Examine scenarios and ways to get help

Review the lesson objectives

Reminder: What is abuse?

- Physical
- Emotional
- Sexual
- Exploitation
- Trafficking

bosses you around
"spend more more time with me" normalizing violence
humiliation "where are you going?" guilt trips
intimidating looks dating violence
sexual assault "this is your fault"
power-based abuse blame
stalking domestic abuse
"you are a horrible parent"
extreme possessiveness denial of wrongdoing
frequently fights friends abusive to pets
insults "who are you with?" embarrassment
threatens suicide

Remind students that in the last lesson, we learned that abuse could be:

- **Physical** - hitting, pushing, shoving
- **Emotional** - put downs, shaming, blaming
- **Sexual** - unwanted sexual activity, using force, making threats or taking advantage of someone who is not able to give consent.
- **Exploitation** - treating someone unfairly in order to get benefits for yourself

Explain that another form of exploitation is (**click**) Trafficking.

Image: <https://www.texasadvocacyproject.org/power-based-abuse/steps-freedom>

What is Trafficking?

Human Trafficking

A crime that *exploits*, or uses, someone for someone else's personal gain.

Labor trafficking: making someone work for little or no money

Sex trafficking: when someone is forced to perform sexual activities in exchange for something of value.

Ask: How many of you have heard the term (**click**) human trafficking? (Raise of hands)

Ask: What do you think human trafficking is? (Elicit several responses)

Click to reveal the definition and ask for a volunteer to read it aloud.

Say: There are two types of human trafficking. (**Click** to reveal each)

- **Labor Trafficking:** making someone work for little or no money
- **Sex trafficking:** when someone is forced to perform sexual activities in exchange for something of value.

What is Sex Trafficking?



Play the video

What is Sex Trafficking?

How did the video define sex trafficking?

Who did the video say could be a trafficker?

What are some things to look for that might be signs that something is wrong?

If something doesn't feel right or you are worried, what can you do?

Process the video by asking the following questions:

- *How did the video define sex trafficking?* (when one person causes another person to take part in sexual activity to get something of value in return)
- *Who did the video say could be a trafficker?* (it can be anyone; it could be someone the victim knows and trusts, like a family member or someone who acts friendly or romantic.)
- *What were some of the things to look for that might be signs that something is wrong?* (injuries that don't make sense, being away from school a lot, keeping to themselves, or seeming more tired than usual.)
- *If something doesn't feel right or you are worried, what can you do?* (check in with the person who you are worried about and tell a trusted adult.)

How do teens get involved?

Online enticement

When someone uses the internet to make friends with a young person in order to exploit them.

May promise:

- affection
- money
- gifts
- drugs

Sexting

Sending sexually explicit messages or images to someone via digital technology.

Sexting is against the law for minors.

Say: One of the most common ways teens become involved in human trafficking is through **(click)** online enticement.

Click

Explain that **online enticement** is when a predator, someone who takes advantage of others for personal gain, uses the internet to make friends with a young person in order to exploit them.

Click

The predator may promise affection, money, gifts, or drugs, to win their trust. They try and trick a young person into sharing inappropriate images, videos or words by text, email, messaging apps or even through gaming sites. Sharing these images and words is called **(click) sexting**.

Ask: How many of you have heard the term sexting? (Raise of hands)

Ask: What do you think sexting is? (Elicit several responses)

Click

Say: Sexting involves sending sexually explicit messages or images to someone via

digital technology. Many people send these explicit messages thinking their pictures would remain private. But pictures and texts may be forwarded and sent to a lot of people, and they can also be put online for everyone to see.

Click

Say: Sexting is against the law for minors

Explain about the law in your own words.

Sexting is a crime in Texas even if no adult is involved. Under [Texas Penal Code Section 43.261](#), it is a crime for a minor to “intentionally or knowingly” send another minor an obscene photo/video or a photo/video of a minor engaging in sexual conduct, if they know it was a minor.

All of this can be part of a process called **grooming**.

What is Grooming?

a.k.a Conditioning

When someone builds a relationship, trust and emotional connections with a child or young person so they can manipulate, exploit and abuse them.

What is Grooming?

Grooming, also known as conditioning, is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. This is a phased, gradual process that can take place over varying periods of time - from a few days to several years. It can also take different forms and be more or less violent. Although the process of grooming someone may come in stages, each case is unique in its development.

Stages of Grooming

1. Targeting the victim
2. Gain trust
3. Fill a need
4. Isolation
5. Make the relationship sexual
6. Maintain control

Click to reveal each stage and give a brief description.

Stage 1: Targeting the victim. In this phase, the offender will “size up” a potential victim. They will look for someone who has low self-esteem, isolated, needy, or limited contact with parents and caregivers.

Stage 2: Gain trust. Offenders will then try to create a trusting relationship. For example, they will spend time with a child and give them extra attention. They may treat the child as ‘special’ and give them gifts and compliments. Offenders also use gifts to manipulate and silence the child into keeping secrets. This treatment can isolate the child from siblings, friends or parents.

Stage 3: Fill a need. Once an offender gains access to a child, they can look for gaps in supervision to exploit and “be there” for the child when the parent is unable to (for example, give the child a ride home).

Stage 4: Isolation. Now that the offender has found a way to maintain a routine relationship with the victim (and parents/caregivers), they will look for ways to spend alone time with the child (for example by babysitting or taking special trips).

Stage 5: Make the relationship sexual. The offender makes their move on their victim when they are able to isolate them and does so by preying on the child’s natural curiosity.

Stage 6: Maintain control. Once the abuse occurs, the offender will do all they can to

keep the victim silent and available for continued abuse. This control can come in the form of verbal threats (for example, they may say “nobody will believe you” or “I will send photos to all your friends”), or physical threats (for example they may say, “I will hurt or kill you and your family if you tell”). Offenders count on victim’s belief that something catastrophic will happen or that they will feel humiliated and ashamed if they seek help.

Source: Dr. Michael Welner

Groomers use tricks

Fake Trustworthiness

Testing Boundaries

Touch

Intimidation

Sharing sexual material

Breaking Rules

Drugs and Alcohol

Communicating Secretly

Blaming and Confusing

Groomers Use Tricks. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a kid and often the kid’s parent or other caretaker. Grooming tricks include: (**Click** to reveal and discuss each)

- Fake Trustworthiness – pretending to be the kid’s friend in order to gain their trust
- Testing Boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.)
- Touch – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time
- Intimidation – using fear, embarrassment, or guilt to keep a kid from telling
- Sharing sexual material – capitalizing on a kid’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature
- Breaking Rules – encouraging a kid to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future
- Drugs and Alcohol – breaking the rules (see above) and/or making kids less

- able to stop the abuse because they're under the influence of the substance
- Communicating Secretly – texting, emailing, or calling in an unexpected way (parents don't know about it, it happens a lot, the kid is told to keep it a secret)
- Blaming and Confusing – making the kid feel responsible for the abuse or what could happen to the kid, his/her family, or the abuser if the kid tells

5 Safety Rules

1. Know What's Up
2. Spot Red Flags
3. Make a Move
4. Talk It Up
5. No Blame | No Shame

These Safety Rules are strategies to help identify and respond to abuse of all kinds. (**Click** to reveal each and discuss the talking points)

Safety Rule #1 is Know What's Up. Knowing what's up means:

- Being aware of what human trafficking is, and how teens can be tricked and blackmailed into being trafficked.
- Knowing that if you share a revealing picture of yourself it could go public or could be used to blackmail you into doing something you do not want to do. Once you share something you risk it becoming public and permanent.
- If you share a revealing picture of someone else it will be hurtful, and it could be against the law.
- Knowing that not everyone you meet online is who they say they are. Many predators are looking for victims online.
- Knowing that it is not safe to share personal information online: your full name, where you go to school, where you live, where you or your family works and be careful of posting pictures that might inadvertently share that information.
- As a precaution, don't post, check in or tag your location on social media apps. As an additional privacy setting, turn off location services when you're not

- using them.

Safety Rule #2 is Spot Red Flags. Spotting Red Flags means knowing if someone's behavior or something that happens online is unsafe. For example, if someone is asking you to do something wrong, inappropriate or unsafe this puts you or others in danger.

Ask: What are some examples of Red Flags when you are using technology? (Elicit responses, but make sure they include:)

- Cyberbullying- someone being a bully online, or other inappropriate online and offline behavior.
- Adults or other students trying to trick or force you into unsafe or inappropriate behaviors or situations.
- Someone you don't know asking for information about you, e.g. your name, where you go to school, where you live.
- Someone sending inappropriate images, such as pictures, drawings, or cartoons (Memes/GIFS/anime)of people without their clothes on.
- Someone asking you to send inappropriate images.
- Someone online that you do not know asking you to keep secrets.

Safety Rule #3 is Make a Move. If you Spot a Red Flag, you can Make a Move and GET AWAY or STAY AWAY from an unsafe situation or person.

- Online you can unfriend or block a person who is asking you for information about yourself.
- Change your passwords if you have shared them or you think someone might know them. You may need to deactivate the account for a while.
- If someone sends you an inappropriate picture DO NOT pass it on. Ask a Safe Adult for help.
- Make sure all of your accounts are set to private.

Safety Rule #4 is Talk It Up. Talking It Up means using an assertive voice to speak up or say NO if you or others are in an unsafe situation.

- If you are asked to share personal information or pictures, or to do something unsafe or that makes you feel uncomfortable, you have the right to say No!
- Remember that predators count on the silence of their victims. Don't allow them to silence you!
- And, if you see any Red Flags online, you should always talk to a *Safe Adult*.
 - Let's talk about Safe Adults for a minute. What do we mean by a Safe Adult? (Elicit responses)
 - A Safe Adult is someone you know and trust to keep you safe, someone you can talk to about unsafe situations or people. Examples

- of Safe Adults could be a parent, a teacher, a school counselor, or a coach.
- **Ask:** What characteristics would you want in a Safe Adult? (Elicit responses such as someone who is a good listener, someone they can talk to about difficult topics, someone who follows the rules and does not encourage them to break rules, and someone they trust to look out for them.)
- You should try to choose at least two Safe Adults, one in your home and one outside of your home.
- **Ask:** Who would like to share one of your Safe Adults? (Answers will vary but encourage students to think of someone in their home and someone outside their home, in case there is not a Safe Adult in the home.)
- You can also talk to a Safe Friend, someone you trust, who will support you and help you talk to a Safe Adult. *A Safe Friend is someone who can help you talk to a Safe Adult, not a replacement for a Safe Adult.* You should always tell a Safe Adult about unsafe or inappropriate situations or people.

Safety Rule #5 is No Blame | No Shame. If you are ever hurt or abused, you are never to blame, and you should never be ashamed to talk to a Safe Adult.

- Blame the predator, not yourself. If someone broke your trust, it is not your fault.
- If something does happen, it may feel overwhelming and devastating, but there is help. You may be surprised by the support of your family and friends.
- No matter what anyone does or says to you, even if they say you will get in trouble if you tell, you are never to blame, and it is never too late to tell.

**Content from the [MBF Teen Safety Matters™](#) program, [April 2020 Child Abuse Prevention Month Lesson Plan \(Grades 6-8\)](#)*

Group Activity: Scenarios

Break the class into small groups of 4-5 people. Distribute one scenario handout to each group. (Note: there are 4 scenarios so depending on class size, a couple of groups may have the same scenario. Be sure to make enough copies.)

Instructions

Each group should read their assigned scenario aloud for the group to hear, then answer questions together.

Allow 5-10 minutes for groups to review/discuss their assigned scenario.

Have each group read their scenario aloud to the class and discuss the answers they came up with. (If more than one group had the scenario, alternate between groups for each question.)

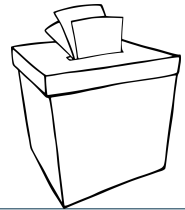
**Scenarios from the [MBF Teen Safety Matters™](#) program, [April 2020 Child Abuse Prevention Month Lesson Plan \(Grades 6-8\)](#)*

Trafficking and Exploitation Wrap Up

- What is one thing that stood out to me about today's lesson?
- Who are my two Safe Adults (one at home and one outside of home)?
- Why do traffickers often use social media for grooming?
- How will I use the safety rules to protect myself and my friends?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the wrap up questions.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Scenario #4

Tiana's parents have had the same babysitter come to the house and "hang out" with her and her younger brothers and sisters for a couple of years. The babysitter and Tiana are quite close, she is always saying nice and encouraging things to her. As Tiana has gotten older, she tells her to think of her less as a babysitter and more of a "best friend." They talk a lot about body image and self-esteem. When the younger kids go to bed one night, Tiana's babysitter asks her to put on a bathing suit and let her take pictures to post online to help her with her self-esteem.

- 1. Safety Rule #1 is Know What's Up – What do you think is happening here?**
- 2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
- 3. Safety Rule #3 is Make A Move – How could Tiana Make a Move?**
- 4. Safety Rule #4 is Talk It Up – How could Tiana Talk It Up?**
- 5. Safety Rule #5 is No Blame | No Shame – Is Tiana to blame?**

Scenario Discussion Guide:

Scenario #1

Gabriel was invited to join an online gaming group by some friends at school. The site has live messaging and Gabriel has told other players his full name, his age, and where he goes to school. A player he does not know gives him tips on how to play the game better. The player says he is the same age as Gabriel and attends another school nearby. He has asked Gabriel to meet him at a local park so they can talk more about the game, but tells Gabriel not to tell his parents.

- 1. Safety Rule #1 is Know What's Up – What do you think is happening here?**
 - Elicit responses being sure to cover: Not everyone online is who they say they are. This could be a predator, and Gabriel should not meet him.

- 2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
 - Gabriel has shared personal information online.
 - Someone Gabriel does not know is reaching out to him.
 - He has asked Gabriel to meet him.
 - He has asked Gabriel not to tell his parents.

- 3. Safety Rule #3 is Make A Move – How could Gabriel Make a Move?**
 - He could block or unfriend this person.
 - He could leave the gaming site.

- 4. Safety Rule #4 is Talk It Up – How could Gabriel Talk It Up?**
 - He could tell this person, "NO!"
 - He could tell a Safe Adult.
 - He could talk to a Safe Friend who could then go with him to talk to a Safe Adult.

- 5. Safety Rule #5 is No Blame | No Shame – Is Gabriel to blame?**
 - No. While he should not have shared his personal information online, he is not to blame.
 - Adults are supposed to keep kids safe. The predator is trying to trick him and is to blame.

Scenario #2

Khalil uses a messaging app to stay in touch with his friends. He even messages with some adults that are friends with his parents. One of the adults is always messaging him nice comments about how smart and good looking he is. He tells Khalil they are “best friends.” He has bought Khalil some really cool gifts but asked him to keep the gifts “just between us.” He says he knows that Khalil’s parents “don’t understand him.” He’s messaged Khalil to ask him to sneak out one night so they can “hang out.”

1. Safety Rule #1 is Know What’s Up – What do you think is happening here?

- Elicit responses being sure to cover: An adult that Khalil’s parents know is making him feel uncomfortable and to remember that a predator can be a stranger, but it can also be someone you or your parents know.

2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?

- An adult is telling Khalil that they are “best friends.”
- An adult is asking Khalil to keep secrets.
- An adult is telling Khalil his parents “don’t understand him.”
- He has asked Khalil to sneak out.

3. Safety Rule #3 is Make A Move – How could Khalil Make a Move?

- He could block or unfriend this person.
- He could ignore his messages and stop responding.

4. Safety Rule #4 is Talk It Up – How could Khalil Talk It Up?

- He could tell this person “NO!”
- He could tell a Safe Adult.
- He could talk to a Safe Friend who could then go with him to talk to a Safe Adult.

5. Safety Rule #5 is No Blame | No Shame – Is Khalil to blame?

- No. Adults are responsible for keeping kids safe. The predator is to blame. Even if the adult tells Khalil he is to blame, or that he will get in trouble if he tells, it is not his fault and he should tell a Safe Adult. The predator is trying to trick him and is to blame.

Scenario #3

Sophia has been chatting with someone she doesn't know online. He threatens to harm her and her loved ones if she doesn't send him a revealing picture. She replies that she is not afraid of him and he doesn't even know where she lives. He sends her screenshots of her exact location, including pictures of her house.

- 1. Safety Rule #1 is Know What's Up – What do you think is happening here?**
 - Elicit responses being sure to cover: Not everyone online is who they say they are. This could be a predator, and Sophia should not send him a picture of herself or share any more personal information with him.

- 2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
 - Sophia is communicating with someone she does not know.
 - Sophia has shared personal information with someone she does not know.
 - Someone Sophia does not know is threatening her.

- 3. Safety Rule #3 is Make A Move – How could Sophia Make a Move?**
 - She could block or unfriend this person.
 - She could ignore his messages and stop responding.

- 4. Safety Rule #4 is Talk It Up – How could Sophia Talk It Up?**
 - She could tell this person "NO!"
 - She could tell a Safe Adult.
 - She could talk to a Safe Friend who could then go with him to talk to a Safe Adult.

- 5. Safety Rule #5 is No Blame | No Shame – Is Sophia to blame?**
 - No. While she should not have been communicating with someone she does not know, she is not to blame.
 - Adults are supposed to keep kids safe. The predator is trying to trick her and is to blame.

Scenario #4

Tiana's parents have had the same babysitter come to the house and "hang out" with her and her younger brothers and sisters for a couple of years. The babysitter and Tiana are quite close, she is always saying nice and encouraging things to her. As Tiana has gotten older, she tells her to think of her less as a babysitter and more of a "best friend." They talk a lot about body image and self-esteem. When the younger kids go to bed one night, Tiana's babysitter asks her to put on a bathing suit and let her take pictures to post online to help her with her self-esteem.

- 1. Safety Rule #1 is Know What's Up – What do you think is happening here?**
 - Elicit responses being sure to cover: A young adult that Tiana's parents know is making her feel uncomfortable. (Remember a predator can be a stranger, but it can also be someone you or your parents know.)

- 2. Safety Rule #2 is Spot Red Flags – What are some Red Flags in this scenario?**
 - An adult is saying to think of her as a "best friend."
 - The adult is asking to take pictures of her.

- 3. Safety Rule #3 is Make A Move – How could Tiana Make a Move?**
 - She could come up with an excuse or suggest doing something else.

- 4. Safety Rule #4 is Talk It Up – How could Tiana Talk It Up?**
 - She could tell this person "NO!"
 - She could tell this person she's uncomfortable.
 - She could tell a Safe Adult.
 - She could talk to a Safe Friend who could then go with her to talk to a Safe Adult.

- 5. Safety Rule #5 is No Blame | No Shame – Is Tiana to blame?**
 - No. Adults are responsible for keeping kids safe. The predator is to blame. Even if the adult tells Tiana she is to blame, or that she will get in trouble if she tells, it is not her fault and she should tell a Safe Adult.

Reproductive Anatomy

What are the reproductive parts of my body and how do I keep them healthy?

TEKS:

6.22.(B) describe the process, characteristics, and variations of the menstrual cycle;

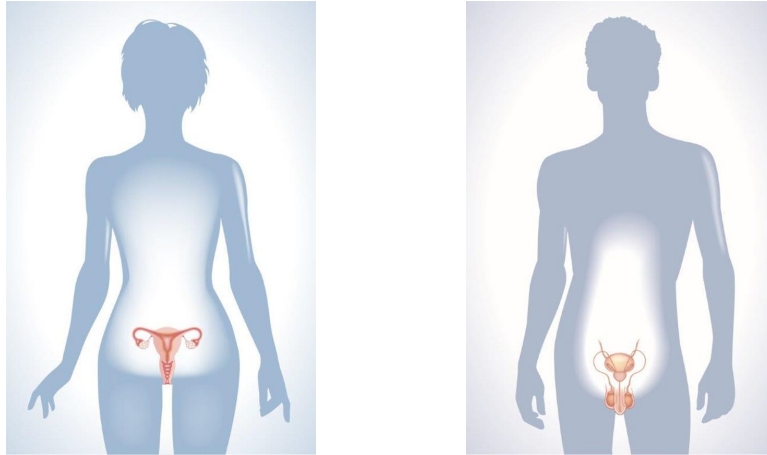
NSES:

AP.8.CC.1 Describe human reproductive systems, including the external and internal body parts and their functions, and that there are naturally occurring variations in human bodies (e.g., intersex, vulvas, circumcised and intact penises)

Today's Objectives

- Describe the parts of the human reproductive system

Reproductive Anatomy – Worksheets



Use this slide to help students to understand the relationship of the reproductive organs to the rest of the body. Discuss the difference between **internal** and **external**. Then introduce the difference between **frontal views** and **side views** of the body. The egg-producing reproductive organs are shown primarily using the frontal view, while the sperm-producing reproductive organs are shown primarily using the side view.

Explain: In this lesson, we may use the terms ‘male’ and ‘female’ when discussing reproductive anatomy, referring to the sex someone was assigned at birth. A person’s reproductive system can be male, female or intersex (not clearly defined as either male or female).

People are assigned a sex at birth based on their reproductive anatomy. Sex assigned at birth is independent of gender identity. Gender identity is a person’s internal sense of identity as female, male, both or neither, regardless of their biological sex assigned at birth.

ACTIVITY:

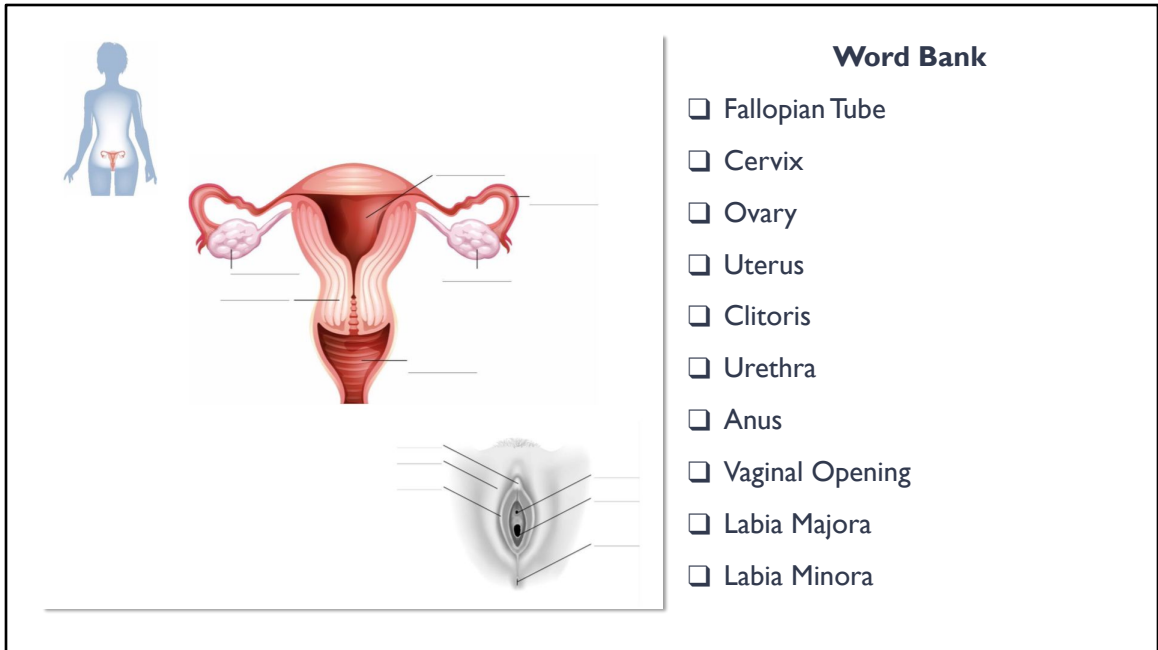
1. Distribute the **Reproductive System Diagrams** handouts. Explain the

1. relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.

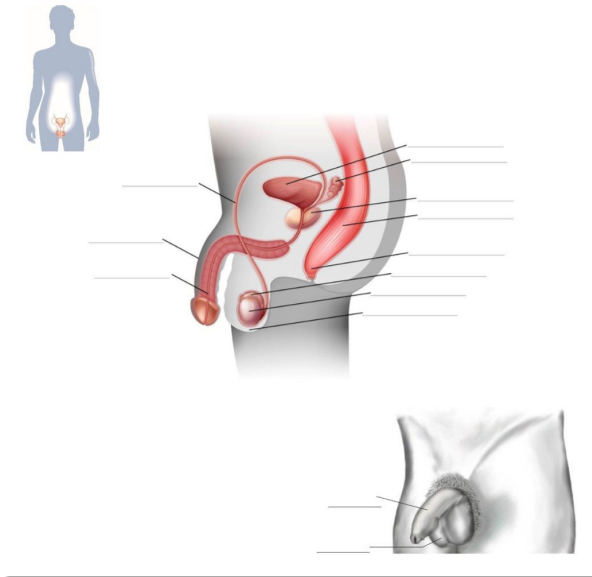
Images:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr5-Diagrams-ENGLISH-FINAL.pdf>



1. Distribute the **Reproductive System Diagrams** handouts. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.



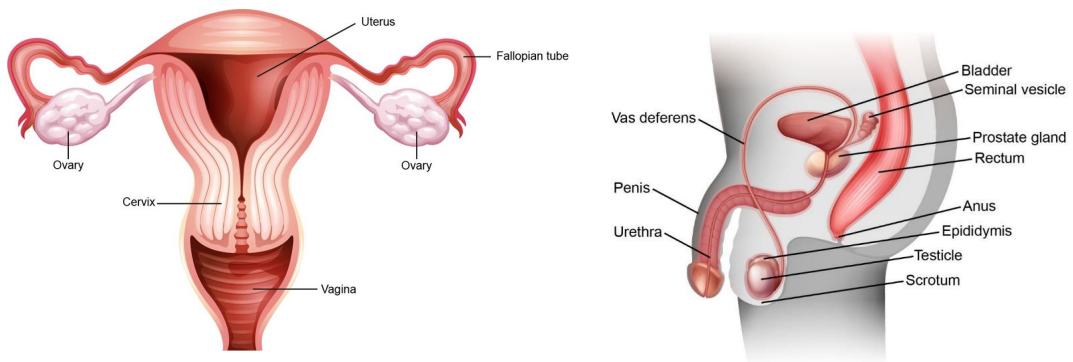
Word Bank

- Scrotum
- Penis
- Urethra
- Bladder
- Prostate Gland
- Rectum
- Testicle
- Vans deferens
- Anus
- Seminal Vesicle

1. Distribute the **Reproductive System Diagrams** handouts. Explain the relationship between the external and internal views of the reproductive system.
2. Ask the students to fill in as many of the blanks as they can. You may wish to have the students work individually, in pairs, or in small groups. Emphasize that they will not know all the answers and that is ok!
3. Display the correct answers so all students can assess and correct their diagrams and discuss.

To help students understand body and genital diversity, it's important to note that not everyone's genitals look the same, or like what is shown in diagrams and pictures. Variation in size, shape and color is normal.

Internal Anatomy

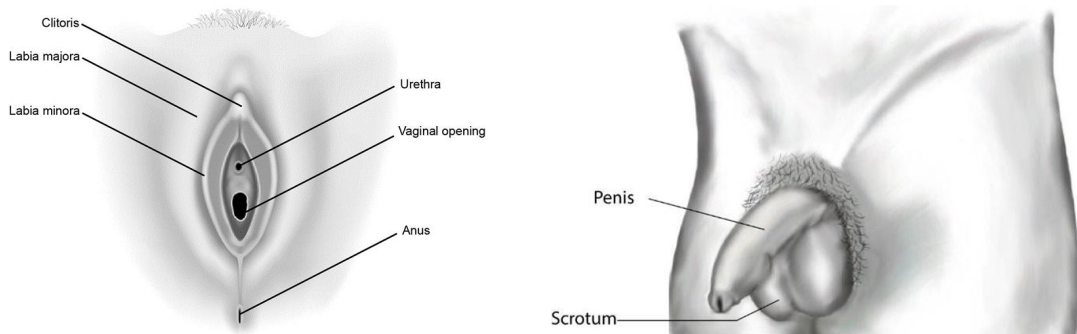


After giving students about 5 minutes to fill in their worksheets, display the correct answers to the internal anatomy and discuss. Start with the egg-producing system, then **click** and discuss the sperm-producing system.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

External Anatomy

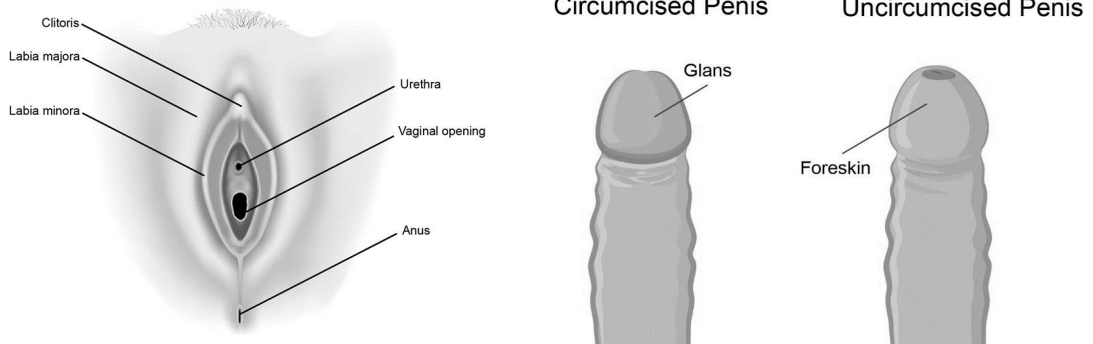


First review the external anatomy of the vulva, then **click** and review the external anatomy of the penis.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

External Anatomy

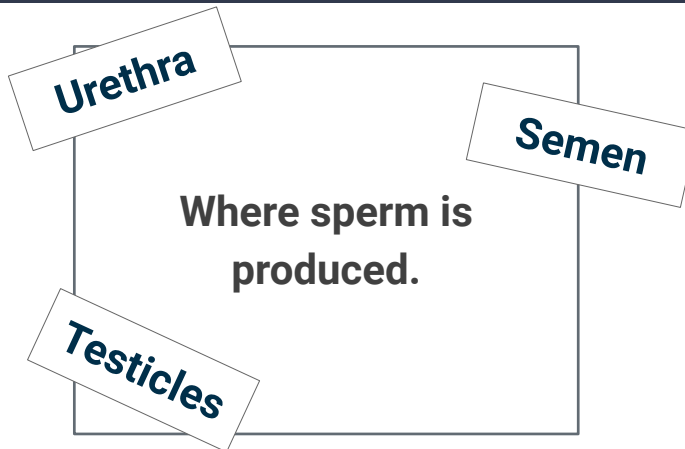


Note that while the worksheet shows an uncircumcised penis, many people are circumcised as infants and without the foreskin (which is removed during the procedure), the glans of the penis is exposed.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>

Vocabulary Matching Game

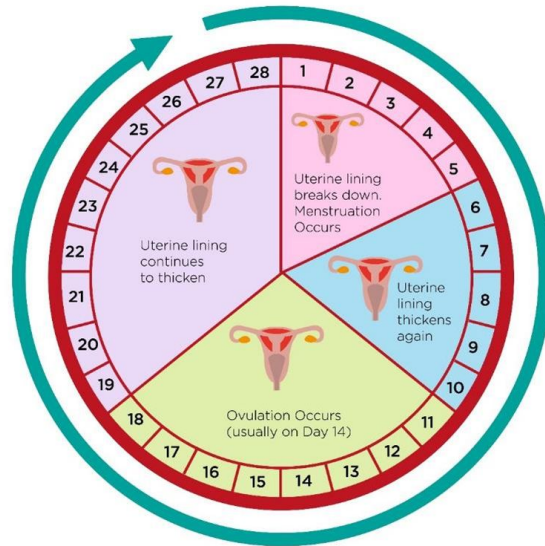


ACTIVITY:

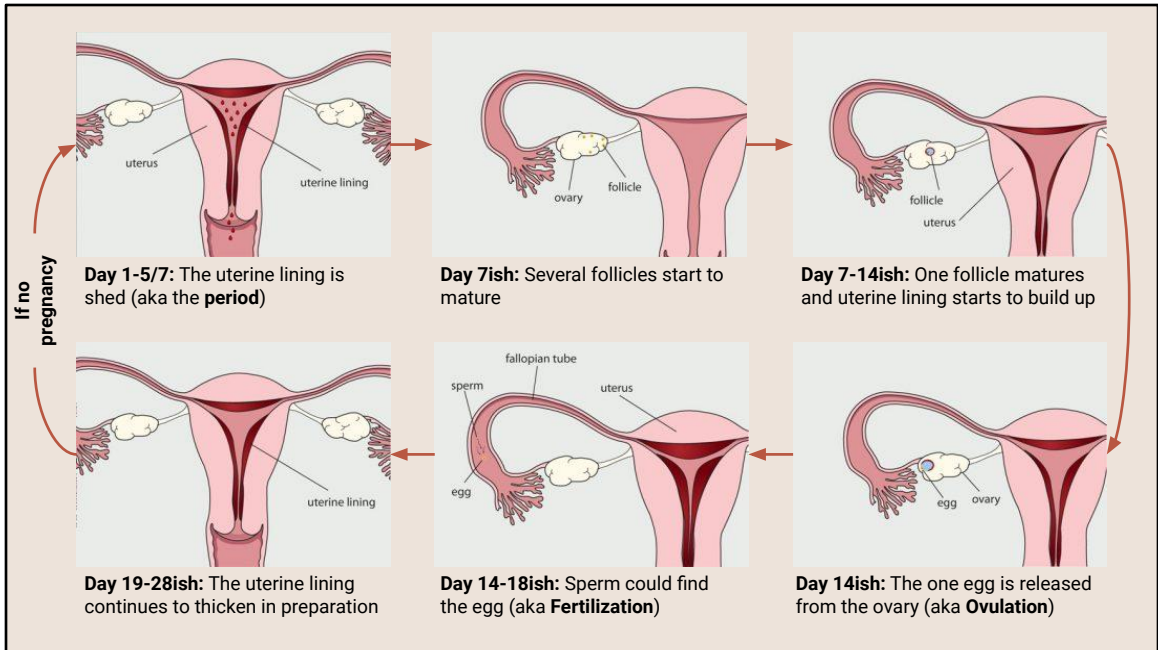
For this game, combine the male and female vocabulary words into one game and remove the repetitive ones.

1. Display the **Anatomy Definitions** posters around the room.
2. Divide the students into teams of 3-4 students.
3. Distribute the **Anatomy Vocabulary** cards to each team.
4. Have teams decide which vocabulary word matches each definition. They then post their word on the matching poster. Encourage groups to decide each match on their own and not worry if they make a different choice than another group.
5. Review the correct definition-word matches as a class and move vocabulary words to the correct definition as needed.

The Menstrual Cycle



Explain: The “menstrual cycle” is the body’s way of preparing for a pregnancy each month (approx. 28 days). Throughout the month, different things are happening in the reproductive system in order to get ready for an egg to be fertilized and for the uterus to grow a fetus. Let’s look a little more closely at what happens.



The beginning of the cycle (Day 1) is actually the first day of the bleeding, or period. The uterus is where a baby would grow during a pregnancy and the lining of the uterus is what is needed to protect and nourish the baby during pregnancy. When there is no pregnancy, the extra thick lining is not needed and therefore shed and it leaves via the vagina. This bleeding/shedding lasts about 5-7 days.

(Click)

Around day 7, several egg cells, called follicles, start the race to see which one is going to mature enough to be released from the ovary.

(Click)

Usually, only one egg is able to develop enough to be released, and it begins to move to the edge of the ovary while the others are absorbed back into the body. Meanwhile, the lining of the uterus is starting to build back up again in preparation for a pregnancy.

(click)

Around day 14, the mature egg is released from the ovary and travels into the fallopian tube. This is called **ovulation**.

(Click)

The egg that was released is only stable for a short time and this is when sperm would need to find the egg if a pregnancy is going to happen. Sperm joining with the egg is called **fertilization**.

(Click)

If an egg is fertilized, it would continue the journey through the fallopian tube and into the uterus to implant into the lining, but we will talk more about that in the next lesson.

(Click)

If it is not fertilized, then it is absorbed into the body, and the cycle continues by once again shedding the extra lining of the uterus.

Images:

<https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>

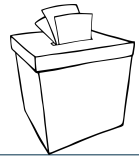
Reproductive Anatomy

Wrap Up

1. What is one thing you learned about bodies today?
2. Why is it important to learn the correct names for all of our body parts?
3. What is one thing you can do to take good care of your body?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



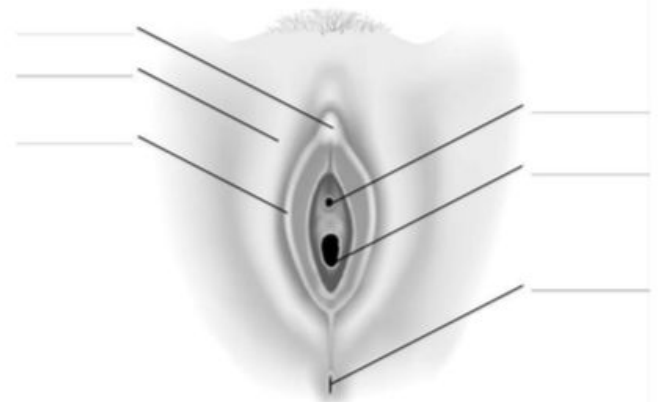
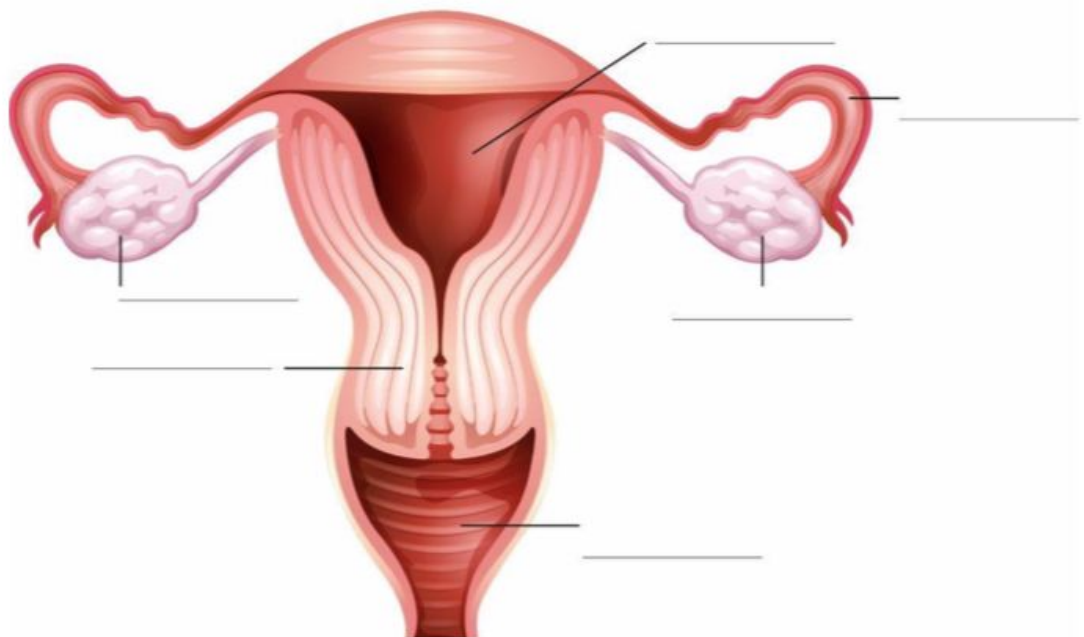
Ask students to answer the questions either individually, in small groups, or as whole class.

Note that the next lesson will focus on when a pregnancy does happen.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Reproductive System Diagram - Assigned Female

Instructions: Using the word bank below, label the parts of the anatomy for someone assigned female at birth. Words may be used more than once.

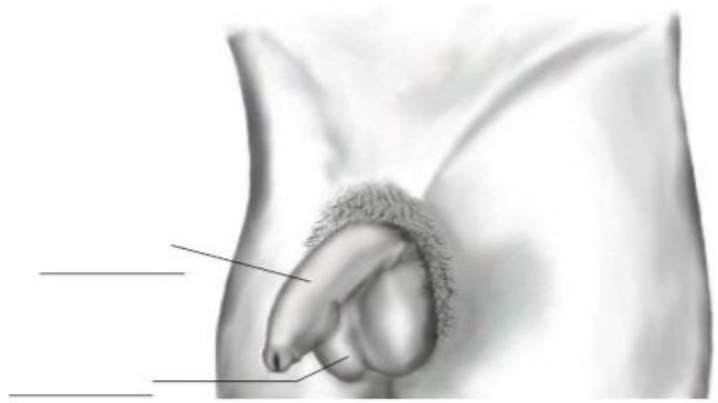
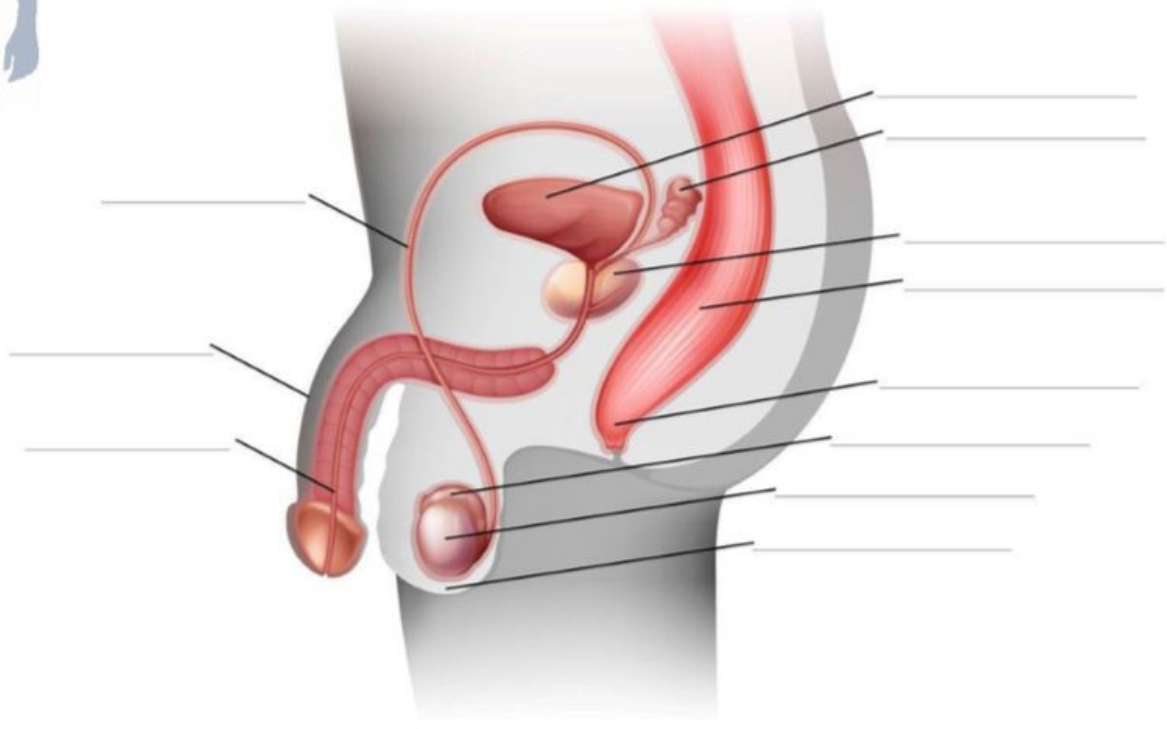


Word Bank

- | | |
|---|--|
| <input type="checkbox"/> Fallopian Tube | <input type="checkbox"/> Clitoris |
| <input type="checkbox"/> Cervix | <input type="checkbox"/> Urethra |
| <input type="checkbox"/> Ovary | <input type="checkbox"/> Anus |
| <input type="checkbox"/> Uterus | <input type="checkbox"/> Vaginal Opening |
| <input type="checkbox"/> Vagina | <input type="checkbox"/> Labia Majora |
| | <input type="checkbox"/> Labia Minora |

Reproductive System Diagram - Assigned Male

Instructions: Using the word bank below, label the parts of the anatomy for someone assigned male at birth. Words may be used more than once.




Word Bank

<input type="checkbox"/> Scrotum	<input type="checkbox"/> Rectum
<input type="checkbox"/> Penis	<input type="checkbox"/> Testicle
<input type="checkbox"/> Urethra	<input type="checkbox"/> Vas deferens
<input type="checkbox"/> Bladder	<input type="checkbox"/> Anus
<input type="checkbox"/> Prostate Gland	<input type="checkbox"/> Seminal Vesicle

Puberty, Adolescent Development, & The Brain

What is my body doing and why?



A note for teachers:

Understandings of gender are evolving rapidly, and today's youth are part of a generation that view the complexity of gender as a fact of life. This lesson on puberty will use gender-inclusive language and you are encouraged to do the same. Gender-inclusive puberty education benefits all youth because it recognizes and affirms all students.

What this looks like: *When discussing puberty processes, use terms such as “can”, “may”, or “might” to avoid excluding certain students such as those who are intersex, transgender, or gender non-conforming. For example, “people with a penis may grow hair on their face” or “some people with a vagina may develop breasts”. It can be helpful to explain to students that being a boy, a girl, or in-between is mostly about how someone feels, not their body parts. When talking about sexual feelings, it's important to not be specific about the gender that people might be attracted to. This lets you include anyone who could be or become attracted to boys, girls, non-binary genders, or more than one of these. Again, it's good to use “can”, “may” or “might” when you talk about people developing romantic and/or sexual feelings.*

For more information on inclusive language, see the [Inclusive Language Resource](https://www.teachingsexualhealth.ca/inclusive-language-resource) from [TeachingSexualHealth.ca](https://www.teachingsexualhealth.ca).

TEKS:

6.22.(A) describe changes in male and female anatomy and physiology during puberty and how rates and patterns of development can vary between individuals;

6.22.(C) analyze the role of hormones related to growth and development and personal health;

Today's Objective

- Define puberty
- Describe the physical and emotional changes that can happen during puberty
- Analyze the role of hormones related to growth and development

Review the objectives with the class.

Group Brainstorm

Make a list of things that...

- *Change* during puberty
- *Stay the same* during puberty



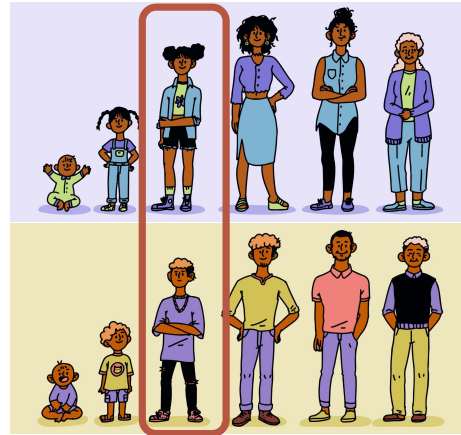
vector created by freepik - www.freepik.com

Ask students to break into groups of two or three people. Within their group, have the students come up with a list of things that change during puberty and things that stay the same. This introductory activity can help you gauge what the students already know and dispel any myths they may believe.

Images: People vector created by freepik - www.freepik.com

What Does Puberty Mean?

Puberty is the period of time when your body begins to develop and change as you move from child to adult.



Ask: What does puberty mean? Write some of the responses on the board. Create a definition the class agrees on.

Click to reveal the official definition and life cycle images:

“Puberty is the period of time when your body begins to develop and change as you move from child to adult.”

Ask students to point out where on the lifecycle images the period of puberty might be represented.

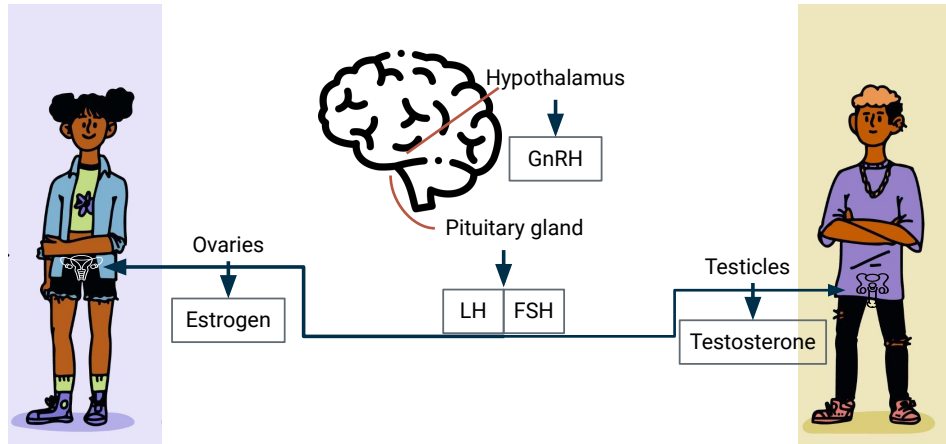
Click to highlight the third person as about where students are at this point in their lives.

Transition by noting that there are several hormones produced by the body that get this process of change going.

Images:

[Hand drawn vector created by freepik - www.freepik.com](https://www.freepik.com/vectors/hand-drawn)

Hormones



Ask: What have you heard about the hormones that are produced in our bodies?

Explain the following:

Click: When your body reaches a certain age, your brain signals the body to start producing the **hormones** that are responsible for the changes of puberty.

Click: This starts specifically in a brain region called the **hypothalamus**.

Click: The hypothalamus releases a hormone called gonadotropin-releasing hormone, or **GnRH** for short.

Click: When GnRH reaches the **pituitary gland** (a pea-shaped gland that sits just under the brain), this gland releases into the bloodstream two more puberty hormones:

Click: Luteinizing hormone (**LH** for short) and follicle-stimulating hormone (**FSH** for short).

Click: For people with a penis and testicles, these hormones travel through the blood

and give the **testes** the signal to begin the production of

Click: testosterone and **sperm**. Testosterone is the hormone that causes most of the changes in a body with a penis during puberty. Sperm cells are produced for reproduction.

Click: In people with a uterus, FSH and LH target the **ovaries**, which contain eggs that have been there since birth. The hormones stimulate the ovaries to begin producing another hormone called

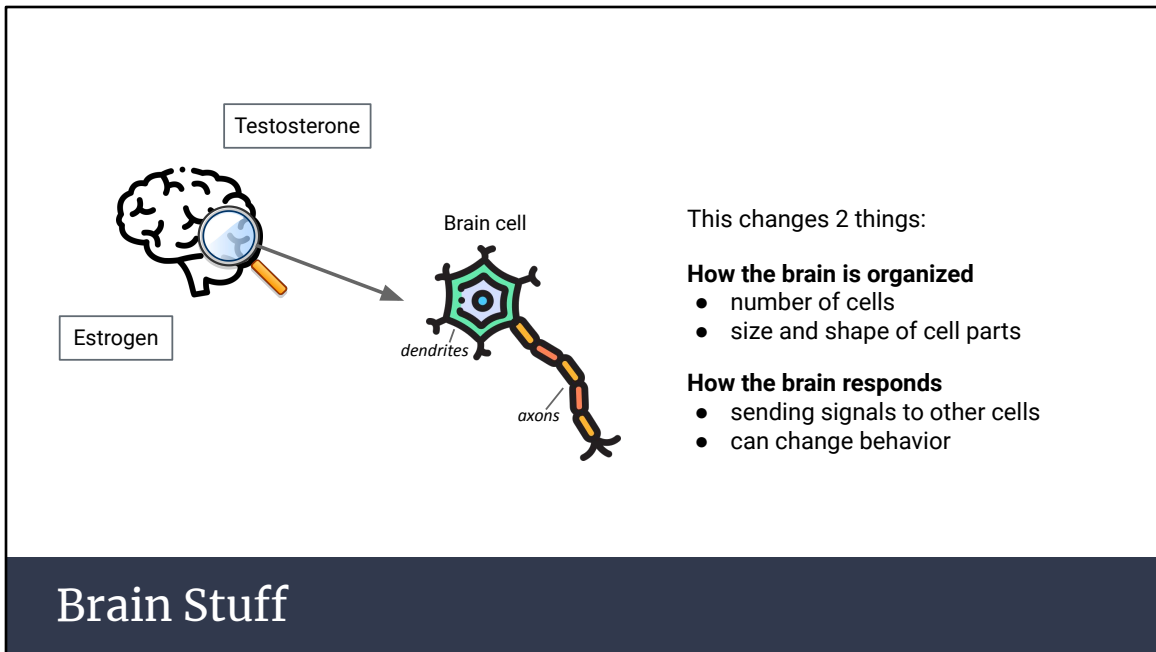
Click: estrogen. Estrogen, along with FSH and LH, causes a body with a uterus to mature and prepare for pregnancy.

So that's what's really happening during puberty — it's all these new chemicals moving around inside your body, turning you from a teen into an adult with adult levels of hormones.

(source: <https://kidshealth.org/en/teens/puberty.html#catcontraception>)

Images:

Brain, ovary/uterus, penis/testicles: flaticon.com



Hormones like testosterone and estrogen can attach to your **(click)** brain cells.

Click:

There are two main ways that hormones can influence your brain cells.

Click:

First, hormones can influence **how the brain is organized**. Changes in brain organization can include changes in the number of cells, or changes in the size and shape of dendrites or axons. Testosterone, for example, influences the development of new cells in a brain region called the medial amygdala (a small region near the bottom of the brain that is important for processing emotions like fear). This region of the brain can actually become physically bigger in people who have more testosterone than in those who don't. This was found in animal research, but studies on humans that looked at hormone levels and the size of the amygdala suggest it works the same in humans.

Click:

Second, a hormone can influence **the way that brain cells become activated in response to a situation or environment**. Hormones might help or prevent a cell from

exchanging signals with other cells. This can lead to long-term changes in brain cells. For example, the levels of testosterone in mice (and humans) increase during a competition or fight. One study showed that mice who win a fight develop more receptors for testosterone in brain regions that are important for reward and social behavior. These new receptors might also change the behavior of the mouse in the next fight. This shows a process where experiences, like winning a fight, and hormones work together to shape brain development. This process is especially important during puberty, when the hormone levels are higher than during childhood and the brain is still developing.

There is still a lot we do not know about how hormones influence the organization and actions of brain cells in humans. We do know that these effects are different in some ways between people who make more testosterone and people who make more estrogen, and between regions of the brain. Researchers are just starting to figure out how the hormone-related changes in the brain are important for behavior and learning, so there are a lot of unanswered questions.

Teacher resources:

For more info on the adolescent brain: <https://youtu.be/001u50Ec5eY>

See Your Brain on Puberty RESOURCE in your curriculum folder.

Source: Barendse M, Cheng T and Pfeifer J (2020) Your Brain on Puberty. Front. Young Minds. 8:53. doi: 10.3389/frym.2020.00053

(<https://kids.frontiersin.org/articles/10.3389/frym.2020.00053>)

Images: flaticon.com

Ch... Ch... Changes

The Physical and Emotional Changes of Puberty

ACTIVITY



WordItOut

Preparation:

Print the Puberty Changes Cards

Cut out (and laminate if possible) the change cards.

ACTIVITY Instructions:

1. Write the following headings on the board, or use the printed headings cards:
 - Physical Changes
 - Social and Emotional Changes
2. Give at least one Puberty Change card to each student until all are distributed.
3. Give students a few moments to discuss their card with their neighbor.
4. Ask students to place their card(s) in the appropriate category of puberty change.
5. Review the placements with the class and make corrections if needed.

Adolescent Development – The Art Of Growing Up



Watch the video and ask students to pay attention to ways to cope with all of the changes of puberty.

Module 2.1s Adolescent Development: The Art of Growing up-YouTube, MindMattersAustralia- YouTube, 26 Mar. 2015, <https://www.youtube.com/watch?v=0BJFoGK5GIY&feature=youtu.be>. (Accessed October 8, 2019)

Coping with all the changes

Dental hygiene	Physical activity	Razors and shaving gel
Laundry soap		
	Antiperspirant/Deodorant	
Face soap/cleanser		Acne cream
	Menstruation supplies	Healthy eating
Hot compress		Meditation/deep breathing
	Athletic support (cup or bra)	
		Shampoo
Soap/Shower gel	Shower/bathe daily	Drink water

Ask: what did you hear in the video about how to cope with the changes? Take a few responses and then point out that the video encouraged them to talk to someone - a friend, a teacher, or another trusted adult.

Ask: What are some other tools we can use to manage the changes? Particularly the physical changes.

Take several minutes to discuss the students' responses. After covering several, **click** to reveal the options and discuss whatever was not suggested by the students.

Examples might include:

- **Acne Cream:** Some lotions and creams have ingredients/medication in them to help prevent and clear up minor acne like pimples and blackheads. Be sure to follow the directions exactly. Some people experience serious acne and can get help from a doctor who can prescribe stronger medication or cream.
- **Face soap/cleanser:** Using a mild soap or cleanser for the face twice daily in order to help prevent acne
- **Active Living:** Physical and recreational activities such as sports, walking and having fun with friends outside can improve energy as well as physical and mental well-being.

- **Antiperspirant and/or Deodorant:** Can be used in addition to daily washing of the underarms. Antiperspirant stops sweat from forming and deodorant is an absorbent odor remover. Check ingredient list for allergies or other concerns.
- **Athletic support:** An athletic support cup can be worn as support or protection for genitals during contact sports (e.g., hockey, football). People can wear a bra for comfort, modesty and support as their breasts develop.
- **Healthy Eating:** Eating healthy food choices improves energy, physical and mental well-being. Work towards increasing fruits, vegetables, and whole grains while minimizing high fat and high sugar foods/drinks. May reduce menstrual symptoms such as bloating and cramping.
- **Hot Compress:** Exercise and warmth may help with menstrual cramps. Good alternative to pain medications.
- **Laundry Soap** Wear clean socks and underwear every day and wash clothes often. If a person has had a wet dream and semen is ejaculated on bedding and/or pajamas, wash the bedding and/or pajamas.
- **Menstruation Supplies** (pads, panty liners, period panties, tampons, menstrual cups): Used to manage menstrual flow. You can keep extra menstruation supplies handy in a locker or bag. Pads and sometimes tampons are usually available at school offices. Menstruation supplies can be bought at drug, grocery, convenience and health stores or online. Choose products that are unscented. Always put used menstrual supplies in the garbage, not the toilet.
- **Razors and Shaving Foam/Gel:** Some people remove the hair on their face and parts of their body; others do not. Never share razors, as the used blades can spread bacteria, fungus or a virus that could cause an infection. Pubic hair (on genitals) is normal and healthy. Some people may choose to remove pubic hair, if you have questions about this talk to a trusted adult. Shaving with moisture feels better as it reduces friction. It also lowers the risk of razor burn or skin irritation. Some people use soap and water instead of shaving foam/gel.
- **Shampoo:** Used to wash hair to clean away oil and dirt. Some people wash their hair every day or two; some less often. Over-washing can increase oil production and irritate the scalp.
- **Soap/Shower Gel:** A mild or unscented soap in bar or liquid form is used for showering or bathing and for washing the face twice daily. If a person doesn't shower or bath daily, it is important to remember to wash the feet, neck/ears, armpits and genital-anal area daily. Scented, deodorant soaps can cause dry skin.
- **Dental hygiene:** Brush and floss teeth at least twice a day. Also brush the tongue and inside of the cheeks. Visit the dentist once or twice a year for

- checkups. Do not share toothbrushes.
- **Wearing clothing made of natural fibers** such as cotton allow the skin to breath. Clothes made from these fabrics may be more comfortable to wear. It is important to wash clothes often. Choose cotton or natural fiber underwear as they allow the skin to “breathe” and keep moisture away from the body. It is important to wear clean underwear every day. Synthetic underwear (e.g., nylon, polyester, rayon) and very tight underwear may increase the risk of yeast infections. Underwear should be comfortably loose. This allows the scrotum to move close to or away from the body to adjust the temperature of the testicles, to promote the growth of healthy sperm.
- **Wash daily:** A clean washcloth or sponge can be used twice daily to wash the face with warm water and mild soap. Generally, no other skin care products are necessary unless advised by a doctor or parents.
- **Drinking water** is important especially during physical activity and hot weather. Plain water is the easiest, least expensive and doesn’t cause tooth decay. Drinks that are high in caffeine, sugar or artificially sweetened such as pop, energy drinks, coffee, sports drinks and juice should not replace water in a healthy diet.

Students may have questions about:

Douches – douching (squirting water or other liquid) into the vagina is *unnecessary and not recommended* as it may lead to infection. The vagina cleans itself naturally with vaginal discharge.

Feminine deodorant spray – using perfume or deodorant in the genital area is *unnecessary and not recommended* as it may lead to infection. Washing the vulva, labia and vaginal areas with water and a mild soap daily is all that is needed.

Yeast infections - a yeast infection is an infection of the vagina. Anytime there is itching, pain or unusual discharge from the vagina it is important to talk to a parent or trusted adult. There are treatments available.

You Are Not Alone!!!



Explain the following talking points in your own words:

People are all a little different from each other, so it makes sense that they don't all develop in the same way. During puberty, everyone changes at their own pace. Maybe some of your friends are getting their period, and you haven't developed breasts yet. Maybe your best friend's voice has changed, and you think you still sound like a kid. Or maybe you're sick of being the tallest girl in your class or the only boy who has to shave.

In a few cases, kids who are developing very early or who are very late in starting have a problem that may need to be checked or treated. If you are concerned about that possibility, talk with your parents and schedule a visit with your doctor. Your doctor knows all about puberty and can help determine if you are developing normally.

But just about everyone catches up eventually, and most differences between you and your friends will even out. Until then, hang in there. Puberty can be quite a wild ride!

Talking points content: <https://kidshealth.org/en/kids/puberty.html#catbody-stuff>

Image: People vector created by pikisuperstar - www.freepik.com

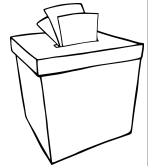
Puberty

Wrap Up

1. What is one thing you learned today about puberty, adolescent development, and the brain?
2. Why is it important to know about how your body is (or will be) changing?
3. What are some things you are looking forward to about growing up?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to answer the wrap up questions individually or in pairs or small groups. Give them several minutes to respond then ask for any volunteers to share their answers.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

NAME _____ DATE _____

Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

2. What are some things you think I should know about puberty and growing up?



The illustration shows a woman with long brown hair, wearing a blue top, leaning over a desk to help a young child with dark curly hair. The child is sitting at the desk, writing in a notebook. A small dog is sitting on the desk next to the child. The background is a light yellow wall with horizontal lines.

Homework

HOMEWORK:

Students will select an adult they know and trust, such a parent, grandparent, or family friend, and interview that person about their experiences with puberty (see **HOMEWORK_Puberty** handout)

Image: <https://pixabay.com/illustrations/homework-studying-family-child-6666003/>

Physical Changes

Social and Emotional Changes

Grow taller

Skin gets oily

Acne (pimples)

Voice changes

Hair gets oily

Hair grows in
armpits

**Pubic hair grows
on genitals**

**Sweat glands
develop**

Breasts develop

**Start making
sex hormones**

Mood swings

Sexual thoughts

Sexual feelings

**Interested in
having a romantic
partner**

**Friendships
become more
important**

Sometimes feel
lonely and
confused

Stronger feelings
of wanting to be
liked

**Stronger
feelings of
wanting to fit in**

**Want more
independence**

**Thinking about
the future**

Concerned about
appearance
(looks)

Hair grows on
face

Shoulders get
wider

**Start producing
sperm**

**Penis grows
bigger**

**Testicles grow
bigger**

Nocturnal
emissions (wet
dreams)

Erections (penis
gets hard)

Ejaculation
(sperm released
from penis)

Hips get wider

Ovulation (eggs
released from
ovaries)

Menstruation
(periods) begins

Vaginal
discharge

NAME _____

DATE _____

Puberty: Ask an Adult!

Choose an adult you know and trust (for example: a parent, grandparent or family friend) and ask them the following questions about their own experience with puberty.

1. How was your experience with puberty and growing up?

2. What are some things you think I should know about puberty and growing up?

Sex, Abstinence, and Making Healthy Decisions

What is all the hubbub and how do I decide what is right for me?

TEKS:

- 6.23.(A) identify teen pregnancy as a possible outcome of sexual activity;
- 6.23.(D) identify what emotional risks are associated with sexual activity between unmarried persons of school age;
- 6.23.(E) define abstinence as refraining from all forms of sexual activity and genital contact between individuals and discuss the importance of seeking support from parents, other trusted adults, and peers to be abstinent;
- 6.23.(F) explain why abstinence is the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age;
- 6.23.(H) list the benefits of abstinence from sexual activity such as increased self-esteem, selfconfidence, student academic achievement, and alignment with personal, family, and moral or religious beliefs and values

TODAY'S OBJECTIVES

- Define abstinence and explore the benefits
- Identify possible outcomes of sexual activity
- Describe strategies for making and communicating decisions related to abstinence

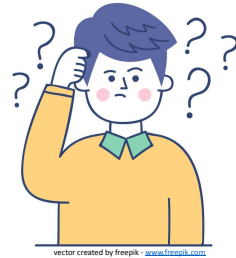
Review the objectives.

Defining Abstinence

the practice of **NOT** doing or having something that is wanted or might be enjoyable

Can apply to lots of things:

- TV
- Video games
- Sugar
- Alcohol or other drugs
- Sex



Ask students how they would define the word “Abstinence”. Take a few responses, then **click** to reveal the definition.

Students likely focused on not having sex, but point out that abstaining can apply to lots of things.

Ask for some examples, then **click** to reveal the list.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13559502.htm#query=question&position=27&from_view=search

People vector created by freepik - www.freepik.com

Defining *Sexual* Abstinence

A conscious decision not to participate in *sexual activity* and the skills needed to support that decision.



Ask students to then define “Sexual Abstinence”.

Click to reveal the definition.

Explain that if a person has decided to not participate in *sexual activity*, they need to understand what sexual activity is so that they understand what to avoid.

Image:

https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13559502.htm#query=question&position=27&from_view=search

People vector created by freepik - www.freepik.com

Defining Sexual Activity

“Sex” can mean different things to different people.

The intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to arouse or gratify the sexual desire of any person.



Common terms:

- intercourse
- masturbation
- vaginal sex
- oral sex
- anal sex

Click:

Explain that “sex” can mean different things to different people. Legally, the government considers sexual contact to be the *“intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to ... arouse or gratify the sexual desire of any person.”*

[https://www.justice.gov/archives/jm/criminal-resource-manual-1987-definitions-18-usc-2241-2245#:~:text=Paragraph%20\(3\)%20defines%20the%20term,sexual%20desire%20of%20any%20person.](https://www.justice.gov/archives/jm/criminal-resource-manual-1987-definitions-18-usc-2241-2245#:~:text=Paragraph%20(3)%20defines%20the%20term,sexual%20desire%20of%20any%20person.)

Click:

Some common terms associated with sexual activity are: (**click** to reveal and define each)

- **intercours**: Some people refer to “sexual intercourse” as the reproductive process in which the penis is inserted into the vagina and through which a new human life may begin.
- **masturbation**: refers to touching oneself for the purpose of sexual arousal or pleasure.
- **vaginal sex**: usually refers to the inserting of a penis in the vagina
- **oral sex**: typically refers to using the mouth or tongue to stimulate another

- person's genitals (either penis/testicles or vulva)
- **anal sex:** typically refers to inserting a penis in an anus

Image:

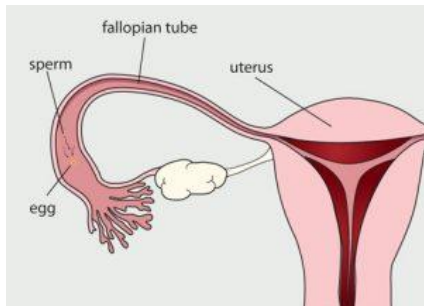
https://www.freepik.com/free-vector/hand-drawn-people-asking-questions-illustration_13559502.htm#query=question&position=27&from_view=search

People vector created by freepik - www.freepik.com

Possible Outcomes

Pregnancy

Sperm enters the vagina, travels to the fallopian tube, meets an egg. They join and implant into the uterus.



<https://mhp.utah.gov/before-pregnancy/the-menstrual-cycle>

Sexually Transmitted Infections

Infections that can be passed from one person to another through sexual contact.

- sharing sexual fluids
- skin-to-skin contact



Bacteria vector created by pch vector - www.freepik.com

It's important to note that not all outcomes of sexual activity are negative.

We are going to focus on two possible outcomes and that is pregnancy and sexually transmitted infections.

Click to *briefly* explain how a pregnancy can occur:

If sperm get into the vagina (typically via vaginal sex), they make their way through the uterus and up to the fallopian tube. If an egg has been ovulated/released from the ovary, the sperm can "fertilize" the egg. That could result in a pregnancy - which is when the joined cells start to multiply and implant/attach to the uterus.

Click to *briefly* explain how sexually transmitted infections are transmitted:

Sexually transmitted infections, or STIs, are infections that can be passed from one person to another by way of sexual contact. This can happen either with fluid exchange or skin-to-skin contact. Explain that we will go into more detail about each of these in future lessons.

Ask: What is the one way we can be 100% sure that we won't get pregnant or get an STI? *Abstinence*.

Images:

Pregnancy: <https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>

STI: <https://www.freepik.com/vectors/bacteria>>Bacteria vector created by pch.vector - www.freepik.com

Benefits of Choosing Abstinence

No sexually transmitted infections or pregnancy

What else?

- The freedom to pursue a variety of friendships
- Less complicated relationships
- The ability to focus on interpersonal aspects of relationships
- Avoiding being manipulated or used by others

State: Not having sex or engaging in sexual activity in any way means no sexually transmitted infections or chance of pregnancy.

Click

Ask: What are some other benefits?

Take responses from students. Note that there are many benefits and that **any reason to choose abstinence is a good and valid reason.**

Click to reveal and discuss some common themes related to why people might want to choose abstinence.

Teacher note: avoid any discussions that may lead to shaming or stigmatizing those students who may have already had sex. For example, talking about how having sex can hurt someone's reputation tends to foster the belief that having sex makes someone "dirty" or "bad" or "less than" in some way. In this conversation, focus on how the benefits are going to vary from person to person, but that ultimately anyone can benefit from having less stress or worry about outcomes like pregnancy or STIs.

Transition:

So we are talking about *choosing* abstinence. That means we are talking about making a decision.

Let's look more closely at what it takes to make a decision and how we can make decisions that keep us healthy.

Making Decisions

What are some things that we have to make decisions about every day?



Ask students to think about some of the decisions that they make every day. Take a few responses, then point out that each day we decide:

click

to wake up in the morning

click

to go to school and do our work (if it's a school day)

click

and we decided how to communicate with the people in our lives.

State: these things may be decided for us (in the case of waking up and going to school) or may seem to come naturally (how we communicate), but our brains are making decisions about how we go through each and every part of our day. And the process is pretty much the same, regardless of the decision needing to be made.

Images:

Alarm clock: Background vector created by photoroyalty - www.freepik.com

Studying: School vector created by storyset - www.freepik.com

Friends: People vector created by pikisuperstar - www.freepik.com

Making Decisions

1. Identify the decision
2. Brainstorm options
3. List possible outcomes
4. Make a decision
5. Reflect (and change course, if needed)



Let's Practice

In order to make any decision:

Click

We start by identifying the decision to be made.

Click

We brainstorm the options.

Click

We make a list of the possible outcomes.

Click

We make a decision based on how we feel about those possible outcomes.

Click

Then we reflect on how that went and make changes, if needed, the next time that decision comes up.

Click

Now, let's practice.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>

Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

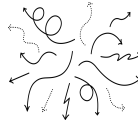
Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

Decision-Making



1. Waking up for school



2. Possible options



3. List outcomes



4. Make a decision



5. Reflect

Let's practice by thinking about **Waking up for school**.

Walk through each of the steps. This can be done as a whole class, in small groups/pairs, or individually.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>


Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

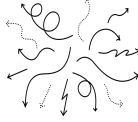
Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>


More Practice




1. Identify another decision




2. Possible options



3. List outcomes



4. Make a decision



5. Reflect

ACTIVITY:

Have the students use the Decision-Making Handout to work through another decision. You can choose to use the same decision for the whole class to work on or let them choose individually. This decision can be about sexual activity or not.

Give students about 20 minutes. Once everyone has completed the Decision-Making Handout Activity, ask for some individuals or groups to share. Take a few minutes to discuss then conclude.

Images:

Identify the decision:

<https://pixabay.com/vectors/thinker-thinking-person-idea-28741/>

Possible options: <https://pixabay.com/vectors/hand-draw-vector-arrows-4758776/>

List outcomes: <https://pixabay.com/vectors/list-checklist-paper-to-do-1778593/>

Make a decision:

<https://pixabay.com/vectors/hook-check-mark-check-completed-1727484/>

Reflect:

<https://pixabay.com/vectors/comic-bubbles-speech-bubble-sounds-4963860/>

Decision-Making and Abstinence

Abstinence is the safest and healthiest choice for you and your peers!



People vector created by pikisuperstar - www.freepik.com

State: At this age, abstinence is the safest and healthiest choice for you and your peers. One day, you will be ready to consider having sex and the more you practice the process of making healthy decisions, the more likely you are to feel good about the choices you make throughout your life.

Image: <https://www.freepik.com/vectors/people> People vector created by pikisuperstar - www.freepik.com

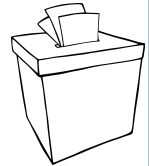
Sex, Abstinence, and Making Healthy Decisions

Wrap Up

1. What is one thing I learned about sex and abstinence?
2. Why is it important to practice the process of making healthy decisions?
3. How will someone know if they are ready for sex when they are older?

Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



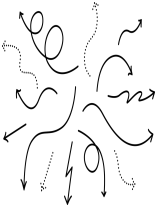
Have the students respond to these questions individually or in small groups or pairs. Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Decision-Making Practice

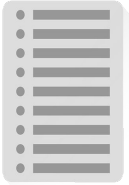
Use the 5 steps to practice working through a decision.



1. Identify the decision to be made.



2. Brainstorm possible options



3. List potential outcomes for each option



4. Make a decision



5. Reflect

Pregnancy

Where do babies come from?



TEKS:

- 6.22.(B) describe the process, characteristics, and variations of the menstrual cycle;
- 6.22.(D) describe the cellular process of fertilization in human reproduction; and
- 6.22.(E) explain [identify] significant milestones of fetal development.
- 6.23.(A) identify teen pregnancy as a possible outcome of sexual activity;

Today's Objective

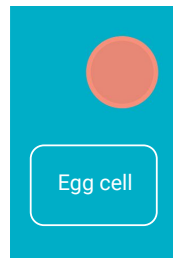
- Review the menstrual cycle
- Describe the process of fertilization and human reproduction, or pregnancy
- Explain the process of fetal development

Review the objectives with the class.

Reproduction

the action or process of making a copy of something

In humans...



Ask: What does it mean to “reproduce”?

Click to reveal the definition.

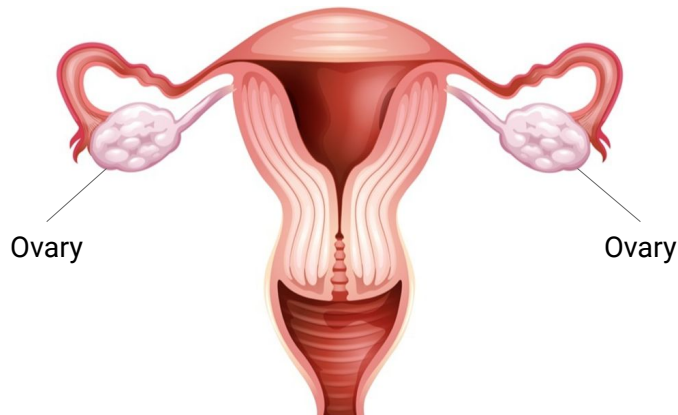
Click:

In humans, we need (**click**) a human egg cell and (**click**) some human sperm cells.

Click:

Let’s start by looking at the journey of the egg cell.

Image: <https://pixabay.com/vectors/fertilization-sperm-medical-6918867/>



Where are the egg cells stored?

Ask: Who can tell me what you remember from our previous anatomy lesson about where egg cells are stored?

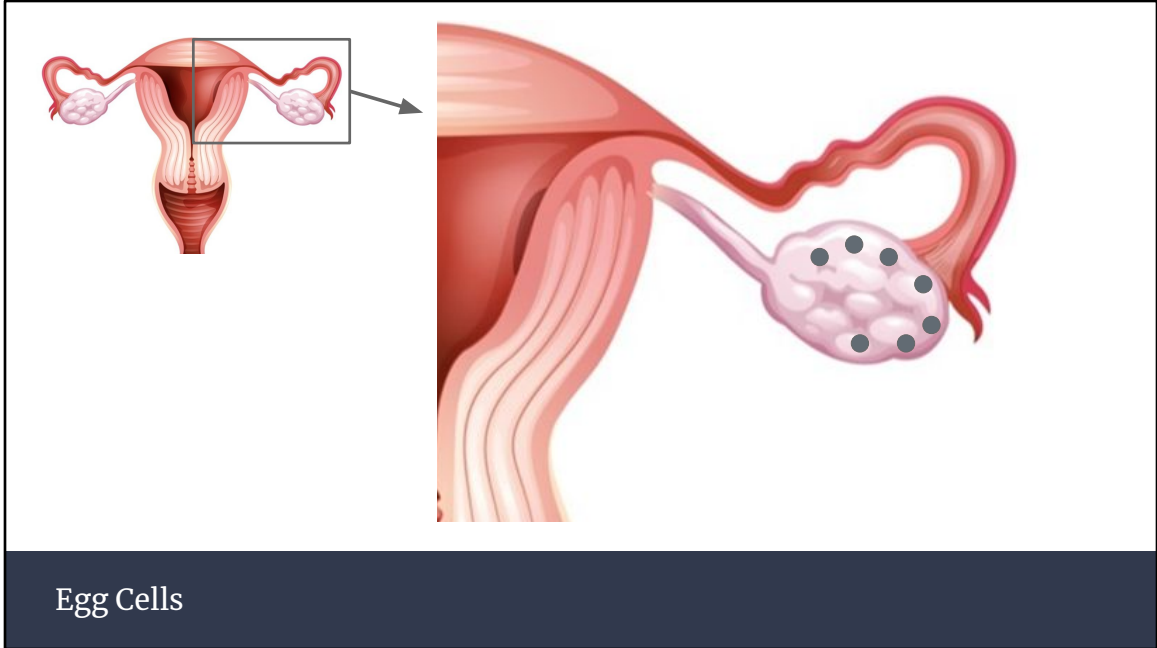
Click:

In the ovaries.

People who are born with ovaries are also born with all the egg cells they will ever have - about 7 million!

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Egg Cells

So what happens to those millions of eggs?

Click:

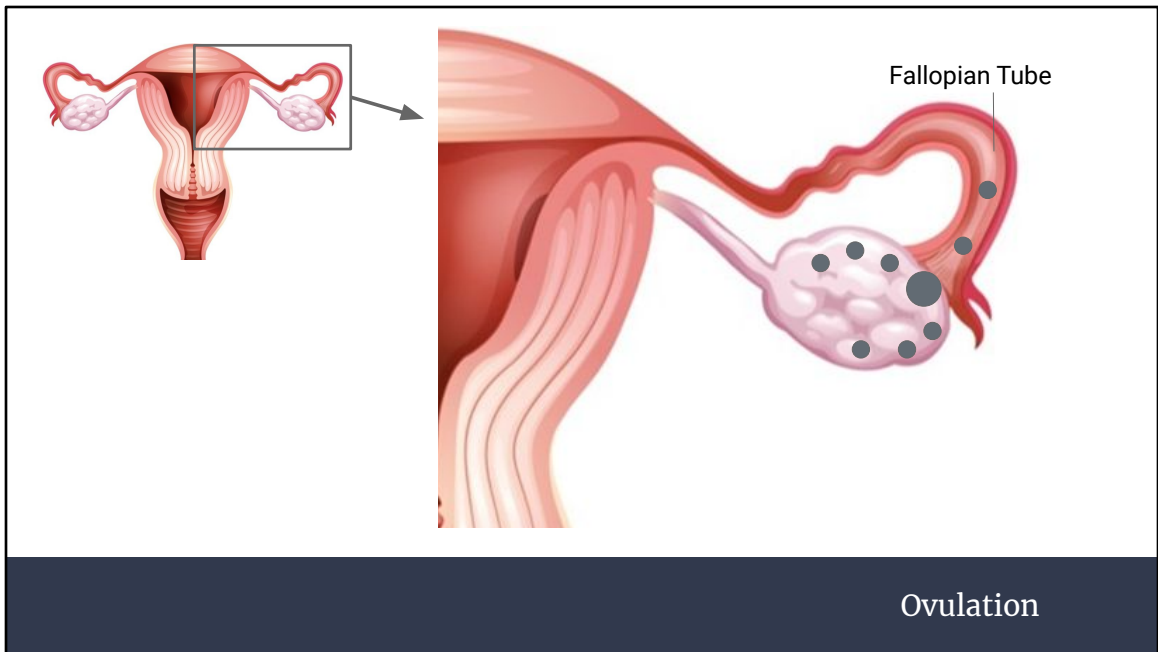
Let's look more closely at the job of an ovary.

Click:

Each month, several egg cells race to see which one is going to mature enough to be released from the ovary.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Usually, only one egg is able to develop enough to be released.

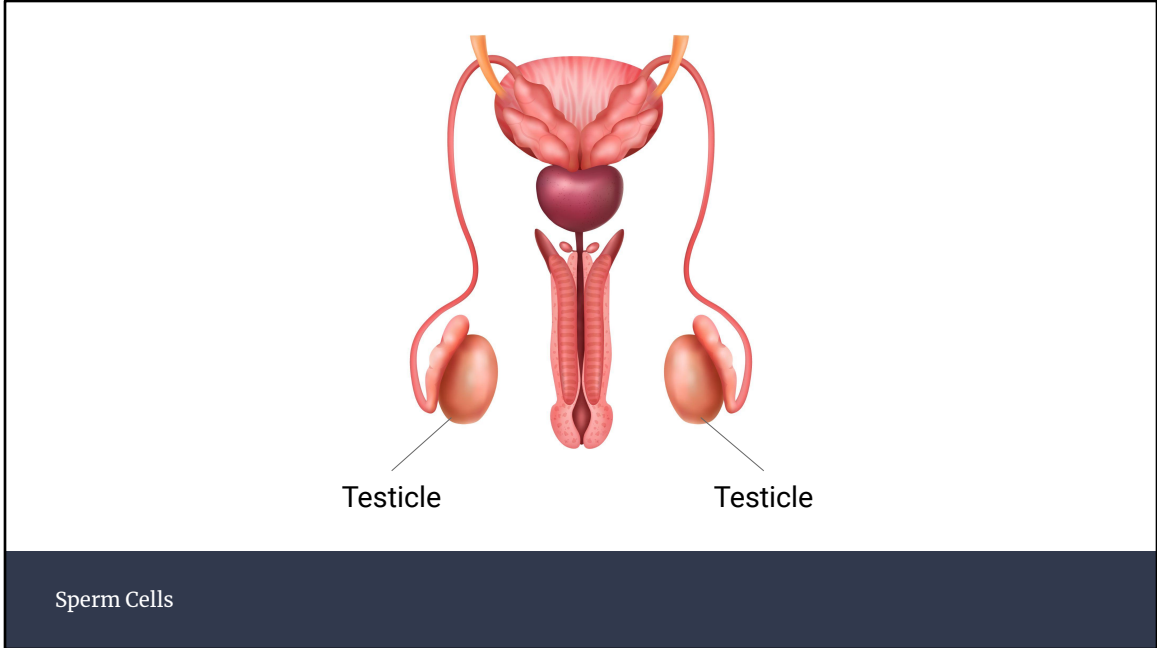
As it moves to the edge of the ovary to be released, (**click**) the others that were in the race are absorbed back into the body.

Click:

The mature egg is then released out of the ovary, this is called **ovulation**, and travels into the fallopian tube.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



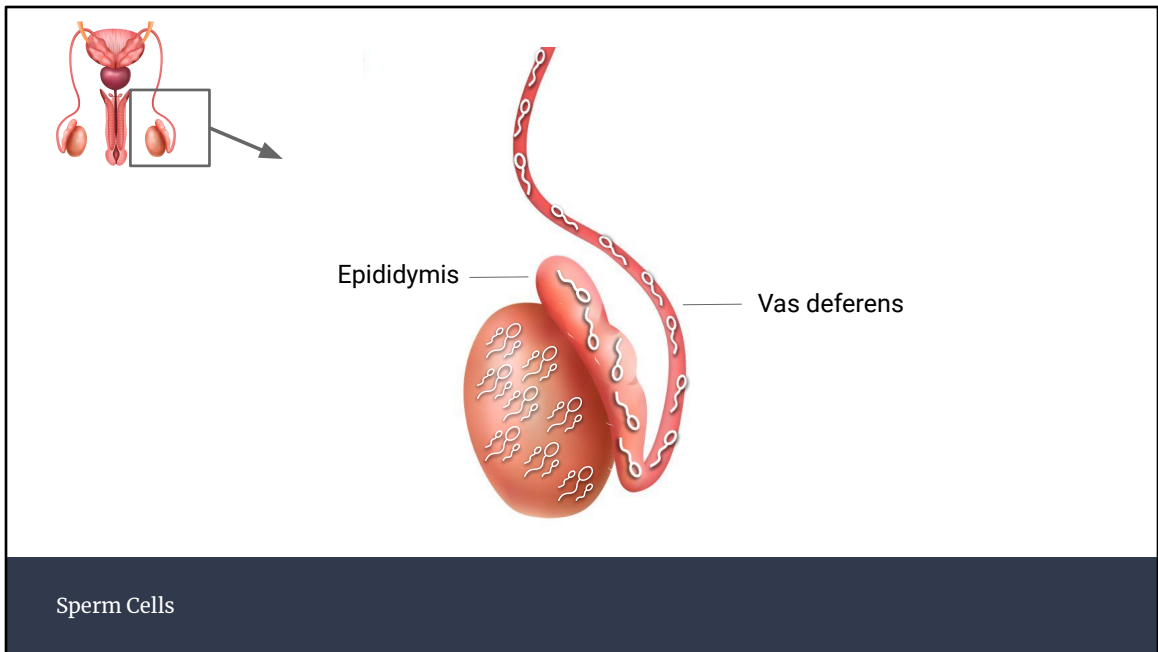
Remember that in humans, we need both a human egg cell and some human sperm cells to reproduce. So let's look at the sperm cells.

Ask: Who remembers what part of the body makes sperm?

Click:

In the testicles.

Image: <https://www.freepik.com/vectors/anatomy> Anatomy vector created by macrovector - www.freepik.com

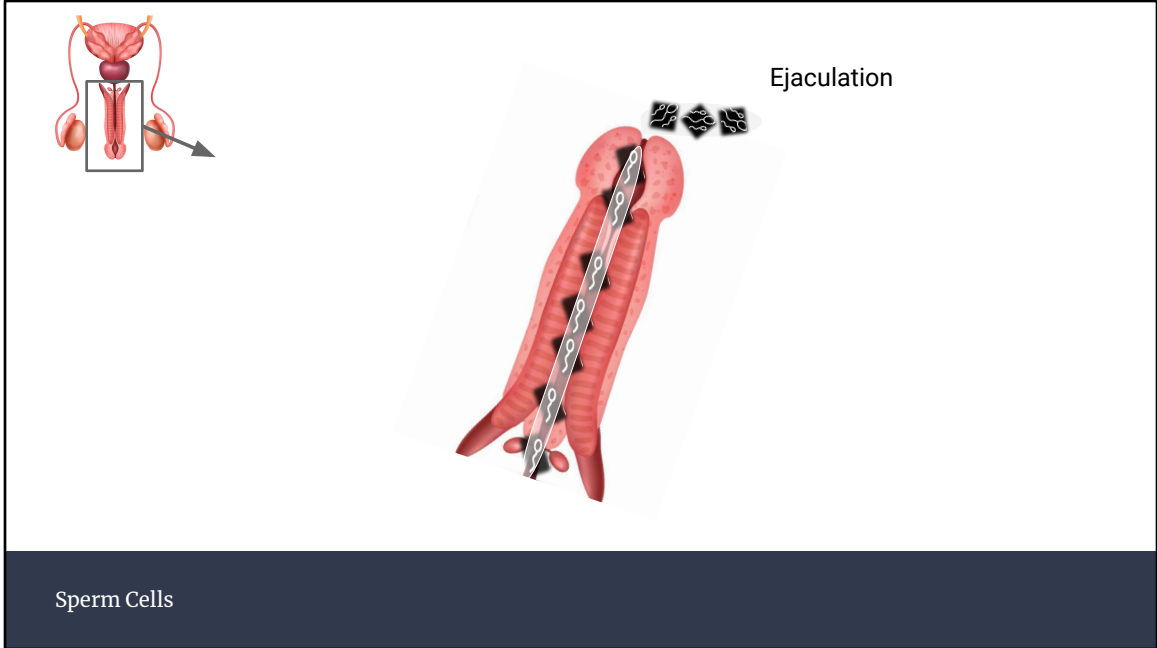


Starting in puberty, testosterone acts in the testicles to produce **(click)** millions of sperm cells every day. Sperm cells resemble tadpoles with a head and a short tail, in total measuring about 0.002 inches (0.05 millimeters) long.

The tails push the sperm into a tube behind the testes called the **(click) epididymis**. For about five weeks, the sperm travel through the epididymis, completing their development.

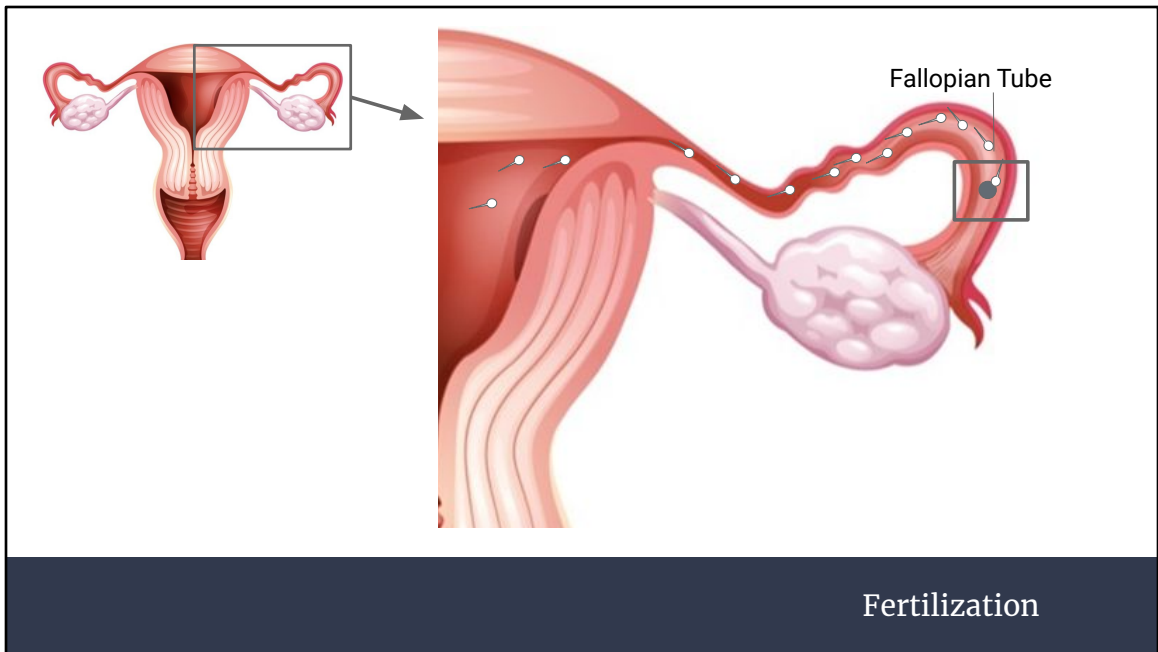
Once out of the epididymis, **(click)** the sperm move to the **vas deferens**.

Image: Anatomy vector created by macrovector - www.freepik.com



When a person with a penis is stimulated for sexual activity, the sperm are mixed with seminal fluid — a whitish liquid produced by the seminal vesicles and the prostate gland — to form semen. As a result of the stimulation, the semen, which contains up to 500 million sperm, is pushed out of the penis through the urethra. **Click** This is called **Ejaculation**.

Image: <https://www.freepik.com/vectors/anatomy> Anatomy vector created by macrovector - www.freepik.com



If there are sperm cells in the body...

Ask: How would sperm be in the body of a person with a uterus? Most likely through vaginal sex (putting a penis in the vagina and ejaculating).

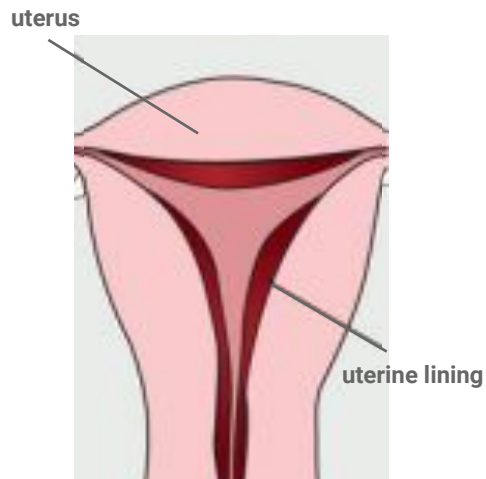
Sperm travels up through the vagina, through the cervix, and into the fallopian tubes, where, if ovulation has occurred, they would find an egg. This is where 1 lucky sperm would be able to join up with the egg.

Click:

This is called **fertilization**.

Image:

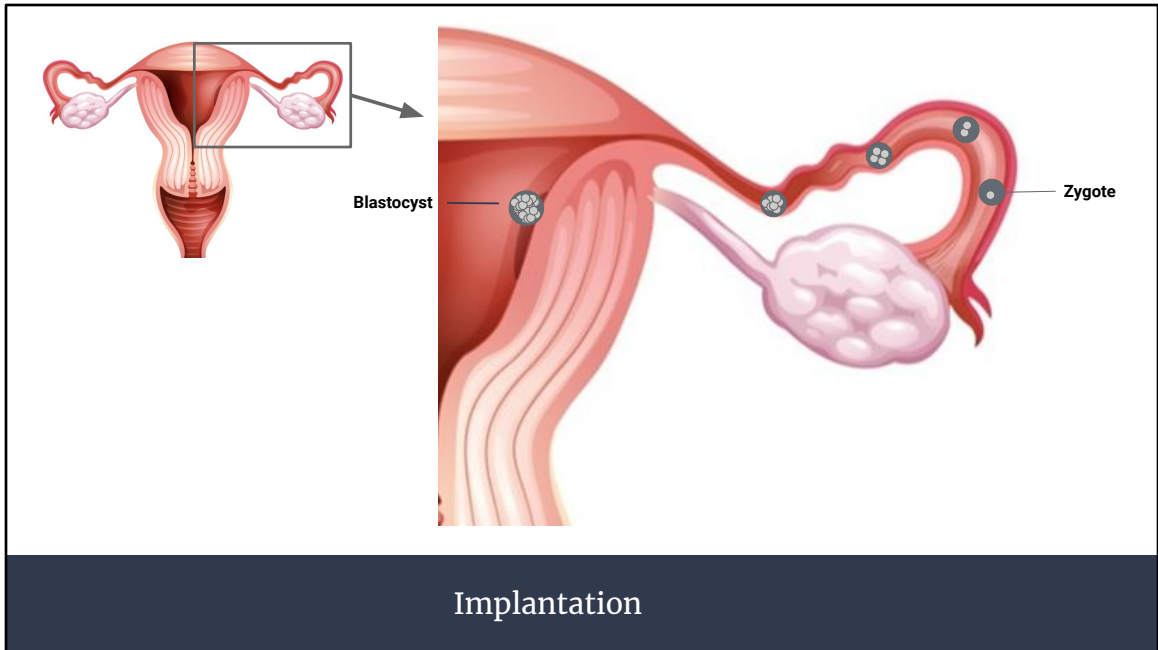
<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



Preparing for ...

Meanwhile, **(click)** the lining of the uterus is building up with the nutrients and cushioning that is needed to support the growth and development of a baby.

Image: <https://mihp.utah.gov/before-pregnancy/the-menstrual-cycle>



The joining of an egg cell and sperm cell forms a **zygote**.

Click:

Then the zygote travels down the fallopian tube.

Once it reaches the uterus, it becomes (**click**) a **blastocyst**. The blastocyst then burrows into the uterine lining — a process called (**click**) **implantation**.

Implantation happens about 8-9 days after fertilization and is the official start of a pregnancy.

Image:

<https://teachingsexualhealth.ca/app/uploads/sites/4/Gr6-Diagrams-ENGLISH-FINAL.pptx>



9-10 Months (40 weeks)

- **1st Trimester** includes the first three months (0-13 weeks).
- **2nd Trimester** includes months 4-6 (weeks 13-26).
- **3rd Trimester** includes months 7-9 (weeks 26-40).

Stages of Fetal Development - ACTIVITY

Activity Instructions:

Preparation:* Print the **Fetal Development cards onto separate sheets of paper. (Consider laminating the pages.)

1. **Explain** that a pregnancy takes approximately nine months, and that it is divided into three stages, called trimesters.
 - Trimester one includes the first three months (0-13 weeks).
 - Trimester two includes months 4-6 (weeks 13-26).
 - Trimester three includes months 7-9 (weeks 26-40).
2. **Give out just the images** to the students, and have them work together to match the image with the correct trimester heading. With a large class, you could print out multiple sets of images and give one set to each group to arrange.
3. **Hand out the description cards** and ask the students to place each card in the correct trimester.

See *Introduction to Fetal Development Teacher Resource* for answer key.

Image:

https://www.freepik.com/free-vector/stages-human-embryonic-development_4279318.htm#query=embryo&position=25&from_view=search

Abstract vector created by macrovector - www.freepik.com

Exploring Fetal Development

Group Project

Exploring Fetal Development

Role	Name(s)
Leader	
Reader	
Recorder	
Presenter	

1. The leader makes sure recorder, or presenter, role.
2. The reader will read out.
3. The recorder will write.
4. The recorder will place research.
5. As a group, research if have been assigned.
6. Answer the questions to recorder will write down.
7. Work together to help if presentation includes it.
8. The presenter will present.

Our group is researching:

- First Trimester (months 1-3)
- Second Trimester (months 4-6)
- Third Trimester (months 7-9)

This is a group research project. Together your group must learn about one of the stages of fetal development. Research the stage you have been assigned. Everyone must share in the research.

Answer the following questions using complete sentences.

1. What is the developing baby called during this part of the pregnancy?
2. How big is the developing baby during this trimester?
3. What are the major changes the developing baby undergoes during this trimester?
4. What are the changes the mother experiences during this trimester?

Students research the stages of fetal development and share their findings with the class. You can have research material already prepared, or let groups do their own research, depending on the skills of the class.

Be aware that internet searches for fetal development may bring up pro-life and pro-choice websites. Be prepared to use your Responding to Challenging Questions skills by responding to the facts and refraining from voicing your personal opinions.

1. Divide students into groups of 4.
2. Explain that each group will be given a stage of fetal development to research, and will be asked to report back to the class on their findings. There may be more than one group researching each stage.
3. Ask students to choose a role within the group: leader, reader, recorder, or presenter. In groups of more than four students, there can be two of any role.
4. Give each group a copy of the **Exploring Fetal Development Handout**, and explain that the leader of each group needs to help the group follow the tasks in order.
5. Allow groups to research the stage of fetal development they have been assigned. Research can be done using research materials from your school library or the Internet.

6. Ask the presenter of each group to present the group's findings. This should be done in order, so that students who have researched trimester one present first, trimester two present second and trimester three present third.

Pregnancy

Wrap Up

1. What is one thing you learned about human reproduction and fetal development?
2. Why do you think it is important for all people to know and understand about the menstrual cycle?
3. Why is it important for a fetus to spend as much of the nine months as possible inside the uterus?

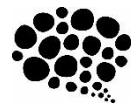
Reminder:

Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Debrief this lesson by asking the students to answer the questions either individually or in small groups. Ask for volunteers to share.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.



First

Trimester



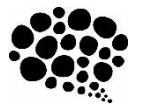
Second

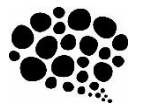
Trimester

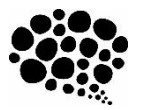


Third

Trimester









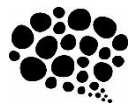
**Baby called an
embryo, is about
6 mm long.**



**Arm and leg
buds starting to
grow. Baby is
about 2.5 cm
long.**



**Baby called a
fetus. Eyes, ears,
nose are formed.
Baby sucks their
thumb.**



**Baby has
fingernails and
toenails.**

**Baby can hear
sounds.**



**Baby will kick,
twist and turn in
uterus. Baby
about 25 cm
long.**



**Baby can hiccup,
and open and
close eyes.**

**Weights about
1 kg.**



**Baby has
eyelashes and
eyebrows. Kicks
can be seen by
others.**



**Baby is building
layers of fat to
stay warm after
birth. About
46 cm long.**



**Baby's skin is
pinker and less
wrinkled. Baby
weighs about
3-4 kg.**

Exploring Fetal Development

Role	Name(s)
Leader	
Reader	
Recorder	
Presenter	




1. The **leader** makes sure all group members are assigned a job: leader, reader, recorder, or presenter. In groups of more than four students, there can be two of any role.
2. The **reader** will read out loud the instructions and questions.
3. The **recorder** will write everyone's names in the correct spot on the handout.
4. The **recorder** will place a checkmark beside the trimester your group is assigned to research.
5. As a **group**, research the development that takes place during the trimester you have been assigned.
6. Answer the questions below together. The **reader** will read each question, and the **recorder** will write down everyone's ideas.
7. Work together to help the **presenter** practice their presentation to the class. The presentation includes your group's answers to each question.
8. The **presenter** will present your group's findings to the class when it is your group's turn.

Our group is researching:

- First Trimester (months 1-3)
- Second Trimester (months 4-6)
- Third Trimester (months 7-9)

Grade 6 Growing a Baby

Answer Key

Picture	Timeline	Card
First Trimester		
 <p>2 Months</p>	First month	Baby called an embryo, is about 6 mm long.
	Second month	Arm and leg buds are starting to grow. Baby is about 2.5 cm long.
	Third month	Baby called a fetus. Eyes, ears, nose are formed. Baby sucks their thumb.
Second Trimester		
 <p>6 Months</p>	Fourth month	Baby has fingernails and toenails. Baby can taste and hear sounds.
	Fifth month	Baby will kick, twist and turn in uterus. Baby about 25 cm long.
	Sixth month	Baby can hiccup, and open and close eyes. Weighs about 1 kg.
Third Trimester		
 <p>9 Months</p>	Seventh month	Baby has eyelashes and eyebrows. Kicks can be seen by others.
	Eighth month	Baby is building layers of fat to stay warm after birth. About 46 cm long.
	Ninth month	Baby's skin is pinker and less wrinkled. Baby weighs about 3-4 kg.

Sexually Transmitted Infections (STIs) (*aka: STDs*)

What are they and how are they transmitted?

TEKS:

6.23.(C) define sexually transmitted infections (STIs) and sexually transmitted diseases (STDs) as infections or diseases that are spread through sex or sexual activity;

6.23.(G) identify why abstinence from sexual activity is the only method that is 100% effective in preventing pregnancy; STDs/STIs , including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS); and the emotional risks associated with adolescent sexual activity;

NSES:

SH.8.CC.5 Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted

SH.8.CC.6 Describe the signs, symptoms, or lack thereof, and potential impacts of STDs (including HIV)

SH.8.CC.7 Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STD (including HIV) transmission

Today's Objective

- Define Sexually Transmitted Infection/Disease.
- Describe the types of STIs and how they are transmitted.
- Develop a plan for avoiding infection with STIs.

Definitions...let's break it down

Sexually



sexual contact: genital fluids (vaginal fluids, semen) or skin-to-skin

Transmitted



to transfer, pass, or spread from one person to another

Infection



when a **germ** enters and grows in or on the body; *viruses, bacteria, & parasites*

Disease



when the cells in your body are damaged – as a result of the infection – and signs and symptoms of an illness appear

State: Let's break it down and define each word, starting with **(click) Transmitted.**

Ask for someone to explain what it means to transmit something.

Take a few responses, then **click** to reveal the definition “to transfer, pass, or spread from one person to another”

Click:

Ask: so if we are talking about something that is passed from one person to another **Sexually**, what are we talking about?

Take a few responses then **click** to reveal the explanation and Remind students about the discussion in Lesson 6 about how we defined sexual contact as various things, but in this case we are talking about anything that exchanges genital fluids (meaning vaginal fluids and semen) or anything that involves direct skin-to-skin contact.

Summarize: So we are talking about something that is passed from one person to another by way of sexual contact.

Ask: (click) What is an Infection?

Take a few responses then **click** to reveal the definition of “when a germ enters and

grows in or on the body". Note that for sexually transmitted infections we are mostly talking about bacteria, viruses, and parasites.

Ask: Why do we sometimes hear it called "Sexually Transmitted *Disease*" and other times "Sexually Transmitted *Infections*"?

Click: What is the difference between infection and disease?

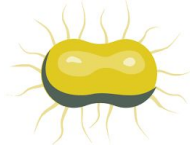
Take a few responses then **click** and explain. Infection is the first step - when it enters and grows in the body. Disease occurs when the cells in your body are damaged — as a result of the infection — and signs and symptoms of an illness appear.

Summarize:

So, germs that are passed from one person to another by sexual contact are the infections that can cause disease. Now let's look at the details of those infections, how they are transmitted and what kind of disease they may cause.



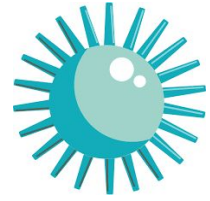
Chlamydia



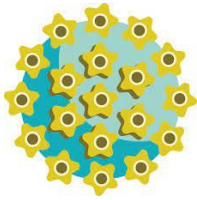
Gonorrhea



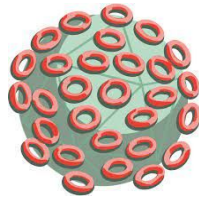
Syphilis



Herpes



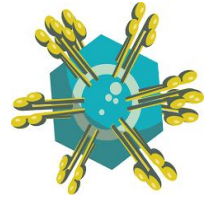
HPV



HIV



Trichomoniasis



Hepatitis B

Sexually Transmitted Infections

Ask students which STI/STDs they've heard of.

Explain that we are going to spend some time looking at 8 different infections: **Click** to reveal each

1. Chlamydia
2. Gonorrhea
3. Syphilis
4. Herpes
5. HPV
6. HIV
7. Trichomoniasis
8. Hepatitis B

Review the following about sexually transmitted infections:

Some STIs can be cured and some STIs cannot be cured. For those STIs that cannot be cured, there are medicines to manage the symptoms.

Nearly 20 million people in the United States get an STI each year. These infections affect people of all backgrounds and economic levels. But **half of all new infections are among young people 15 to 24 years old.**

Resources:

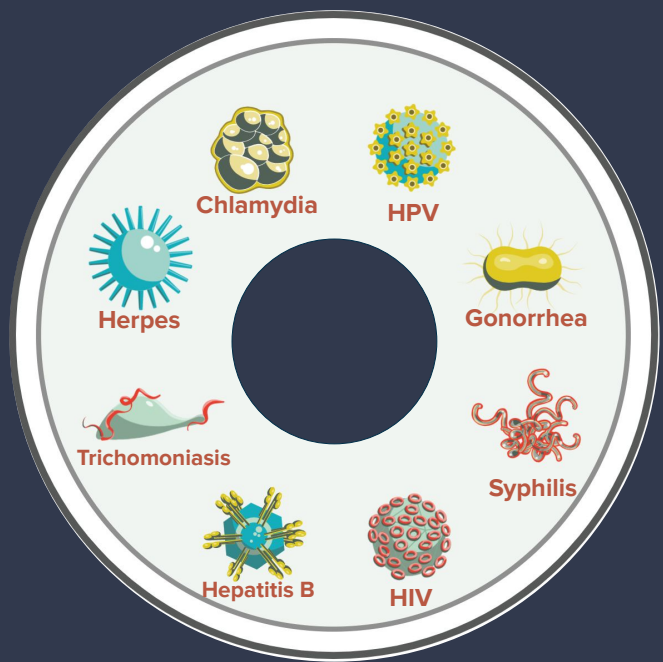
<https://teachingsexualhealth.ca/teachers/resource/stis/>

<https://www.womenshealth.gov/a-z-topics/sexually-transmitted-infections>

<https://www.mayoclinic.org/diseases-conditions/infectious-diseases/in-depth/germs/art-20045289#:~:text=Infection%2C%20often%20the%20first%20step,symptoms%20of%20an%20illness%20appear>

STI Information Stations

Let's look at some of the details



Set up 5 stations (see poster example):

1. Type of Infection (Bacteria, Virus, Other)
2. Vaccine
3. Transmission
4. Curable
5. Symptoms

Station Activity Instructions

- Distribute the **Sexually Transmitted Infections Handout**
- Break class into 5 groups, one for each station.
- Give students 5 minutes to discuss and list the STIs in the appropriate categories for their respective stations.
- Then ask groups to rotate through the stations to review and make any comments or changes as necessary.
- Once all stations have been visited by all groups, ask the students to return to their seats and review.

Prevention

100% effective?

Abstinence

Exchange of body fluids:

- vaginal fluid
- semen
- blood

Skin-to-skin sexual contact

Reducing the risk

- Delay the age of first sexual contact.
- Limit the number of sexual partners.
- Use condoms.
- Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.
- Get tested for STIs.

Ask: What is the only 100% effective way to preventing becoming infected with a sexually transmitted infection?

Take a few responses then **click** to reveal **Abstinence**.

Ask: Thinking about how these different germs are transmitted, what would someone need to abstain from in order to prevent infection?

Click

Explain that a fluid that carries the germ must find its way into the body of another person if transmission is going to take place. That means that getting someone else's blood, for example, on your healthy skin is not going to result in a transmission of germs. The skin is able to keep that infection out.

Similarly, skin-to-skin contact means coming in direct contact with skin that is infected with a germ. STI germs don't live on the hands, for example. So something like holding hands is considered safe. STIs can live on the mouth, like herpes, and the genital areas - the vulva, inside the vagina, or on or around the penis.

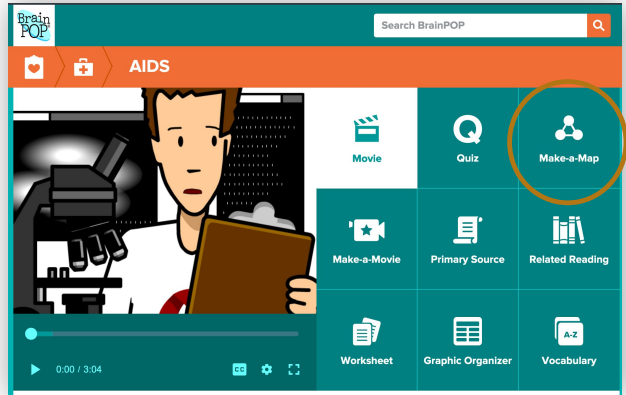
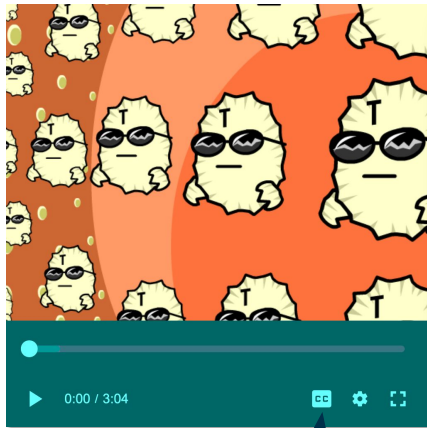
Click

Ask: What about when someone decides to become sexually active? What can they do to reduce the risk of becoming infected with an STI?

Take a few responses then *click* to reveal and discuss the concepts.

- **Delay the age of first sexual contact.** Waiting to have sex til a person is older makes it more likely that they will have fewer lifetime partners. It also helps to ensure that the reproductive system is fully developed and healthy.
- **Limit the number of sexual partners.** Fewer partners means fewer possible exposures.
- **Use condoms.** A condom is a barrier, usually made of latex, that is put on a penis before engaging in sexual contact. This decreases the possibility of fluid exchange and covers the skin to reduce the skin-to-skin contact during sex.
- **Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.**
- **Get tested for STIs.** Getting tested won't prevent a person from getting it, but it can prevent a person from spreading it to someone else. And since most STIs can have no symptoms at all, the only way to know for sure if someone has an STI is to get tested.

**Note to teachers: Comparing these steps to the ways we have worked to prevent the spread of COVID could be a good way to help students understand the concepts.*



Learn more about AIDS - the disease caused by HIV

Optional: Students watch the video on AIDS then create a mind map to organize the information.

Screenshots from BrainPop website

Sexually Transmitted Infections

3-2-1 Wrap Up

- What are 3 things you learned today about sexually transmitted infections?
- What are 2 ways someone can reduce the risk of getting an STI?
- What is the 1 way to completely prevent becoming infected with an STI?

Reminder:




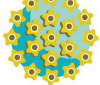
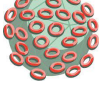


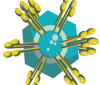
Write down any unanswered questions and put them in the question box for answering at the beginning of the next lesson.



Ask students to respond to the 3-2-1 questions either individually or in small groups. Ask for volunteers to share their responses.

Remind students to put any unanswered questions in the question box or talk to a trusted adult.

Sexually Transmitted Infections (STIs) Handout

Infection	Type	How Common	Symptoms	Treatment	Transmission	Vaccine
Chlamydia 	Bacteria	Very common	Often none; discharge; burning when urinating; painful sex	Antibiotic	Genital fluids	No
Gonorrhea 	Bacteria	Very common	Often none; discharge from penis; pain in tummy/pelvis; burning when urinating	Antibiotic	Genital fluids	No
Herpes 	Virus	Very common	Often none; pain, itching, blisters	Can treat symptoms	Skin-to-skin; genital fluids	No
Human Papillomavirus (HPV) 	Virus	Very common	Often none; warts	Can treat symptoms*	Skin-to-skin	Yes
Human Immunodeficiency Virus (HIV) 	Virus	Less common	Often none; flu-like symptoms early in infection	Antiretroviral therapy (ART) [°]	Blood, genital fluids, breast milk	No
Trichomoniasis 	Parasite	Very common	Often none; foul-smelling discharge; genital itching; painful urination	Antibiotic	Genital fluids	No
Syphilis 	Bacteria	Less common	Often none; small painless sore; rash; flu-like symptoms	Antibiotic	Blood, genital fluids, direct contact	No
Hepatitis B 	Virus	Less common	Often none; fatigue; stomach pain; jaundice	Depends on severity*	Blood, genital fluids	Yes

*While there is no specific cure for HPV or HepB, both of these viruses are often cleared by the immune system without treatment. Long term symptoms or complications can arise.

[°]There is no cure for HIV, but ART can lower the amount of the virus in the body, making it less likely to transmit the virus to someone else.

Type of Infection

Bacteria	Virus	Other

TEACHER RESOURCE

Type of Infection

Bacteria	Virus	Other
Chlamydia Gonorrhea Syphilis	Hep B HIV Herpes HPV	Trichomoniasis

Curable

**Treatable, not
curable**

**Can go away on
its own**

TEACHER RESOURCE

Curable	Treatable, not curable	Can go away on its own
Chlamydia Gonorrhea Syphilis Trichomoniasis	HIV Herpes	Hep B HPV

Has a Vaccine

No Vaccine

TEACHER RESOURCE

Has a Vaccine	No Vaccine
Hep B HPV	Chlamydia Gonorrhea Syphilis Herpes HIV Trichomoniasis

Transmission

Fluids (which ones)	Direct Contact

TEACHER RESOURCE

Transmission

Fluids (which ones)	Direct Contact
Chlamydia - genital fluids Gonorrhea - genital fluids Herpes - genital fluids Syphilis - blood, genital fluids HIV - blood, genital fluids, breast milk Trich - genital fluids Hep B - blood, genital fluids	HPV Herpes Syphilis

Always has symptoms

Often has no symptoms

TEACHER RESOURCE

Always has symptoms	Often has no symptoms
None!	All of them!

Goals, Boundaries, and Healthy Relationships

What do I want in life and how do boundaries help get me there?



TEKS:

- 6.21.(E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
- 6.21.(F) identify communication and refusal skills and how they can be applied in dating/romantic relationships; and
- 6.21.(G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing.
- 6.23.(B) identify life goals that one wishes to achieve prior to becoming a parent;

NSES:

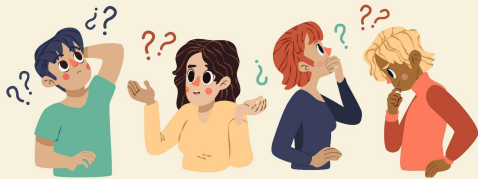
- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others

TODAY'S OBJECTIVE

- Explain how setting and achieving goals can increase a healthy sense of self
- Define personal boundaries
- Describe how respecting the boundaries of others promotes healthy relationships

What is a “Sense of Self”?

an individual’s feeling of
identity, uniqueness, and
self-direction.



Ask if anyone can explain what the phrase “sense of self” means.
Take a few responses then **click** to reveal the definition: an individual’s feeling of
identity, uniqueness, and self-direction.

Healthy Sense of Self

Identify your emotions.

See yourself honestly.

Recognize your strengths and weaknesses.

Work toward growth.

Having a healthy sense of self means being able to: (**Click** to reveal and discuss each of the concepts)

Identify your emotions. Learning the difference between frustration and anger, for example, can help people navigate their emotions. By recognizing the link between feelings, thoughts, and actions, we can then address the feelings and react appropriately.

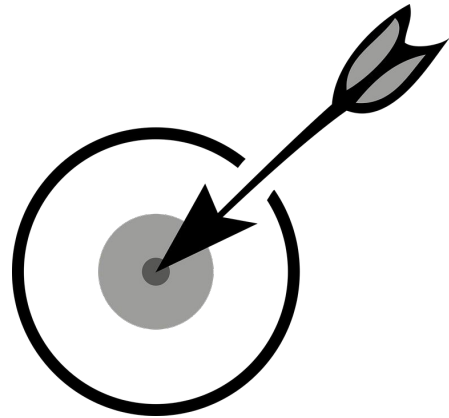
See yourself honestly. Take in compliments, feedback, and criticism openly and earnestly. This helps us to see and acknowledge both the positive and negative things in our nature.

Recognize your strengths and weaknesses. Both acknowledging our shortcomings and embracing our strengths is a great confidence booster. Knowing that it's okay to admit when we're wrong or don't understand something sets us up for growth.

Work toward growth. All of these skills lead us to self-efficacy, which is the feeling that we CAN achieve the things we want to achieve.

What are the things we want to achieve?

Goals and Dreams



Ask students to name some goals they have for their lives. If students are struggling to come up with personal goals, encourage them to maybe list goals SOME PEOPLE may have, even if not them.

Barriers to Reaching Our Goals

Unintended Pregnancy	Sexually Transmitted Infection

Abstinence is the most effective way to prevent unintended pregnancy or sexually transmitted infections.

Create a T-Chart with **Unintended Pregnancy** on one side and **Sexually Transmitted Infections** on the other.

Ask students to think about the last two lessons where you talked about pregnancy and STIs.

Ask: How might having a baby before being ready make it harder for a person to reach their goals?

How might becoming infected with a sexually transmitted infection impact a person's life in pursuit of their goals?

Make a list of the things students come up with and discuss.

Some responses might include:

Unintended Pregnancy

having a baby could make it harder to focus on studies in order to do well/finish school

the cost of raising a child, like diapers, childcare, healthcare, etc.

not having time to spend with friends/missing out on social events

added stress of being responsible for another human

Sexually Transmitted Infections

having a life-long medical issue
cost of treatment
added stress of worrying about passing on the infection to a partner

Remind students that **Abstinence** is the most effective way to prevent unintended pregnancy or sexually transmitted infections.

State that setting **boundaries about abstinence** can help us avoid the unintended consequences of sexual activity and therefore help us reach our goals.

Setting Boundaries Helps Us Reach Our Goals

Personal Boundaries are the limits or rules we set for ourselves in terms of our level of comfort around others.

- Physical contact
- Verbal interactions
- Personal space

Ask: Who has heard the term “personal boundary”? Several students probably have, as this is covered in SEL/Counseling lessons in elementary school.

Then ask for a volunteer to give a definition of what a boundary is.

Take a few responses then **click** to reveal the definition: *Personal boundaries are the limits and rules we set for ourselves in terms of our level of comfort around others.*

These boundaries may have to do with:

physical contact: like not feeling comfortable hugging a person you’ve just met

verbal interactions: like not wanting a friend or family member to speak down to you

your own personal space: like choosing to not have others in your room when you aren’t there

Boundaries Scenarios

- Physical contact
- Verbal interactions
- Personal space

Divide the class into small groups or no more than 3-4 students each.

Give each group one of the three scenarios to read, discuss, and respond, as a group, to the questions about how the characters handled the situation.

Remind the groups to keep the 3 types of boundaries in mind as they discuss the scenarios.

See **Boundaries Scenarios** Handout.

After about 10 minutes of small group discussion, read aloud and discuss each scenario.

Boundaries and Healthy Relationships

Unselfish

Patient

Kind

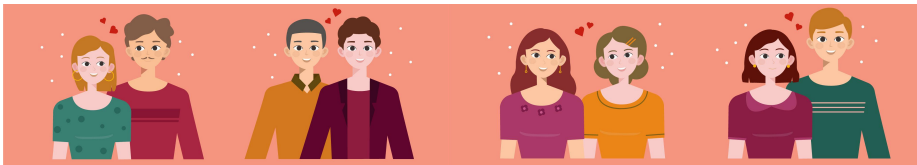
Trustworthy

Respectful

Communicates well

Honest

Likes the same things



Ask the class to think back to the very first lesson in this unit on human sexuality. Ask for volunteers to remind the class about characteristics of healthy relationships. Take a few responses then **click** to reveal the list that was used in Lesson 1.

Ask: Which of these characteristics were missing in the scenarios?

Discuss how setting and respecting boundaries is a part of building and maintaining healthy relationships.

Image:

Couple illustration vector created by freepik - www.freepik.com

Goals, Boundaries, and Healthy Relationships

Wrap Up

1. What are two things you learned about boundaries and relationships?
2. How can having a healthy sense of self support setting and respecting boundaries?
3. What boundaries are important to you in order to help you reach your goals?

Human Sexuality and Responsibility

Wrap Up

The Changes in Our Bodies and Brains

1. Healthy Relationships
2. Unhealthy Relationships and Abuse
3. Trafficking and Exploitation
4. Reproductive Anatomy
5. Sex, Abstinence, and Making Healthy Decisions
6. *Puberty, Adolescent Development, and the Brain*
7. Pregnancy
8. Sexually Transmitted Infections
9. Setting Goals, Boundaries, and Healthy Relationships

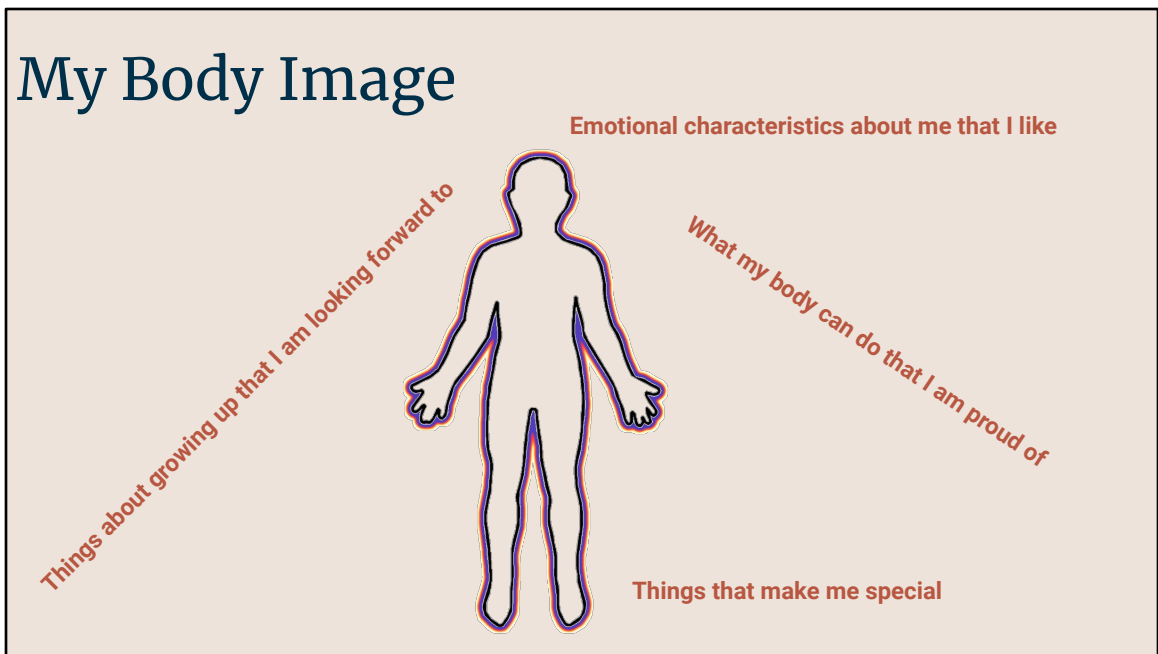
Ask students to recall all the topics you talked about over the course of this unit on human sexuality and responsibility.

Click

Point out that while “puberty” was only the title of one lesson, that all of the lessons were related to the development of adolescent bodies and brains.

Ask students to share what some of those changes were. Write them up on the board. Make a list of physical and emotional changes.

My Body Image



Tell students that the physical and emotional changes that may happen during puberty can make it harder to feel good about our body and sometimes our sense of self overall. Thinking about things that you like about your body, what you can do with your body, and things that you like about yourself in general can help you feel better about going through puberty.

Divide students into pairs and give each student a large piece of paper. Have students work in pairs and trace their partner’s silhouette on the paper with a marker. If this isn’t feasible, use the **My Body Image Worksheet** instead.

Click

Ask students to use markers to draw or write positive characteristics they have. Explain that these can be both physical and emotional characteristics that they are proud of or that make them feel good. Students can also include things they can do with their bodies that they are proud of. Encourage students to include characteristics related to puberty and growing up that they might be looking forward to, but be sure to let them know that they don’t have to include anything that they are uncomfortable with or that feels private.

Put up the drawings in a “My Body Image” gallery and invite students to briefly

present why they are special and what they are proud of.



Conclude that bodily and emotional changes are a natural part of puberty. These changes are representations of our growth toward becoming adults. Feeling proud about these changes can help us appreciate our bodies, feel confident, and celebrate our uniqueness. It's important to respect and appreciate all body types.

Image: Success vector created by pikisuperstar - www.freepik.com

Boundaries Scenarios

Read the scenario and respond to the questions about how the characters handled the situation.

Amy and Jesse are one of the first couples in 7th grade. Amy loves that everyone knows they're a couple, and always holds Jesse's hand in the hallway or puts her arm around Jesse. Jesse really likes Amy, but has never been a really physical person and doesn't like the public touching. The next time Amy sees Jesse at school, she wraps her arm around Jesse's waist, gives a gentle squeeze and says, "Hi!" Jesse, embarrassed, says, "You don't have to do that every time we see each other." Amy pulls back immediately, says "fine" and walks away.

→ How do you think Jesse handled this? What could/should Jesse have done differently?

→ How do you think Amy handled this? What could/should Amy have done differently?

Boundaries Scenarios

Read the scenario and respond to the questions about how the characters handled the situation.

Max and Julia spend a lot of time together now that they're a couple. When they find some private time alone, they like to kiss a lot. Max really wants to do something more, and so the next time they're alone together, he tries to pull Julia's shirt up and reach for one of her breasts. She pulls it back down and says, "No," but keeps kissing Max. He tries again, and she says, "Max, no." Max remembers seeing in a movie that if you keep trying, sometimes the other person gives in – so he tries again. Julia pushes him off, stops kissing him, and says, "I'm going home" and leaves.

→ How do you think Max handled this? What could/should Max have done differently?

→ How do you think Julia handled this? What could/should Julia have done differently?

Boundaries Scenarios

Read the scenario and respond to the questions about how the characters handled the situation.

Tarrin and Robin have been dating for three months. Tarrin has started texting Robin constantly to see where they are and who they're with. Robin thinks it's annoying, but doesn't know how to ask Tarrin to chill out. Then Tarrin starts cruising Robin's social media page a lot and asks what the deal is when someone posts on Robin's page. Tarrin suggests that it would feel more comfortable if they had the password to Robin's social account, just so he can make sure none of the people posting on Robin's wall are flirting. Robin does not feel comfortable with this and just ignores the request.

→ How do you think Tarrin handled this? What could/should Tarrin have done differently?

→ How do you think Robin handled this? What could/should Robin have done differently?


What my body can do that I am proud of	Emotional characteristics about me that I like
	
Things that make me special	Things about growing up that I am looking forward to

Image: Wellness icons created by Becris - Flaticon