



Lesson 1: Decision Making, Values, and Goals
Female Reproductive System

Learning Goal: Students will learn about good decision making and how it can impact their goals.
Family Life Topics are very personal and should be discussed with family or a trusted adult.

Activities	Time
<p>1. Explain what decision making is and how important it is for their future. ex. How can the decisions you make now affect your future?</p> <p>2. Complete the “My vision for my future” worksheet in their notebook.</p> <p>3. Define and explain the following terms and have the students write them down on the female anatomy chart in their notebook. Ex: Ovary: contains the egg cells and produces the female sex hormone, estrogen and prostesterone Cervix Uterus Vagina Fallopian tube</p> <p>4. Describe and explain the menstrual cycle and ovulation.</p> <p>Closure: Ask students if they have any questions. Explain tomorrow we will be covering the male anatomy and remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults .</p>	<p>10 min. 15 min</p> <p>20 min. 10 min</p> <p>5min.</p>


Lesson 2: Male Reproductive System, Teen Pregnancy

Learning Goal: Students will be able to define and explain the male reproductive system. Students will learn about the challenges of teen pregnancy

Activities	Time
<p>1. Opener - Review the female anatomy and ask if anyone has any questions they thought about and that we will be describing and explaining the male anatomy and also learn about the challenges of teen pregnancy</p>	3 min.
<p>2. Have the students copy the following words into their notebook on the male anatomy page.</p> <p>Bladder, Penis, Urethra, Vas deferens, Testis, Scrotum, Foreskin, Seminal vesicle, Cowper's gland, and Prostate gland.</p>	5 min
<p>3. Go over each term ex. Testis-make sperm, scrotum- sac that holds the testicles.</p>	10 min
<p>4. Have the students look at the venn diagram of teen pregnancy. Have the students brainstorm the chart in their notebook on teen pregnancy and have them write down challenges they could think of right now in their lives if they would get pregnant or get someone pregnant. Challenges for the mother, the father and the child.</p>	5 min
<p>5. Watch the following video only the parts marked will be shown.</p> <p> Health Video reality matters teen sexuality beginning to 3:23 min then stop</p> <p> Health Video reality matters teen sexuality start at 20:10 mark to the end</p>	8 min
<p>6. Discuss the video and hand out the pamphlet: 10 Good Reasons Not to Be a Teenage Parent.</p>	15
<p>https://www.journeyworks.com/10-Good-Reasons-Not-to-Be-a-Teenage-Parent/productinfo/5036/</p> <p>Boys will also use Men, Babies and the Law pamphlet.</p> <p>https://www.journeyworks.com/Men-Babies-The-Law-15-Things-You-Should-Know/productinfo/5079/</p> <p>Read the pamphlet(s) and then let the students finish the Challenge of Teen Pregnancy worksheet that they started at the beginning of class.</p> <p>7. Closure: Ask the students if they would like to read their challenges they wrote down and discuss them. Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults .</p>	10


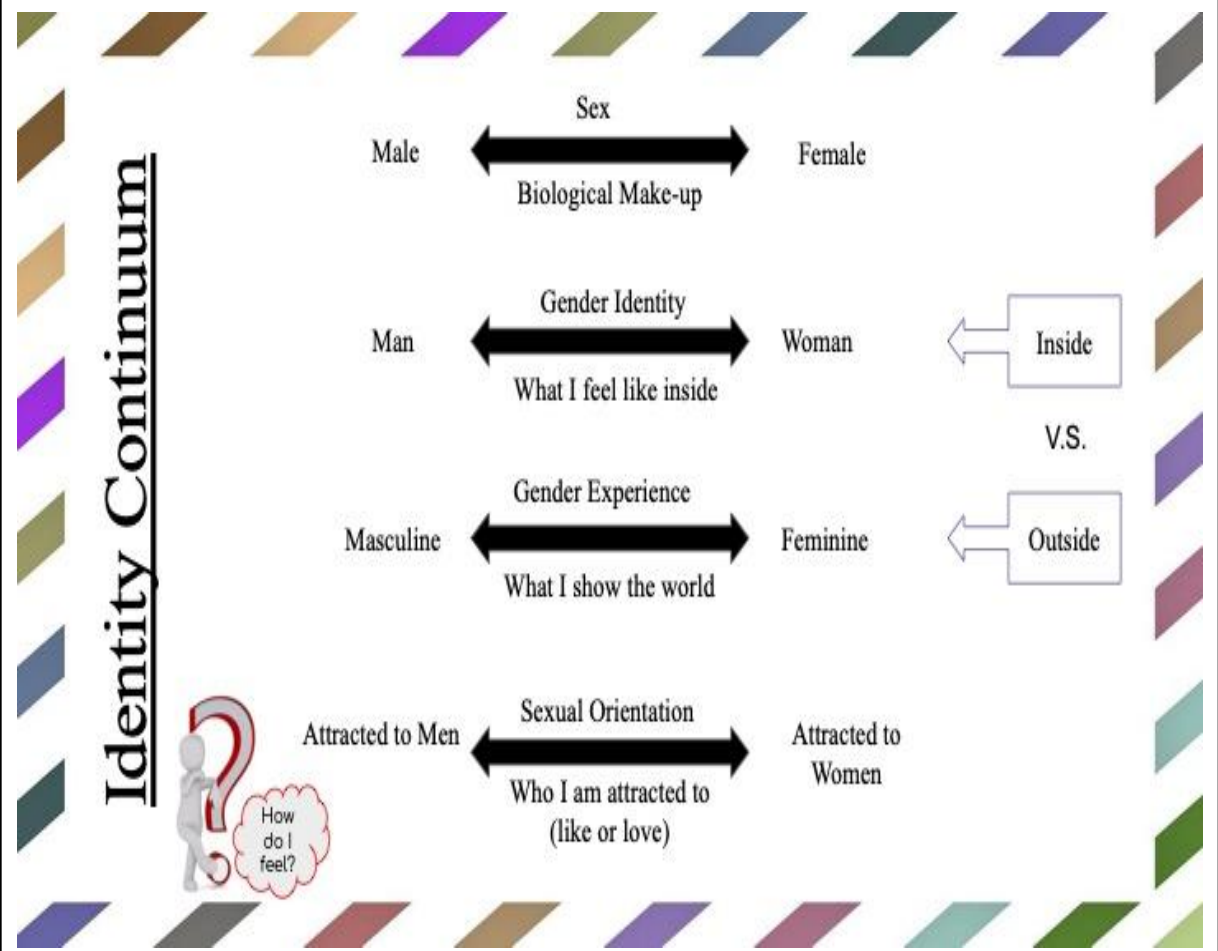
Lesson 3: Sexually Transmitted Diseases and HIV

Learning Goal: Describe what sexually transmitted diseases and HIV are.

Activities	Time
1. Opener: Ask students if they have ever heard of the terms STD's or STI's. What does STD stand for What does STI stand for Explain that the only 100 percent way of not getting an STD is abstinence. Have them give examples of any STD's or STI's they have heard of.	3 min. 5 min.
2. Students will copy down the definitions in their notebook Chlamydia, Gonorrhea Genital Herpes Human Papillomavirus .	10 min
3. Hand out "STD facts for teens" pamphlet and review it. https://www.etr.org/store/product/std-facts-for-teens/	10 min
4. Show slide show of STD terms and info	10 min
5. Watch the following video on STD's  Douglas County Health Department - What Teens Should Know about STD	10 min
6. Hand out a "A Teen's Guide to HIV and AIDS" https://www.journeyworks.com/A-Teens-Guide-to-HIV-and-AIDS/productinfo/5043/	10 min
7. Teacher will go through and discuss each question on the "what do you know about HIV and AIDS" while using the pamphlet with the students.	2 min
8. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults .	

Lesson 4: Sexual Behaviors and the law and Identity Continuum

Learning Goal: Describe what consent is and the laws applying to this as well as sexting. Describe the Identity continuum

Activities	Time
<ol style="list-style-type: none"> Opener: Ask students if they know what the word “consent” means. Ask them if someone says yes to one thing does that mean they give consent to everything. Hand out the consent pamphlet “What is Consent” and go over it with the students. https://www.journeyworks.com/What-Is-Consent-Preventing-Sexual-Assault/productinfo/5774/ Watch the video:  Consent Explained: What Is It? Have the students answer the questions on the consent page in their notebook using the pamphlet and then go review each question with them. Show the students the Identity continuum and cover and explain the information on the chart in their notebook. 	<p>5 min. 15 min 10 min 5 min 10 min 5 min</p>
 <p>The diagram is titled "Identity Continuum" and is framed by a border of colorful diagonal stripes. It features four horizontal double-headed arrows, each representing a different aspect of identity:</p> <ul style="list-style-type: none"> Sex: A double-headed arrow between "Male" and "Female" with the text "Sex" above and "Biological Make-up" below. Gender Identity: A double-headed arrow between "Man" and "Woman" with the text "Gender Identity" above and "What I feel like inside" below. To the right is a box labeled "Inside" with an arrow pointing left. Gender Experience: A double-headed arrow between "Masculine" and "Feminine" with the text "Gender Experience" above and "What I show the world" below. To the right is a box labeled "Outside" with an arrow pointing left. Sexual Orientation: A double-headed arrow between "Attracted to Men" and "Attracted to Women" with the text "Sexual Orientation" above and "Who I am attracted to (like or love)" below. <p>Below the "Sexual Orientation" arrow is a small illustration of a person with a question mark and a speech bubble that says "How do I feel?".</p> <p>To the right of the "Gender Identity" and "Gender Experience" sections, the text "V.S." is written between two boxes labeled "Inside" and "Outside", each with an arrow pointing left.</p>	<p>5 min</p>

6. Hand out the pamphlet “Don’t accept it! Sexual Harassment”.

<https://www.channingbete.com/schools-prek-12/school-climate-bullying-and-social-and-emotional-learning/sexual-harassment/sexual-harassment-dont-accept-it/p-CBC0744>

Ask students to get a partner and to use the pamphlet to answer questions on the sexual harassment page in their notebook.

7. Review the answers with the class. Explain that anyone can be sexually harassed and sexual harassment comes in many forms such as, physical, verbal, and electronic harassment .

8. Define what sexting is. Hand out “Sexting” pamphlet.


<https://www.channingbete.com/schools-prek-12/school-climate-bullying-and-social-and-emotional-learning/cyberbullying-and-sexting/sexting-srsly-risky/p-CBC0168>

ask the questions-

-does snap chat really disappear?

-if someone tells you to send them a picture and they promise they won't share it will they always keep it? What happens if you get into a fight with them or break up will they share it then?

- how will this impact your mental state, your reputation and what will family and friends think of you.

9. Watch the video on sexting and discuss it afterwards.  PSA: The Dangers of Sexting (needs to be approved)?

10. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults .

Day 5: Contraception and Abstinence

Learning Goal: Students will be able to describe the importance of being abstinent and methods of contraception for sexually active people.

Activities	Time
<p>1. Opener: Have the word Abstinence on the board. Ask students to share what that word means.</p> <ul style="list-style-type: none"> - Abstinence means to abstain, wait, postpone. Today we are going to be discussing abstinence dealing with sexual activity. 	5 min.
<p>2. Hand out the abstinence pamphlet: "A Teen's Guide to Abstinence" https://www.journeyworks.com/A-Teens-Guide-to-Abstinence/productinfo/5222/</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> - Why is Abstinence a good idea? answers to look for: not wanting to risk a pregnancy, not worrying about getting an STD, not having to deal with the emotional effects of sexual activity. - Everyone is not doing it: Movies, TV, social media may portray that everyone is having sex but statistics show a much lower number. <ul style="list-style-type: none"> - You can still have a partner without having sex. - What can you do if someone you really like is pressuring you to have sex? 	15 min.
<p>3. Have the students work on the "Say What? Say Wait!" page in their notebooks.</p> <ul style="list-style-type: none"> - List 3 reasons for each of the following 	10 min.
<ul style="list-style-type: none"> 1. Personal Reasons- ex. they have a moral value to wait to be sexually active 2. Medical Reasons- ex. pregnancy 3. Relationship Reasons- ex. maybe they are not ready to deal with everything that comes with being sexually active. 	10 min
<p>4. Discuss the pages in their notebooks on "Methods Of Contraception"</p> <ul style="list-style-type: none"> - Examples NON-PRESCRIPTION Abstinence- The only 100 percent way to prevent pregnancy and STD's Male Condon- may fail even if used properly, may tear if you used properly, does help prevent against STD's and AIDS Examples of Prescription Contraceptives <ul style="list-style-type: none"> - Birth Control Pills- Effective against pregnancy but does protect against STD's and HIV at all. 	20 min
<p>5. Family Life Quiz</p>	
<p>6. Closure: Ask students if they have any questions. Remind students topics in family life are very personal and should be discussed with parents/guardians or other trusted adults .</p>	