

Unit 10: Family Life & Sexuality Outline

[Family Life & Sexuality Permission Slip](#)

Lesson 1: They Love Me... They Love Me Not	
Learning Goals: Compare and contrast characteristics of healthy and unhealthy relationships. 1c.HS1.1	
Talking Points:	Resources:
<ul style="list-style-type: none">• Discuss characteristics of an unhealthy or emotionally abusive relationship.• How can someone leave an unhealthy or abusive relationship?	<ul style="list-style-type: none">• One Love- https://www.joinonelove.org/• 3P's - "Types of Intimacy" Activity

Lesson 2: Not Made for TV	
Learning Goals: <ul style="list-style-type: none">• Explain the impact sexual explicit media can have on one's perceptions of, and expectations for, a healthy relationships. 1c.HS1.18• Describe examples of discrimination, intimidating behaviors, implicit bias and harassment in media. 1d.HS1.4	
Talking Points:	Resources:
<ul style="list-style-type: none">• What is sexually explicit media?• Identify ways in which media representations of sex and sexuality can affect sexual and romantic relationships.• Describe the characteristics of unhealthy relationships that the media may perpetuate.• Analyze relationships in the media	<ul style="list-style-type: none">• Article: Unwanted Teen Exposure to Sexual Content

Lesson 3: Using Technology Responsibly and Respectfully

Learning Goals:

- Explain federal and state laws that prohibit the creation, sharing and viewing of sexually explicit media that includes minors. 1c.HS1.19
- Analyze the federal and state laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.HS2.16

Talking points:

- What is sexting?
- Sexting laws in Maryland
- Options for people involved in sexting.

Resources:

- [Sexting Video](#)
- [Sexting Laws](#)

Lesson 4: Rights, Respects, and Responsibility: Don't Have Sex Without Them

Learning Goals:

- Describe what constitutes sexual consent, its importance, and legal consequences of a sexual behavior without consent. 1c.HS1.4.
- Identify factors that can influence the ability to give and receive sexual consent. 1c.HS1.5.

Talking Points:

- What is “consent”, “coercion”, and “incapacitated”?
- Identify situations in which consent is clearly given and which it is not.
- Demonstrate the importance of how giving and getting clear consent is part of a respectful relationship.

Resources:

- [Tea Consent Video](#)
- [Cycling Through Consent](#)
- [Age of Consent | The Maryland People's Law Library](#)

Lesson 5: Creating Safe Spaces for All

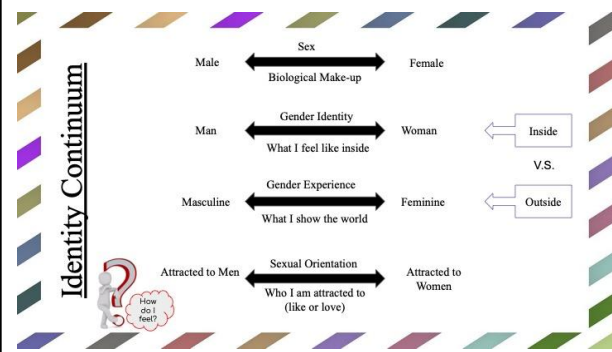
Learning Goals:

- Define sexual identity and explain a range of identities related to sexual orientation. 1c.HS1.7
- Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. 1c.HS1.8
- Advocate for safe environments that encourage dignified, respectful, and appropriate behavior. 1d.HS2.5

Talking Points:

- What is sexual identity?
- Identify different sexual orientations.
- Discuss ways to show respect to people of all sexual orientations at school.

Resources:



Lesson 6: Understanding Gender

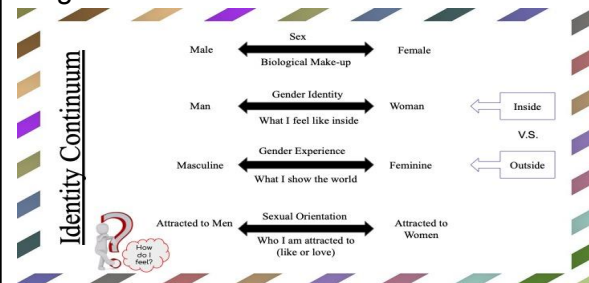
Learning Goal: Differentiate between sex assigned at birth, gender identity, and gender expression. 1c.HS1.6

Talking Points:

- What is the difference between gender identity and biological sex.
- What are examples of "gender script" and messages that are seen in society?

Resources:

Diagram:



- [Gender Roles and Stereotypes](#)
- [Like a Girl](#) Video

Lesson 7: Our Space, Safe Space	
Learning Goal: Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance. 1c.HS1.3	
Talking Points:	Resources:
<ul style="list-style-type: none"> Discuss ways to make everyone feel respected and accepted. <p><u>Activity:</u> Use the video as an example of a classroom activity, tape off boxes in your classroom and use the following questions:</p> <ul style="list-style-type: none"> Who is a class clown? Who is an athlete? Who has a job? Who has a tattoo? Who's parents are divorced? Etc. 	<ul style="list-style-type: none"> Putting People in Boxes (0:00-3:53)

Lesson 8: Sexual & Reproductive Anatomy	
Learning Goals: <ul style="list-style-type: none"> Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. 1c.HS1.9 Summarize the relationship between the menstrual cycle and conception. 1c.HS1.10 	
Talking Points:	Resources:
<ul style="list-style-type: none"> Label male and female reproductive body parts. Explain the functions of the reproductive body parts and their role in sexual response. 	<ul style="list-style-type: none"> Reproductive System Anatomy

Lesson 9: Decisions and Risks

Learning Goals:

- Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV.1c.HS1.11
- Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, sexual decision-making, and sexual health. 1c.HS1.2

Talking Points:

- Identify sexual behaviors that increase risk of unintended pregnancy and STI's.
- Understand the importance of talking with trusted adults about sexual decision making, and sexual health.

Resources:

- ["Girl Positive"](#) Video
- ["Pregnancy Pact"](#) Video

Lesson 10: Planning and Protection: Avoiding or Managing STIs and Know Your Options

Learning Goals:

- Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV.1c.HS1.11
- Describe common symptoms, or lack thereof, and treatment for STIs, including HIV. 1c.HS1.13
- Evaluate & Summarize community services and resources related to sexual and reproductive health. 1c.HS1.16
- Identify the efficacy of biomedical approaches to prevent STIs, including HIV (eg. hepatitis B vaccine, HPV vaccine, and PrEP, PEP) 1c.HS2.12

Talking Points:

- Discuss ways to avoid an STI.
- Describe common symptoms, and treatments for STI's.
- Identify risks for STI's.
- Identify health clinics/centers that provide STI testing and treatment for teens.

Resources:

- ["Girl Positive"](#) Video

Lesson 11: Skill Practice: Using SMART Goals to Prevent STIs

Learning Goals:

- Summarize how HIV & STIs are transmitted and prevented. 1f.HS1.5
- Summarize common symptoms (or lack thereof) of STIs, including HIV, as well as treatments for these infections. 1f.HS1.4
- Explain the importance of STI and HIV testing and counseling if one is sexually active. 1f.HS1.3

Talking Points:

- Identify common ways STIs are spread.
- Discuss prevention and treatment methods.

Activity: [STI Transmission Activity](#)

Resources:

- 3P's HIV Transmission Card Activity

Lesson 12: Know The Steps

Learning Goals:

- Compare and contrast types of contraceptive and disease-prevention methods. 1c.HS1.15
- Explain and demonstrate the steps to using barrier methods correctly. 1c.HS1.14

Talking Points:

- Identify methods of contraception and disease prevention.
- Describe steps to using a condom correctly. Done using the condom activity.

Resources:

[CDC Contraception](#)
[Condom Activity](#)

Lesson 13: Pregnancy Basics

Learning Goal:


- Evaluate community services and resources related to sexual and reproductive health. 1c.HS1.16
- Identify and explain the laws related to reproductive and sexual health care services. 1c.HS1.17

Talking Points:

- Describe how a pregnancy test works.
- Discuss signs of pregnancy.
- Describe the stages of pregnancy and fetal development.

Activity: Teacher Demonstration- How labor works (balloon and ping pong ball)
<https://www.youtube.com/watch?v=URyEZusnjBI>

Resources:

- [“Pregnancy Pact” Video](#)
-  [0 to 9 Months Journey In The W...](#)
- [How a Pregnancy Test Works](#)
- Egg Activity