Junior High Program

Lesson One
MY GOALS. MY FUTURE.

Objectives:

1. Reinforce awareness that the decisions that students are making right now can have an impact on their future.
2. Empower students to take control of the decisions that are related to their sexual health.
3. Emphasize the importance of communicating with a trusted adult.
4. To give students a list of reproductive and sexual health services in our area. In addition, national resources that coincide with topics covered in the Check- The Facts Program.

Topics Addressed:

1. Program Goals & Procedures
2. Short Term and Long Term Goals
3. The Importance of Communicating with a Trusted Adult
4. Locating Resources

If time permits presenters will begin on the anatomy section of Lesson One Continued... Please see Lesson Two for those standards.

California State Health Standards Addressed:

2.5.G Recognize that there are individual, family, and cultural differences in relationships.
3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
3.2.G Locate medically and scientifically accurate sources of information on reproductive health.
3.3.G Identify health care providers for reproductive and sexual health services.
4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.
4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
5.4.G Analyze the responsibilities and privileges of becoming a young adult.
5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.
6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.
7.2.G Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health

National Health Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3 Analyze how the environment affects personal health.
1.8.4 Describe how family history can affect personal health.
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.1 Examine how the family influences the health of adolescents.
2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

3.8.2 Access valid health information from home, school, and community.
3.8.3 Determine the accessibility of products that enhance health.
3.8.4 Describe situations that may require professional health services.
3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.

5.8.1 Identify circumstances that can help or hinder healthy decision making.
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
5.8.7 Analyze the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.8.1 Assess personal health practices.
6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
6.8.3 Apply strategies and skills needed to attain a personal health goal.
6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid reduce health risks.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Lesson Two
Anatomy, Conception, & Fetal Development

Objectives:

1. Explore the difference between biological sex and gender.
2. Describe the sexual and reproductive parts, function, and location.
3. Describe the process of human reproduction by identifying the correct order of the steps involved with conception.
4. Describe the process of fetal development
5. Examine the importance of prenatal care.
6. Identify all the legal options for pregnancy and discuss each of the possible consequences for each option.

Topics Addressed:

1. Biological Sex vs Gender
2. Anatomy
3. Menstrual Cycle
4. Fertilization
5. Conception
6. Fetal Development
7. Prenatal Care
8. Abortion
9. Parenting
10. Safe Surrender
11. Adoption

California State Health Standards Addressed:

1.1.G Explain physical, social, and emotional changes associated with adolescence.
1.4.G Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.
1.12.G Describe responsible prenatal and child care, including California's Safely Surrendered Baby Law.
1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
3.2.G Locate medically and scientifically accurate sources of information on reproductive health.
3.3.G Identify health care providers for reproductive and sexual health services.
4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3: Students will demonstrate the ability to access valid information, products, and services enhance health.

3.8.4 Describe situations that may require professional health services.
3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.

5.8.2 Determine when health-related situations require the application of a thoughtful decision- making process.
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

Lesson Three
Identity & Exploring Stereotypes

Objectives:

1. Describe terms relating to gender identity.
2. Describe what LGBTQ means.
3. Emphasize the importance of being inclusive and respectful of all people.

Topics Addressed:

1. Gender identity
2. Gender roles/stereotypes
3. Gender expression
4. Sexual orientation

California State Health Standards Addressed:

1.1.G Explain physical, social, and emotional changes associated with adolescence.
1.8.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation
4.4.G Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
5.3.G Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. relationship.
1.8.3 Analyze how the environment affects personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.1 Examine how the family influences the health of adolescents.
2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
2.8.5 Analyze how messages from media influence health behaviors
2.8.6 Analyze the influence of technology on personal and family health.
2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
4.8.3 Demonstrate effective conflict management or resolution strategies.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

5.8.1 Identify circumstances that can help or hinder healthy decision making.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

Lesson Four
STI's- Sexually Transmitted Infections

Objectives:

1. Identify what a STI/STD is, modes of transmission, symptoms, as well as their long-term effects.

Topics Addressed:

1. STI's/STD's
2. Causes
3. Symptoms
4. Treatment
5. Long-term effects
6. Prevention

California State Standards Addressed:

1.1.G Explain physical, social, and emotional changes associated with adolescence.
1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.
1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STDs.
1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.
1.9.G Explain why individuals have the right to refuse sexual contact.
1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.
3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
3.2.G Locate medically and scientifically accurate sources of information on reproductive health.
3.3.G Identify health care providers for reproductive and sexual health services.
4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.
4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
5.1.G Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.
5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.
6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.
7.2.G Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
7.3.G Describe personal actions that can protect reproductive and sexual health.
8.1.G Support and encourage safe, respectful, and responsible relationships.
8.2.G Promote respect for and dignity of persons living with HIV or AIDS.

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services enhance health.
3.8.4 Describe situations that may require professional health services.
3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks**.**
4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.
5.8.2 Determine when health-related situations require the application of a thoughtful decision- making process.
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
8.8.2 Demonstrate how to influence and support others to make positive health choices.

Lesson Five
Contraception

Objectives:

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

Topics Addressed:

1. Contraception definitions
2. Types of contraception
3. Contraceptive use
4. Contraceptive effectiveness
5. Contraceptive risk

California State Standards Addressed:

1.1.G Explain physical, social, and emotional changes associated with adolescence.
1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.
1.5.G Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy
1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STDs.
1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.
1.9.G Explain why individuals have the right to refuse sexual contact.
1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.
3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
3.2.G Locate medically and scientifically accurate sources of information on reproductive health.
3.3.G Identify health care providers for reproductive and sexual health services.
4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.
4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
5.1.G Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.
5.4.G Analyze the responsibilities and privileges of becoming a young adult
5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
5.7.G Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.
6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.
6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.

7.2.G Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.

7.3.G Describe personal actions that can protect reproductive and sexual health.
8.1.G Support and encourage safe, respectful, and responsible relationships.
8.2.G Promote respect for and dignity of persons living with HIV or AIDS.

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services enhance health.

3.8.4 Describe situations that may require professional health services.
3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks**.**

4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.

5.8.2 Determine when health-related situations require the application of a thoughtful decision- making process.
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.8.2 Demonstrate how to influence and support others to make positive health choices.

Lesson Six

Making Wise Decisions and Choosing to Avoid Risk.

Objectives:

1. Define and discuss the benefits of abstinence.
2. Define oral sex, anal sex, and vaginal sex.
3. Discuss the possible risks associated with each type of sexual activity
4. Explore the reasons why students feel pressured to have sex.
5. Discuss ways to deal with and avoid pressures to have sex.

Topics Covered:

1. Abstinence
2. All forms of sexual activity
3. Possible consequences or risk involved in sexual activity
4. Risk Avoidance
5. Dealing with Peer Pressure

California State Health Standards Covered:

1.1.G Explain physical, social, and emotional changes associated with adolescence.
1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.
1.9.G Explain why individuals have the right to refuse sexual contact.
1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.
3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.13
4.3.G Use healthy and respectful ways to express friendship, attraction, and affection.
4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
5.1.G Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.
5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
7.1.G Describe strategies for refusing unwanted sexual activity.
8.1.G Support and encourage safe, respectful, and responsible relationships.

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3 Analyze how the environment affects personal health.
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.8.2 Demonstrate how to influence and support others to make positive health choices.

Lesson Seven
Social Media Awareness

Objectives:

1. Identify positive and negative impacts of social media.
2. Identify activities on social media that can damage your public image.
3. Discuss the importance of maintaining an appropriate public image via social media.
4. Understanding the dangers and outcomes of taking personal photographs and sharing them online or through text messages.

Topics Addressed:

1. The pros and cons of social media
2. Defining risking behavior
3. Inappropriate content
4. Digital footprint
5. Sharing too much information online
6. Sexting

California Health Standards Addressed:

2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs
2.6.G Explain how sexual exploitation can occur through the Internet.
4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
5.4.G Analyze the responsibilities and privileges of becoming a young adult.
7.1.G Describe strategies for refusing unwanted sexual activity.

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3 Analyze how the environment affects personal health.
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
2.8.5 Analyze how messages from media influence health behaviors.
2.8.6 Analyze the influence of technology on personal and family health.

Standard 3: Students will demonstrate the ability to access valid information, products, and services enhance health.

3.8.4 Describe situations that may require professional health services.
3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.

- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.8.2 Demonstrate how to influence and support others to make positive health choices.

Lesson Eight
Social Media Safety

Objectives:

1. Identify harmful and violent social media content they witness, experience, and post.
2. Identify the prevalence, nature, and strategies to reduce the risk of human trafficking
3. Develop skills to help prevent cyberbullying, and/or how to respond and help if someone they know that is being bullied.
4. Identify ways to stay safe online.

Topics Addressed:

1. Grooming
2. Human Trafficking
3. Cyberbullying
4. Suicide
5. Creating a safe online community

California Health Standards Addressed:

2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
2.6.G Explain how sexual exploitation can occur through the Internet.
4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
5.4.G Analyze the responsibilities and privileges of becoming a young adult.
7.1.G Describe strategies for refusing unwanted sexual activity.

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.1 Analyze the relationship between healthy behaviors and personal health.
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1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
2.8.5 Analyze how messages from media influence health behaviors.
2.8.6 Analyze the influence of technology on personal and family health.

Standard 3: Students will demonstrate the ability to access valid information, products, and services enhance health.
3.8.4 Describe situations that may require professional health services.
3.8.5 Locate valid and reliable health products and services.

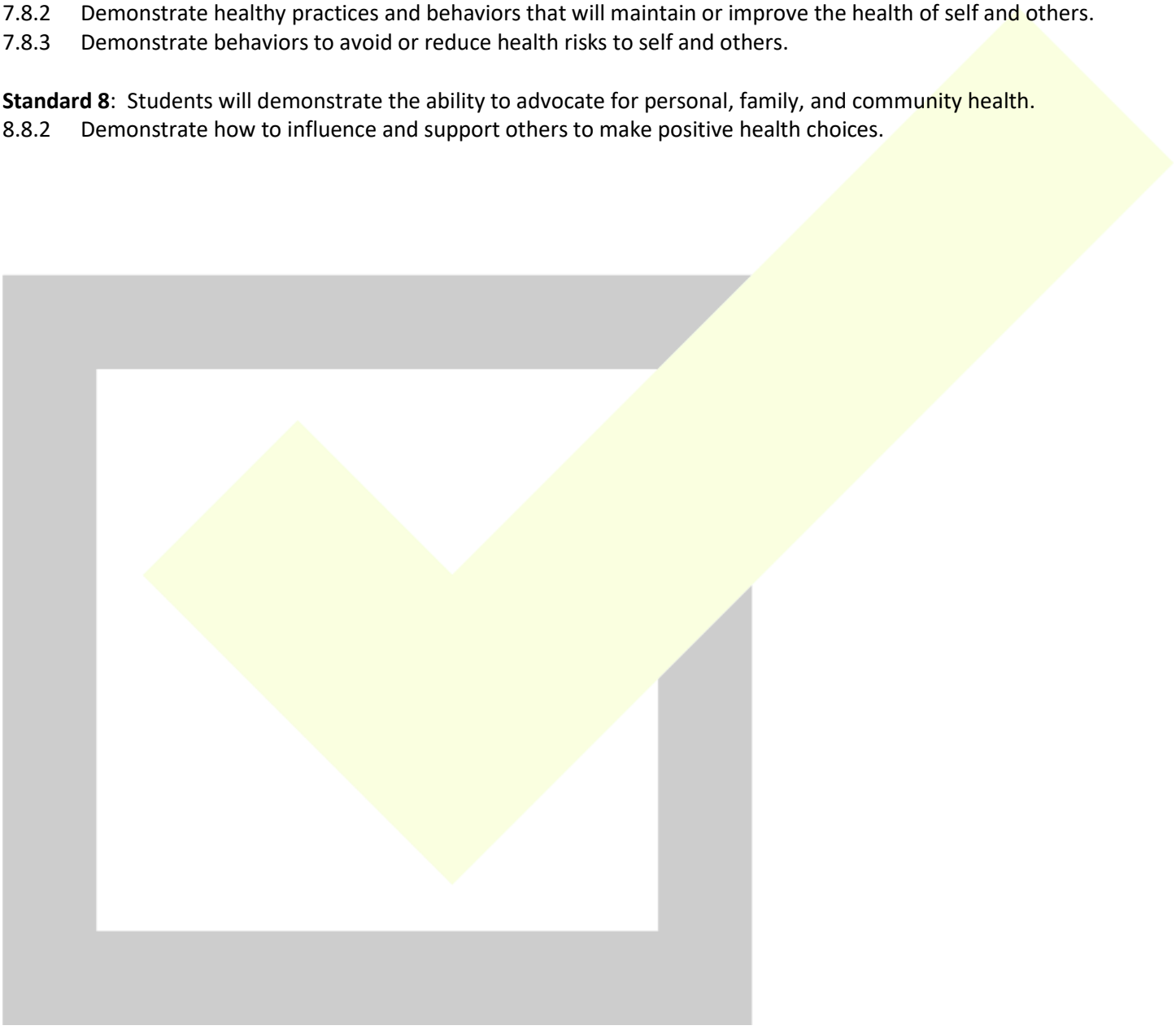
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.3 Demonstrate effective conflict management or resolution strategies.
4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health.
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
8.8.2 Demonstrate how to influence and support others to make positive health choices.



Lesson Nine
Healthy Relationships Part I

Objectives:

1. Discuss how to set standards for yourself and why you should have them.
2. Identify signs of a healthy relationship.
3. Identify signs of an unhealthy relationship.
4. Discuss ways to support peers in an abusive or violent relationship.
5. Recognize and apply healthy communication skills.

Topics Addressed:

1. Standards
2. Types of relational abuse
3. Healthy Communication

California Health Standards Addressed:

1.1.G Explain physical, social, and emotional changes associated with adolescence.
1.9.G Explain why individuals have the right to refuse sexual contact.
2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.
2.5.G Recognize that there are individual, family, and cultural differences in relationships.
4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
7.3.G Describe personal actions that can protect reproductive and sexual health.
8.1.G Support and encourage safe, respectful, and responsible relationships.

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3 Analyze how the environment affects personal health.
1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services enhance health.

3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health**.**

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- 8.8.2 Demonstrate how to influence and support others to make positive health choices.

Session Ten
Healthy Relationships Part II

Objectives:

1. Discuss boundaries and explain people's rights to their own bodies.
2. Explain what consent means.
3. Build awareness of sexually violent crimes.
4. Develop "SAFE" plans to avoid STIs and unintended pregnancy.
5. Practice applying concepts learned to real-life scenarios.

Topics:

1. Boundaries
2. Consent
3. Avoiding dangerous situations
4. Applying "SAFE" plans to real-life scenarios
5. Finding resources and seeking help from a trusted adult

California Health Standards Addressed:

1.1.G Explain physical, social, and emotional changes associated with adolescence.
1.9.G Explain why individuals have the right to refuse sexual contact.
1.10.G Describe the emotional, psychological, and physical consequences of rape and sexual assault.
1.11.G Explain why rape and sexual assault should be reported to authorities and trusted adults.
2.3.G Analyze the influence of alcohol and other drugs on sexual behaviors.
2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.
2.5.G Recognize that there are individual, family, and cultural differences in relationships.
2.6.G Explain how sexual exploitation can occur through the Internet.
4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.
5.4.G Analyze the responsibilities and privileges of becoming a young adult.
5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
5.7.G Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.
6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.
6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.
7.1.G Describe strategies for refusing unwanted sexual activity.
7.2.G Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
7.3.G Describe personal actions that can protect reproductive and sexual health.
8.1.G Support and encourage safe, respectful, and responsible relationships.

National Health Standards Addressed:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1 Analyze the relationship between healthy behaviors and personal health.
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3 Analyze how the environment affects personal health.

1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6 Explain how appropriate health care can promote personal health.
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3 Describe how peers influence healthy and unhealthy behaviors.
2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services enhance health.

3.8.5 Locate valid and reliable health products and services.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5: Students will demonstrate the ability to use decision making skills to enhance health**.**

5.8.1 Identify circumstances that can help or hinder healthy decision making.
5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
5.8.5 Predict the potential short-term impact of each alternative on self and others.
5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
5.8.7 Analyze the outcomes of a health-related decision.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.8.1 Assess personal health practices.
6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
6.8.3 Apply strategies and skills needed to attain a personal health goal.
6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

8.8.2 Demonstrate how to influence and support others to make positive health choices.