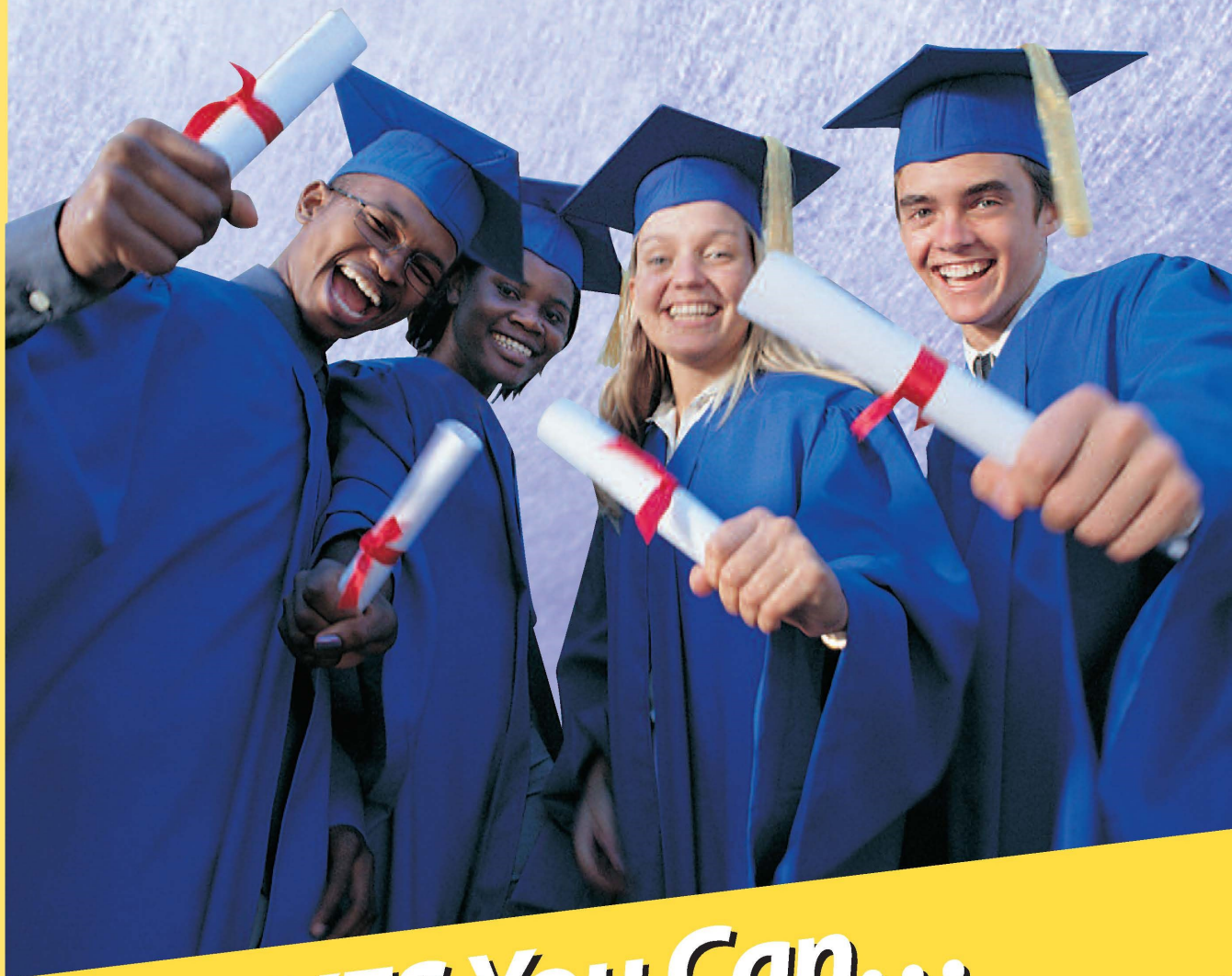


It's All About the Future



YES You Can...
Build Healthy Relationships!

NJ Physicians  Advisory Group

PO Box 352 • Fanwood NJ 07023
(908) 322-9050 • www.njphysicians.org

Sexual Health Curriculum - Level 3



YES You Can...
Build Healthy
Relationships!
Health Curriculum

For High School

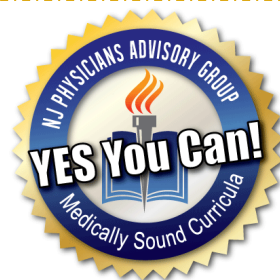
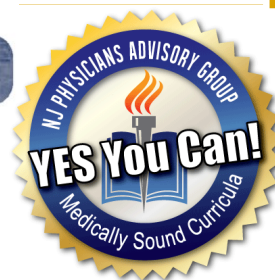


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YES You Can... Build Healthy Relationships!

Level 3 Curriculum

Welcome to the *YES You Can!* Curriculum and congratulations for choosing an excellent tool to encourage students to live a healthy, strong and focused lifestyle in the teen years.

The Centers for Disease Control's *Sexual and Reproductive Health Report of Persons Aged 10-24 Years* tells us that many young persons in the United States engage in sexual risky behavior and experience negative reproductive health outcomes. The story is told not only in physical consequences that may include teen pregnancy and sexually transmitted disease, but also in emotional harm that may manifest itself in depression and suicidal ideation.¹ Finally, the millions of parents and educators who knew that to be true had an official authority backing them up. Well, identifying risk is one thing. Having a plan to deal with it is another. The key to helping young people avoid risk and make healthy choices is a three-pronged approach: the right information, a realistic application to one's life, and sincere encouragement and support. In other words, give teens the facts and help them to believe that they can make difficult, yet wise, choices in their own best interest.

That's where the *YES You Can!* Curriculum comes in. You will find in the pages that follow concepts, commentary, and activities that will bring your classes to life as together you consider the serious issues of growing up in the 21st century. Serious though they may be, *YES You Can!* lessons are replete with upbeat, interactive and enjoyable exercises that convey encouraging messages and helpful strategies. Here's just a sample of what *YES You Can!* teaches:

- True freedom does not mean saying YES to every opportunity, but saying NO to choices that are not best for us.
- Success in life is more likely if we focus on dreams and goals.
- How friendship, marriage/lifetime commitment and sex are components of a healthy life.
- What a healthy love relationship looks like and how to sustain it.
- Choices that produce and affect pregnancy
- Risk elimination vs. risk reduction in the matter of STDs/STIs
- The deadly combination of drugs, alcohol and sex
- How true freedom leads to good choices and healthy outcomes.

Our teens, more than ever, need us to be honest and directive. As you share information and encouragement, you will make a huge difference in your students' lives. As you show young people the benefits of waiting, remember that parents and teens themselves are eager for this message. Now you have the means to share it!

YES You Can...Build Healthy Relationships! speaks to the health of all students, including LGBTQ and those transitioning, because this is a medical health message and as such, the information applies to all.

For the health of our young people,

Peggy Cowan

Peggy Cowan

President, NJ Physicians Advisory Group

¹ Hallfors, DD, Waller, MW, Bauer, D, Ford, CA, & Halpern, C. *Which Comes First in Adolescence - Sex and Drugs or Depression?* Am. J. Prev. Med., 2005;29:3, 163-170 and Hallfors, DD, Waller, MW, Ford, CA, *Adolescent Depression and Suicide Risk: Association With Sex and Drug Behavior*, Am. J. Prev. Med., 2004;27:224-31.

YES You Can...Build Healthy Relationships! **Level 3 Curriculum**

Lesson 1: Sex and the Human Person

- Understanding Human Sexuality is Complex
- How sexual activity incorporates five dimensions of the human person
- Ready for Sex? Evaluating maturity based on the five dimensions of the human person

Lesson 2: Sex and The Brain

- Male and Female Differences
- Emotional Attachments and Effects

Lesson 3: Sex and Love

- Building Lasting Relationships
- Real Love vs. Using

Lesson 4: Sex and Culture

- Media, Marketing and Messages
- Pornography
- Quiz, Lessons 1-4

Lesson 5: Sex and Life

- Baby's Needs - what it takes to raise a baby; impact on teen moms/dads
- Pregnancy Options
- Pregnancy Health

Lesson 6: Sex and Consequences

- How Our Choices Color Our Lives
- STDs - how to build an epidemic
- Risk Elimination vs. Risk Reduction

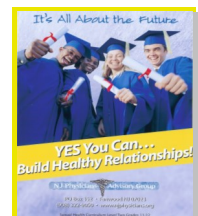
Lesson 7: Sex and Choices

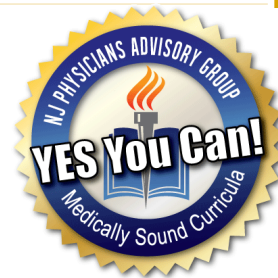
- Sex and Intimacy are Progressive
- Personal Maturity Measures
- Showing Healthy Affection While Avoiding Physical Intimacy

Lesson 8: Sex and Commitment

- Creative Dating Relationship Health - identifying healthy vs. unhealthy relationships
- Communication - establishing limits/practicing refusal skills
- Quiz, Lessons 5-8

Lesson 9: Optional Contraception Lesson





Lesson 1

Sex and the Human Person

Objectives

1. Students will be able to identify five human dimensions: physical, emotional, mental, social, and moral/spiritual.
2. Students will analyze the relationship between the five human dimensions.
3. Students will identify why human sexuality is more complex than animal sexuality.
4. Students will identify how sexual activity impacts multiple facets of their lives.

Overview of Lesson

A. Introduction

1. Overview of the Curriculum
2. The Intricacy of Humanity

B. Five Dimensions of Human Beings

1. Five-point Star Activity
2. Interrelated Dimensions

C. Human Impact

1. **Animals vs. Humans** Worksheet
2. Animal World vs. Humanity

D. Are Teens Prepared for Sex?

1. **How Ready Are U?** Handout

E. Wrap Up



Materials

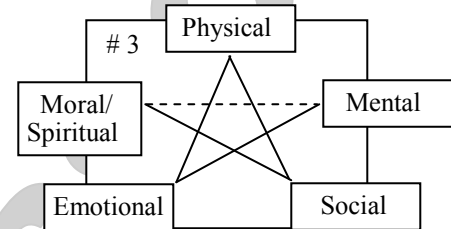
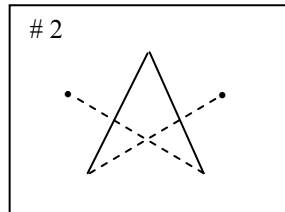
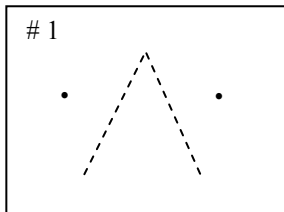
- Masking tape
- Five (5) dimension pages: Physical, Emotional, Mental, Social, Spiritual/Moral (pgs. 1-M to 1-Q)
- Blackboard and chalk, or whiteboard and marker
- Copies of the following:
 - **Animals vs. Humans** worksheet (pg. 1-J)
 - **How Ready Are U?** worksheet (pg. 1-L)

Advanced Preparation

- Copy the worksheets for each student.

Make a very large, five-point star on the floor with masking tape that is big enough for students to assemble around. Label each point of the star with one of the pages of the five-dimensions of the human person (pgs. 1-M to 1-Q). (Option: If floor space is unavailable, labels could be put at the four corners of the room and at the center of the room. A drawing on the blackboard would also work; however, this exercise is most effective when students are able to move to each facet.)

Steps for making the star:



Write the following song lyrics on the board:

1946

“Birds do it, bees do it.
Even educated fleas do it.
Let’s do it, let’s fall in love.” - Cole Porter



2000

“You and me baby ain’t nothin’ but mammals.
So let’s do it like they do on the Discovery Channel.” - The Bloodhound Gang

A. Introduction

1. Overview of the Curriculum

For the next eight sessions, we are going to be focusing on the important decisions each of us makes about love and sex. We live in a sex-saturated culture, and because sex is all around us, you’ve probably thought a lot about sex. Well, these classes should cause you to think some more!

Much of what we will do and discuss centers around smart choices. Making good decisions as teenagers tends to set the foundation for happy adult lives. But the good thing is that no matter where you are today in your decisions about sexual activity, even if you’ve been or are currently sexually active, you can use this information to build a strong foundation for your future. Maybe you will be affirmed that you have been making healthy choices already, or maybe today will be the start of having you think about things from a new perspective with new insight!

2. The Intricacy of Humanity

Human beings are intricate and multi-faceted. Each of us has interwoven within us individual attributes, strengths and personality, which make us the whole persons we are.

Over the years, society has drifted to the notion that we can isolate the sexual part of who we are, and do with it as we please. Today's media and popular culture often suggest that casual sex is just "fun," not likely to impact who we are as a person. A good example is seen in the change in popular music about love. Singers used to sing about falling in love and romance, but now, song lyrics very often focus on sexual behavior.

Have students read the quotes on the board.

Are these quotes completely accurate? Can we, as humans, really compare ourselves to bees, birds, fleas and mammals -- that are on the Discovery Channel -- when it comes to our sexual behavior?

Have a few students share their thoughts.

Instinct is what drives animals. After all, animals don't choose their partners because of personality or a commitment but rather by who is available when their instinct kicks in.

B. Five-Dimensions of Human Beings

1. Five-Point Star Activity

CONCEPT

As human beings we are multi-faceted, but that does not mean that we are always focused on all facets all the time.

INSTRUCTIONS

- List each of the human dimensions one at a time on the board as you say them from the scripted comment below, i.e., physical, emotional, mental, social, and spiritual/moral.

Unlike other life forms, human beings are complex individuals. In addition to the physical dimension, or biological, we have emotional, mental, social and spiritual/moral dimensions. We are going to do an activity to get us thinking about the five-dimensions in our own lives.



- b. Call attention to the star on the floor or the posted dimension signs around the room. Ask the class the following questions one at a time and allow them to move to each dimension, or facet, which best describes their answer. After each question have several students share their thinking. Instruct them to have fun. There are no right or wrong answers. Students will likely laugh at their own priorities.

- Which facet are you spending the most time developing at this point in your life?
 - ▶ Why?
- Which facet do you spend the least amount of time developing?
 - ▶ Why?
- Which facet do you consider to be the most important in choosing a friend?
 - ▶ Why?
- Which facet do you consider to be the most important in romance, choosing a boyfriend or girlfriend?
 - ▶ Why?
- Which facet does the media put the most emphasis on?
- How does this make you feel?



- c. Upon completion, have students return to their seats.

The way you all moved around the star as you answered my questions reflects the complexity of human nature. Having five-dimensions definitely makes us more complicated than animals.

1. Interrelated Dimensions

CONCEPT

Because humans are multi-faceted, sexual activity encompasses our whole personhood. Becoming involved sexually has a physical, emotional, mental, social and moral/spiritual impact.

INSTRUCTIONS

- a. Draw a five-pointed star on the board and label each point of the star with one of the facets:

Physical

Emotional

Mental

Social

Spiritual/Moral

Now, let's take a look at how intricate our multi-faceted nature is, and how each dimension of our life affects the others.

During the teen years, we are supposed to grow in each of these areas so that we become well-rounded, mature individuals and develop fulfilling relationships.

*Unfortunately, society puts so much emphasis on developing, nurturing and “decorating” the **physical** dimension that the other facets are often ignored. One can easily ignore the time, creativity, and effort that are required to develop satisfying relationships.*



*Imagine dating someone who has spent a great deal of time working on the **physical** facet but has neglected all the others.*

What are some of the things you might observe in that person?

[has no interest in anything but self]

[is obsessed with exercise]

[cares only about the newest fashions]

[spends too much time in front of a mirror]

Would that person be the ideal person to date?

[probably not]

- b. By using the two examples below, demonstrate how the five-dimensions are interrelated within our personality and how each affects the others. Referring to the star diagram on the board, work through the following:



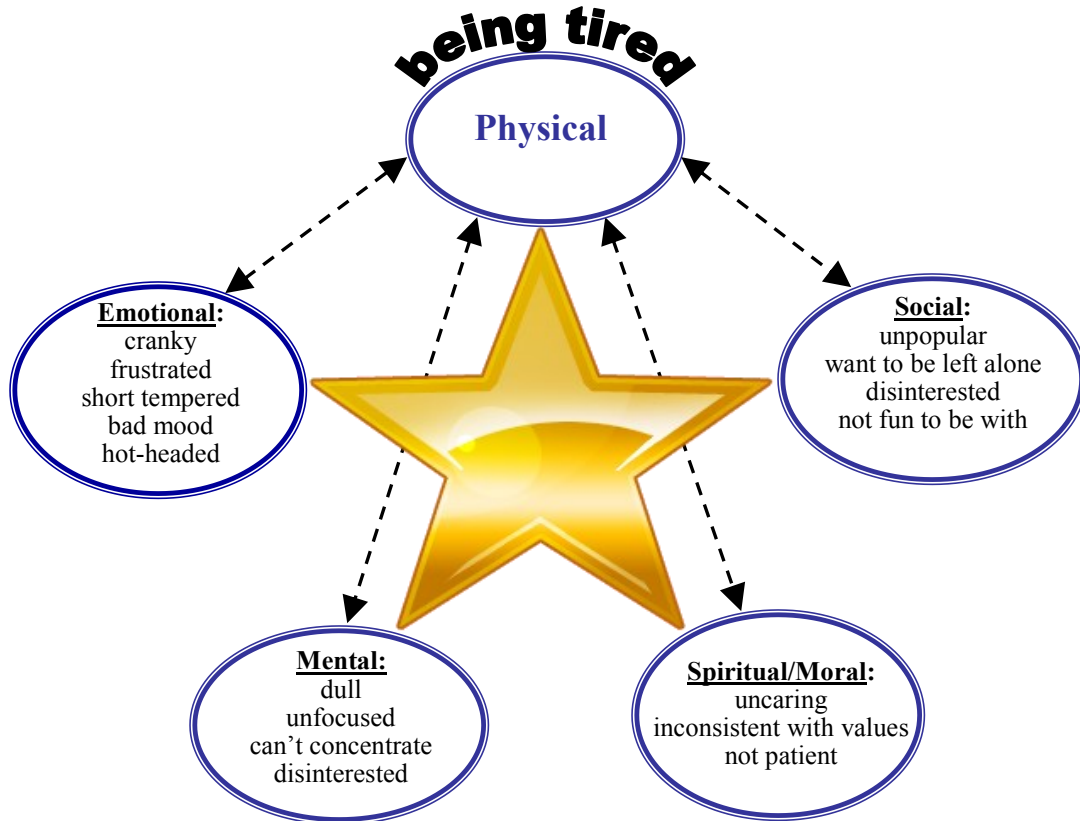
- 1) *Let's take a look at two specific examples of how one dimension affects the others.*

*When human-beings feel **tired**, all the dimensions of their life are affected, not just the **physical**.*



INSTRUCTIONS

- Refer to the diagram on the board and ask students how fatigue affects the other dimensions as shown below.



When human beings feel angry (emotional), all dimensions of their lives can be affected.

Refer to the star diagram again, this time guiding students through a discussion how being angry effects each aspect.

If students allow their anger to get out of control, they can easily find themselves:

- *challenged and removed from class (mental)*
- *alienated by friends (social)*
- *with a damaged reputation (spiritual/moral)*
- *restrained and/or hurt (physical)*



- 2) Now let's look at how the dimensions are impacted when two people are in a relationship. What is the implication to each when sex becomes the focus of a relationship?

Sex is not just a **PHYSICAL** act. For most people it is intensely intimate and it involves **all** the dimensions. When two mature people who have made a commitment to each other engage in sexual activity, its powerful bonding effect enhances the relationship. Outside of that commitment, the power of sex can often cause turmoil and insecurity, bringing a negative effect:

- ♥ Emotional – feeling unsure of the relationship, wondering about its exclusivity
- ♥ Mental – thinking/worried about pregnancy, STDs/STIs, losing concentration
- ♥ Social – experiencing a loss of trust by parents, a changed reputation, or a change in other relationships (e.g. friends and family)
- ♥ Spiritual/Moral – being challenged, sneaking around, feeling guilty

When we are in relationships we should respect and honor others as whole people.

Being **PHYSICALLY** intimate with someone creates a strong **EMOTIONAL** bond with that person. If a breakup occurs, which frequently happens during teen years, there can be deep emotional hurt.

No one wants to be valued for only one aspect of who they fully are or, worse yet, to be used as an available “body part.” To do so, or to allow oneself to be treated in this manner, degrades the human person and the intimate act of sex.

Conclude: As human beings, we often emphasize one dimension over another, yet the goal is to have all these dimensions of our lives working together in harmony, or “in sync.” What we do in one facet of our lives affects one or more of the other four dimensions. Developing a wellness plan now can optimize your health and guide your future. Poor choices can impact your future in a negative way.

Have students identify some barriers to achieving future health.

[communicable diseases, obesity, drug and alcohol abuse]

C. Human Impact

1. Animals vs. Humans

Distribute the **Animals vs. Humans** worksheet (pg. 1-J). Read the opening paragraph and instruct students to either complete it privately, after which you will review answers, or work on it together as a class.



2. Animal World vs. Humanity

The **Animals vs. Humans** worksheet takes a lighthearted look at obvious differences. However, the impact of sexual activity on humans is a serious matter. Summarize with the following statements:

For animals, the choice to have sex is relatively simple, and is a matter of instinct. Fido, for instance, a male dog, does not consider whether he likes the color of a female dog's fur, or if she has been with a lot of other dogs.

Fidette, his female counterpart, does not wonder if Fido will be a good provider when the puppies come along, or if he will care about her.

*Nor do they put their encounter in a romantic context, and go for a walk under the stars first, or share a bowl of pasta as in **Lady and the Tramp**. Their desires and needs are very simple. They just act on their instinct.*

What is the impact of sex on a dog's life?

- *If Fidette becomes pregnant, will that change her dreams and plans for life?*
- *Will Fido have financial responsibility for her puppies for the next 18 years?*
- *Will his pay be garnished?*
- *Will he ever be called a "dead-beat dad?"*

Rhetorical closing statement: *If human beings don't ever want to sleep like an animal, eat like an animal, or be purchased like an animal, why then would they even consider engaging in sexual behavior like an animal?*

D. Are Teens Prepared for Sex?

To want more than solely biological relationships is part of what makes us human.

Deep down we know that we are made for more. As people we long for deep and intimate relationships. That takes time, creativity and effort. To be fulfilled and truly satisfied we must fully mature all facets of our humanity.



There was a study published in the London Times in which they asked women this question: "If you had a night of fantastic physical sex, but afterward the guy didn't call you back, would it be a memory of pain or of pleasure?"

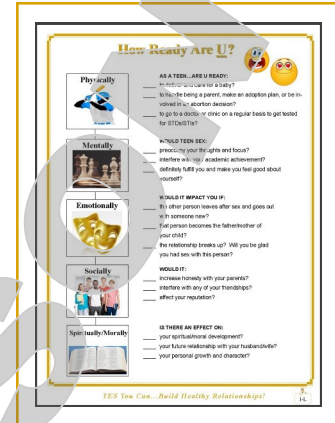
What do you think the majority answered? Call on a couple of volunteers.

The majority said, "Pain." Be sure the class considers sufficiently why this would be so.

1. How Ready Are U?

The cultural and social message seems to be that teens are ready for sex. But the question that each teen must answer is, "Am I prepared for all that it can bring to my life?"

Distribute to students the **How Ready Are U?** Handout (pg. 1-L). Give them a few minutes to answer the questions privately. This is meant to be an introspective exercise and answers should not be shared.

The handout is titled "How Ready Are U?" and features a large, faint "SAMPLE LESSON" watermark. It is divided into five sections, each with a corresponding icon: Physically (a person running), Mentally (a brain), Emotionally (a heart), Socially (a group of people), and Spiritually/Morally (a person with a halo). Each section contains a list of questions for reflection. At the bottom, it says "YES You Can... Build Healthy Relationships!" and "14".

How Ready Are U?

Physically

- Are you in good health?
- Do you have a regular basis to get tested for STDs?

Mentally

- Are you able to make decisions?
- Do you have a plan, or are you just reacting?

Emotionally

- Are you able to control your emotions?
- Do you have a good understanding of your own feelings?

Socially

- Do you have a good understanding of your own feelings?
- Do you have a good understanding of your own feelings?

Spiritually/Morally

- Do you have a good understanding of your own feelings?
- Do you have a good understanding of your own feelings?

YES You Can... Build Healthy Relationships!

14

E. Wrap Up

Currently, there are lots of messages that may convince teens that they're ready for sex, but hopefully you see that there is more to consider on this issue.

I am quite certain that all of you can now answer my original question: Can we, as humans, really compare ourselves to bees, birds, fleas and mammals that are on the Discovery Channel when it comes to our sexual behavior?

We have learned today about the five-human dimensions that make us very different from other mammals, especially regarding sexual relations. I hope that today's lesson has given you all something to think about. Our next lesson will focus on what the brain has to do with sex.

Fido is a mangy mutt who lives in the neighborhood, no one knows exactly where. Fidette is a pure bred dog from a nice home. Fido and Fidette meet in an alley and begin to sniff each other, checking one another out. It would seem a hook up is imminent. After sex, what would be on their minds? How would the concerns and responsibilities for Fido and Fidette compare to those of a teen couple who have sex?

Review below each list of concerns and responsibilities that can result from sexual activity. Evaluate if they apply more to animals or to humans. If you think that it would apply to animals, mark the left side with an X. If you think it would apply to teens, put an X on the right side. If both apply, mark both.



Physical

STD clinic visit _____
 Pregnancy worries _____
 Child care for 18 years _____
 Concern about losing virginity _____
 Tomorrow night--someone else?? _____






Mental

Become "a couple" _____
 Care about romance _____
 Decide on compatibility _____
 Becomes all you think about _____
 Might plan a future together _____

Emotional

Might feel used _____
 It was no big deal _____
 Concern about rejection _____
 Could get a broken heart _____
 Worry about the relationship _____




Social

Reputation affected _____
 Friendships change _____
 Isolated from family _____
 Isolated from friends _____
 Parents wouldn't approve _____




Spiritual/Moral

Feeling guilty _____
 Sneaking around _____
 Lying to cover up _____
 Needing to forgive _____
 Disappointing others _____

Animals **vs.** **Humans**

Teacher's Copy

Fido is a mangy mutt who lives in the neighborhood, no one knows exactly where. Fidette is a pure bred dog from a nice home. Fido and Fidette meet in an alley and begin to sniff each other, checking one another out. It would seem a hook up is imminent. After sex, what would be on their minds? How would the concerns and responsibilities for Fido and Fidette compare to those of a teen couple who have sex?

Review below each list of concerns and responsibilities that can result from sexual activity. Evaluate if they apply more to animals or to humans. If you think that it would apply to animals, mark the left side with an X. If you think it would apply to teens, put an X on the right side. If both apply, mark both.

Physical		Emotional	
			
STD clinic visit <input checked="" type="checkbox"/>	Pregnancy worries <input checked="" type="checkbox"/>	Might feel used <input checked="" type="checkbox"/>	It was no big deal <input checked="" type="checkbox"/>
Child care for 18 years <input checked="" type="checkbox"/>	Concern about losing virginity <input checked="" type="checkbox"/>	Concern about rejection <input checked="" type="checkbox"/>	Could get a broken heart <input checked="" type="checkbox"/>
Tomorrow night--someone else?? <input checked="" type="checkbox"/>		Worry about the relationship <input checked="" type="checkbox"/>	

Animals

vs.

Humans

Mental		Social		Spiritual/Moral	
					
Become "a couple" <input checked="" type="checkbox"/>	Care about romance <input checked="" type="checkbox"/>	Reputation affected <input checked="" type="checkbox"/>	Friendships change <input checked="" type="checkbox"/>	Feeling guilty <input checked="" type="checkbox"/>	Sneaking around <input checked="" type="checkbox"/>
Decide on compatibility <input checked="" type="checkbox"/>	Becomes all you think about <input checked="" type="checkbox"/>	Isolated from family <input checked="" type="checkbox"/>	Isolated from friends <input checked="" type="checkbox"/>	Lying to cover up <input checked="" type="checkbox"/>	Needing to forgive <input checked="" type="checkbox"/>
Might plan a future together <input checked="" type="checkbox"/>		Parents wouldn't approve <input checked="" type="checkbox"/>		Disappointing others <input checked="" type="checkbox"/>	

How Ready Are U?



Physically



AS A TEEN...ARE U READY:

- _____ to deliver and care for a baby?
- _____ to handle being a parent, make an adoption plan, or be involved in an abortion decision?
- _____ to go to a doctor or clinic on a regular basis to get tested for STDs/STIs?

Mentally



WOULD TEEN SEX:

- _____ preoccupy your thoughts and focus?
- _____ interfere with your academic achievement?
- _____ definitely fulfill you and make you feel good about yourself?

Emotionally



WOULD IT IMPACT YOU IF:

- _____ the other person leaves after sex and goes out with someone new?
- _____ that person becomes the father/mother of your child?
- _____ the relationship breaks up? Will you be glad you had sex with this person?

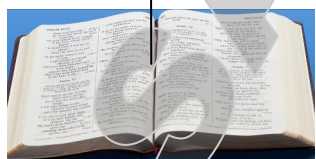
Socially



WOULD IT:

- _____ increase honesty with your parents?
- _____ interfere with any of your friendships?
- _____ affect your reputation?

Spiritually/Morally



IS THERE AN EFFECT ON:

- _____ your spiritual/moral development?
- _____ your future relationship with your husband/wife?
- _____ your personal growth and character?

YES You Can...Build Healthy Relationships!

PHYSICAL

SAMPLE LESSON

EMOTIONAL

SAMPLE LESSON

MENTAL

SOCIAL

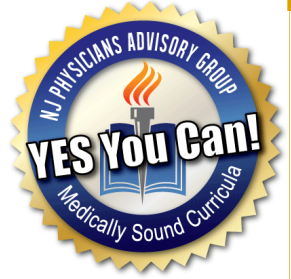
SAMPLE LESSON

SPIRITUAL MORAL

SAMPLE LESSON

Lesson 2

Sex and the Brain

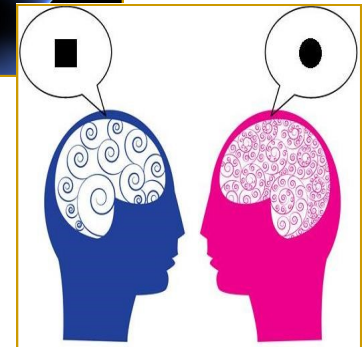


Objectives

1. Students will recognize that the differences between males and females go beyond the physical.
2. Students will identify the difference in how males and females respond emotionally and sexually to each other.
3. Students will explain the effects of creating a sexual bond.
4. Students will interpret how sexual activity affects males and females differently.

Overview of Lesson

- A. Introduction
- B. Gender Differences
 1. Male and Female Differences Match
- C. Emotional Effects of Bonding
 1. Tape Demonstration
 2. **Emotional Effects of Bonding** Handout
- D. Vive La Difference!
 1. **Sexual Differences - Brain Differences** Handout
- E. Wrap Up



Materials

- Male and Female Characteristics Sheets
- Scotch tape
- Six (6) Post-it Notes
- Copies of the following:
 - **Emotional Effects of Bonding** handout (pg. 2-J)
 - **Sexual Differences - Brain Differences** handout (pg. 2-K)

Advance Preparation

- Copy the sheet of Male and Female Characteristics (pgs. 2-P, 2-Q) and cut into segments along the dotted lines. There will be 10 male and 10 female in total.
- Ready eight (8) pieces of tape, approximately four inches long. Hang them out of sight of the students, but where you can access them easily, e.g., the back edge of your desk.
- Prepare six (6) Post-it Notes with the numbers 1 through 6.
- Practice the Tape Demonstration (pg. 2-D) prior to working with students.
- Copy the handouts for each student.

Lesson 3

Sex and Love

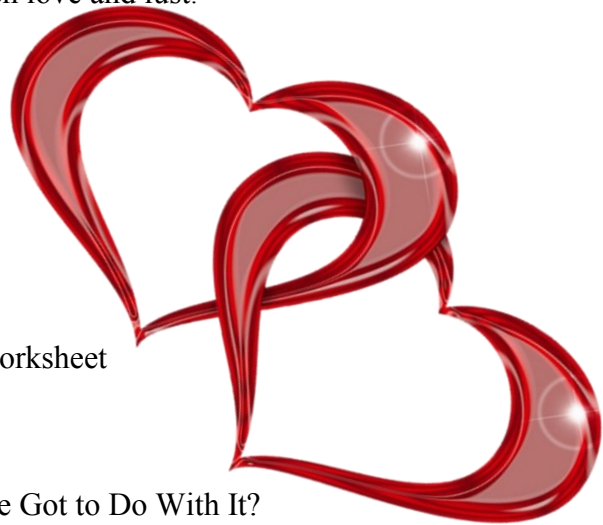


Objectives

1. Students will identify five essentials of a healthy, committed relationship.
2. Students will consider common reasons teens cite for why they choose to become sexually active.
3. Students will analyze the difference between love and lust.

Overview of Lesson

- A. Introduction
- B. Relationship Principles Overview
 1. **Natural Sequences**
 2. **Relationship Sequence**
- C. Understanding Commitment
 1. **Building Lasting Love** handout
 2. **Steps to Building Relationships** worksheet
- D. Real Life Scenarios
- E. Deciphering Love vs. Lust
 1. Teen Sexual Activity...What's Love Got to Do With It?
 2. **Love vs. Lust** worksheet
 3. **The Real Deal** handout



- F. Wrap Up

Materials

- Five (5) cut segments of beans arriving at the grocery shelf (pg. 3-S)
- Three (3) envelopes, each with five (5) cut segments inside (pg. 3-T to 3-V)
- Tape/Adhesive
- Copies of the following:
 - **Building Lasting Love** handout (pg. 3-K)
 - **Steps to Building Relationships** worksheet (pg. 3-L)
 - **Love vs. Lust** worksheet (pg. 3-N)
 - **The Real Deal** handout (pg. 3-P)

Advance Preparation

- Cut apart the starburst headings (pgs. 8-Q & 8-R) used in the sequencing activity
- Cut the five (5) segments demonstrating the sequencing of beans arriving at the grocery shelves (pg. 3-S).
- Cut the remaining three (3) sets of sequences (pgs. 3-T to 3-V) and place each in the appropriately labeled envelope.
- Assemble the building blocks (pgs. 8-W through 8-AB)
- Copy the handouts and worksheets for each student.



Lesson 4

Sex and Culture



Objectives

1. Students will identify how media influences the way sex is viewed by society.
2. Students will decipher fact from fiction as they evaluate commonly held beliefs about sexual issues.
3. Students will recognize how pornography affects an individual's ability to love.

Overview of Lesson

- A. Introduction
- B. Role of the Media
 1. **Media, Marketing and Messages** worksheet
 2. Hollywood Hype Game
- C. Influence of Pornography
 1. The Problem Defined
 2. **Toby's Story**
- D. Wrap Up
- E. **YES You Can...Build Healthy Relationships!** Quiz 1



Materials

- Copies of the following:
 - **Media, Marketing and Messages** worksheet (pg. 4-H)
 - **Toby's Story** handout (pg. 4-N)
 - **YES You Can...Build Healthy Relationships!** Quiz 1 (pgs. 4-P, 4-Q)
- Small game prize (optional) (pg. 4-D)

Advance Preparation

- Copy the worksheet, handout and quiz for each student.

Lesson 5

Sex and Life



Objectives

1. Students will compare and contrast pregnancy options.
2. Students will analyze the challenges and responsibilities of being a teen parent.
3. Students will evaluate myths related to teen pregnancy.
4. Students will recognize the vast needs of a child in its first several years of life.

Overview of Lesson

A. Introduction

B. Pregnancy Options

1. *Ready or Not* CD Monologues & Discussion

C. Baby's Needs

1. **Baby's Needs** worksheet

D. Pregnancy Issues

1. **Teen Pregnancy Myths** handout
2. **Pregnancy Health** handout

E. Wrap Up



Materials

- *Ready or Not* CD Monologues (supplied with curriculum)
- CD Player
- Copies of the following:
 - **Baby's Needs** worksheet (pg. 5-K)
 - **Teen Pregnancy Myths** handout (pg. 5-M)
 - **Pregnancy Health** handout (pg. 5-N)

Advance Preparation

- Set up *Ready or Not* CD in CD Player.
- Copy the worksheet and handouts for each student.



Lesson 6

Sex and Consequences



Objectives

1. Students will comprehend the prevalence of STDs/STIs, including HIV/AIDS.
2. Students will understand the increased STD/STI risk for teenagers, particularly teenage girls.
3. Students will differentiate between a sexually transmitted infection and a disease.
4. Students will recognize the difference between risk reduction and risk elimination.
5. Students will identify the benefits of factors, such as delayed sexual onset, that contribute to healthy family formation.

Overview of Lesson

- A. Introduction
- B. The STD/STI Epidemic
 1. *Teen Sex: The Rules Have Changed* DVD
 2. STD/STI Discussion
- C. HIV/AIDS
- D. How STDs/STIs Are Spread
 1. The Risk of Exposure; Risk Poster
 2. Condoms Affect the Spread of STDs/STI/s
 3. The Increased Risk of STDs/STIs for Teenage Girls
- E. Choices and Consequences
 1. How Our Choices Color Our Lives
 2. Saving Sex = Saving Freedom
 - a. **Saving Sex = Saving Freedom** handout
 - b. Saving Sex = Saving Freedom Discussion
- F. Wrap Up



Materials

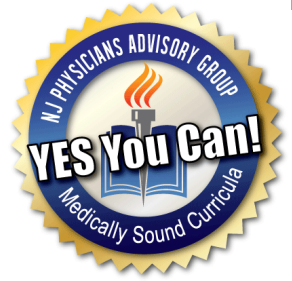
- Clear jar with at least 2¼ cup capacity
- Blue, red, and green liquid food coloring
- *Teen Sex: The Rules Have Changed* DVD (supplied with curriculum)
- STD/STI Risk Exposure Poster (supplied with curriculum)
- Approximately one cup of potting soil or coffee grinds
- Two identical sponges
- A container large enough to hold one of the sponges
- Copies of the following:
 - **Teen Sexual Activity and Its Consequences** handout (pgs. 6-M, 6-N)
 - **Saving Sex = Saving Freedom** handout (pg. 6-O)
- Bleach, ¾ cup
- Water, 1½ cups

Advance Preparation

- Copy the handouts for each student.
- Preview the DVD, *Teen Sex: The Rules Have Changed* by Dr. Meg Meeker.
- Leave one sponge dry; wet the other to the point of saturation, just short of dripping.
- Place the soil or grinds in the container.
- Pour the 1½ cups of water into the clear jar.

Lesson 7

Sex and Choices



Objectives

1. Students will grow in their ability to make healthy decisions regarding sex.
2. Students will analyze how sex and intimacy progress.
3. Students will identify healthy alternatives to sexual contact.
4. Students will distinguish ways to save sexual activity and reasons why they should.

Overview of Lesson

A. Introduction

B. Understanding Intimacy

1. The Steps to Intimacy
2. **Sex and Intimacy Are Progressive** worksheet

C. Today's Limits, Tomorrow's Rewards

1. Personal Maturity Measures
2. **Show Me Your Love** handout

D. Wrap Up



Materials

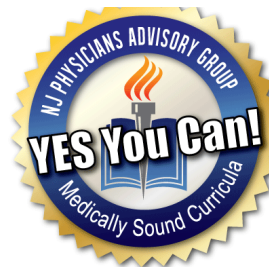
- Sex Bonds Circle (pgs. 7-J, 7-K)
- Steps To Intimacy thirteen (13) 8.5 x 11 cards (pgs. 7-Q to 7-AC)
- STOP sign (pg. 7-AD)
- Copies of the following:
 - **Sex and Intimacy Are Progressive** worksheet (pg. 7-M)
 - **Personal Maturity Measures** handout (pg. 7-O)
 - **Show Me Your Love** handout (pg. 7-P)

Advance Preparation

- Write the following on the board:
 - Stage 1 - Initial Attraction
 - Stage 2 - Building the Foundation for a Relationship
 - Stage 3 - Crossing the Intimacy Boundary
 - Stage 4 - Crossing the Sex Boundary
- Copy and assemble Sex Bonds Circle (pgs. 7-J, 7-K)
- Cut out the white segments (pg. 7-L)
- Prepare the Steps To Intimacy and the STOP sign (pgs. 7-Q to 7-AD) by either copying on to card stock, laminating or using plastic sheet protectors.
- Copy the worksheet and handouts for each student.

Lesson 8

Sex and Commitment



Objectives

1. Students will investigate the many important traits of a committed relationship.
2. Students will analyze how their sexual decisions today affect their relationships of tomorrow.
3. Students will identify commitment as an essential part of a successful relationship.
4. Students will evaluate healthy and unhealthy relationship characteristics.

Overview of Lesson

A. Introduction & Review

B. Love for Life

1. Fairy Tale Beginnings
2. Real Life Today
3. Imagine the Future
 - **What Would You Say?** handout

C. Healthy Relationships

1. **Relationship Health Survey** worksheet
2. **Relationship Advice**

D. The Power of Instinct

1. A Snake Is a Snake
2. Trust Your Instincts

E. The Decision to Wait

1. Assertiveness Skills
 - **Audacious Lines & Elegant Answers** handout
2. Practicing Your Resistance
 - **Standing Firm!** handout
3. Supporting Materials
 - **How to End a Relationship/Guard and Regard**
4. My Decision
5. **YES You Can...Build Healthy Relationships!** Quiz 2



F. Wrap Up

Materials

- Blank piece of paper per student
- Copies of the following:
 - **What Would You Say?** handout (pg. 8-M)

Materials Continued

- o **Relationship Health Survey** worksheet (pgs. 8-N, 8-O)
- o **Standing Firm!** handout (pg. 8-T)
- o **Relationship Advice** handout (pgs. 8-P, 8-Q)
- o **Audacious Lines & Elegant Answers** handout (pg. 8-R)
- o **How to End a Relationship** handout (pg. 8-U)
- o **Guard and Regard** handout (pg. 8-V)
- o **My Decision** card (pg. 8-W)
- o ***YES You Can...Build Healthy Relationships!*** Quiz 2 (pgs. 8-X, 8-Y)

Advance Preparation

- Copy the worksheet, handouts and quiz for each student.
- Copy individual Decision Sheet onto purchased, pre-printed business card pages and separate.

Lesson 9

Contraception



Objectives

1. Students will analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.
2. Students will exercise critical thinking skills in regard to several methods of contraception.
3. Students will be able to cite some of the possible long-term effects of adolescent sex on one's future and on various dimensions of wellness.

Overview of Lesson

- A. Introduction
- B. Personal Responsibility
- C. Major Types of Contraception and How They Work
 1. Barrier Methods
 2. Hormonal Methods
- D. Health Considerations in Using Hormonal Contraception
- E. Making A Contraceptive Choice
- F. Wrap Up

Contraception methods



Materials

- Copies of the following:
 - **Contraceptive Methods** worksheet (pg. 9-G, 9-H)
 - **What Needs To Be Highlighted About Using This Method?** worksheet (pg. 9-L)

Advance Preparation

- Copy the worksheets for each student (Contraceptive Methods can be double-sided)

Purchase the *YES You Can...Build Healthy Relationships!* curriculum

Electronic Download Curriculum

For more information and pricing click “I’m Interested.”

I’m Interested

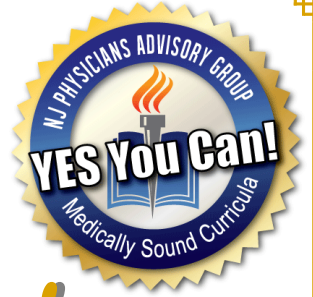
Electronic Download

Hard Copy Curriculum

For more information and pricing click “I’m Interested.”

I’m Interested

Hard Copy



YES You Can! Topical Lesson Modules

For High School

The majority of our classroom modules are topical excerpts from our *YES You Can!* curricula. These modules allow schools **without the *YES You Can!* curricula** to bolster their current teaching through incorporating today's important essentials of character development, foundational health principles and elements of decision making skills that young people need to possess in order to thrive in today's world.

We hope you use and benefit from many of these lessons while your students learn from the concepts, activities, and classroom demonstrations that are available for you to choose from.

All modules take 40-45 minutes to complete unless otherwise noted.

About Contraception



Students will consider the responsibility of sexual activity and will analyze the benefits, effectiveness rates and possible consequences of various birth control methods. They will understand the difference between barrier and hormonal methods, how each method works and health considerations for each.

A handout covering 14 birth control methods is reviewed by the students and they determine and fill in the name of the method being presented.

NOTE: This is an optional lesson, check with your school district on their policy.

I'm Interested

Cost: \$25.00

About Contraception



Objectives

After completing the lesson, students will be able to:

1. distinguish factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.
2. exercise critical thinking skills in regard to several methods of contraception.
3. apprise some of the possible long-term effects of adolescent sex on one's future and on various dimensions of wellness.

Overview of Lesson

A. Introduction

B. Personal Responsibility

C. Major Types of Contraception and How They Work

1. Barrier Methods
2. Hormonal Methods

D. Health Considerations in Using Hormonal Contraception

E. Making A Contraceptive Choice

F. Wrap Up

Contraception methods



Materials

- Copies of the following:
 - **Contraceptive Methods** worksheet
 - **What Needs To Be Highlighted About Using This Method?** worksheet

Advance Preparation

- Copy the worksheets for each student (Contraceptive Methods can be double-sided)

Building Healthy Relationships



This material covers two 45 minute classes.

Students begin by contribute the characteristics and foundational principles they feel are necessary in a loving and lasting relationship. They then rate a relationship either they have, or one they know of on it's strengths and weaknesses giving it a score of either "healthy," time to "slow down" or better "end it."

Students then receive the handout How To End A Relationship, providing thoughtful guidance on the difficult steps of breaking up. A discussion on the issues surrounding rape is guided through a handout that gives students the information they need.

Assertiveness Skills and Steps to Practicing Your Resistance will be covered with student involvement using each. Audacious Lines and Elegant Answers give students practice finding the right responses for those "lines" often used that lead to sexual situations.

Now that students have determined the characteristics they want in their committed relationship and they've practiced the skills they will need to get them there, they are given the opportunity to actually make a commitment to themselves and that future relationship that starts from this day forward!

I'm Interested

Cost: \$25.00

Building Healthy Relationships



Objectives

After completing the lesson, students will be able to:

1. investigate the many important traits of a committed relationship.
2. analyze how their sexual decisions today affect their relationships of tomorrow.
3. identify commitment as an essential part of a successful relationship.
4. evaluate healthy and unhealthy relationship characteristics.

Overview of Lesson

A. Introduction & Review

B. Love for Life

1. Fairy Tale Beginnings
2. Real Life Today
3. Imagine the Future
 - **What Would You Say?** handout

C. Healthy Relationships

1. **Relationship Health Survey** worksheet
2. **Relationship Advice**

D. The Decision to Wait

1. Assertiveness Skills
 - **Audacious Lines & Elegant Answers** handout
2. Practicing Your Resistance
 - **Standing Firm!** handout
3. Supporting Materials
 - **How to End a Relationship/Guard and Regard**
4. My Decision



Materials

- Blank piece of paper per student
- Copies of the handouts

Advanced Preparation

- Copy handouts for each student
- Copy individual Decision Sheet onto purchased, pre-printed business card pages & separate



Building Sex, Love and Success

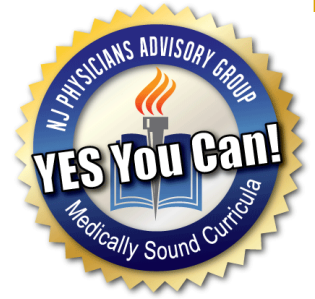
This lesson addresses several principles. A class discussion and an activity reinforces the understanding that there is a natural sequence in the way things happen. They can't decide one day to drive a car. Instead, they need to study for and pass a written test, take driving lessons then take and pass a road test. The same is true for most things in life. Students will be presented the sequencing of the progressive steps that often give a couple the best chance of a successful committed loving relationship. They will see that the first step is usually common interests, then open and honest communication followed by caring unselfishly for each other and then commitment. A healthy and respectful relationship builds over time and the ultimate intimacy of sex can help that relationship stay strong.

Several situational scenarios are read and the class will assess whether a healthy progression has been followed.

To help students determine when it's love and when it's not a worksheet with 14 statements is distributed to determine if the appropriate word to describe the statement is: Love or Lust.

I'm Interested

Cost: \$25.00



Building Sex, Love and Success

Objectives

After completing the lesson, students will be able to:

1. identify five essentials of a healthy, committed relationship.
2. critique common reasons teens cite for why they choose to become sexually active.
3. analyze the difference between love and lust.

Overview of Lesson

A. Introduction

B. Relationship Principles Overview

1. **Natural Sequences**
2. **Relationship Sequence**

C. Understanding Commitment

1. **Building Lasting Love** handout
2. **Steps to Building Relationships** worksheet

D. Real Life Scenarios

E. Deciphering Love vs. Lust

1. Teen Sexual Activity... What's Love Got to Do With It?
2. **Love vs. Lust** worksheet
3. **The Real Deal** handout

F. Wrap Up

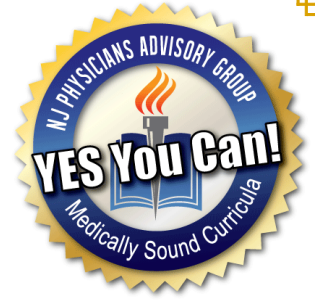


Materials

- Five (5) cut segments of beans arriving at the grocery shelf
- Three (3) envelopes, each with five (5) cut segments inside
- Tape/Adhesive
- Copies of 4 handouts

Advanced Preparation

- Cut the eight (8) demonstration sets apart and place 3 set in a labeled envelope
- Copy the handouts for each student



Character and Friendship

This is a 30 minute lesson.

This lesson addresses friendship, with the goal of focusing on the qualities that make a good friend. It gives students information on what type of friend they want to have, and also challenges them to look inside to see what kind of friend they are to others.

A powerful story is read aloud to the class that illustrates the importance of listening to and following your instincts when it comes to relationship choices.

I'm Interested

Cost: \$25.00



Character and Friendship

Objectives

After completing the lesson, students will be able to:

1. critique how character traits affect friendships and other relationships
2. appraise how character traits build healthy friendships and other relationships
3. evaluate healthy and unhealthy relationship characteristics.

Overview of Lesson

- A. Introduction
- B. True Friends Are..
- C. The Power of Instinct
 1. Being Helpful or Hurtful
- D. What Kind of Friend Are You?
- E. Wrap Up



Materials

- Copy of the following:
 - **'I' In Friendship** worksheet

Advanced Preparation

- Copy the worksheet for each student.

Intimacy Is Progressive



This lesson demonstrates that sexual intimacy is progressive and students must be aware of the advancing nature of these steps and the importance of developing fixed boundaries to keep them from doing something they may not be ready for.

Through a worksheet activity students see that healthy relationships happen in steps and progress over time. They will recognize that relationships begin with an outer circle of **Initial Attraction** and some continue to build into the **Foundation of a Friendship**. As a relationship becomes closer, showing affection, they may cross **The Intimacy Boundary** moving into touching and holding. The final step is crossing the **Sex Boundary** engaging in sexual activities.

Students also explore the idea that sex is not just a physical activity it bonds people together. We are five-dimensional people and sex affects us physically, mentally, emotionally, socially and spiritually/morally. The activity wraps up with the worksheet Show Me Your Love that gives young people ideas of ways they can get to know each other without being physical. After all, as five-dimensional people, we want the people we love to know us in all five-dimensions, not just physically.

I'm Interested

Cost: \$25.00

Intimacy Is Progressive



Objectives

After completing the lesson, students will be able to:

1. formulate healthy decisions regarding sex.
2. analyze how sex and intimacy progress.
3. identify healthy alternatives to sexual contact.
4. distinguish ways to save sexual activity and reasons why they should.

Overview of Lesson

A. Introduction

B. Understanding Intimacy

1. The Steps to Intimacy
2. **Sex and Intimacy Are Progressive** worksheet

C. Today's Limits, Tomorrow's Rewards

1. Personal Maturity Measures
2. **Show Me Your Love** handout

D. Wrap Up

Materials

- Sex Bonds Circle
- Steps To Intimacy thirteen (13) 8.5 x 11 cards
- STOP sign
- Copies of the following:
 - **Sex and Intimacy Are Progressive** worksheet
 - **Personal Maturity Measures** handout
 - **Show Me Your Love** handout

Advance Preparation

- Write the Stages of Attraction on the board:
- Copy and assemble Sex Bonds Circle
- Cut out the white segments
- Prepare the Steps To Intimacy and the STOP sign by either copying on to card stock, laminating or using plastic sheet protectors.
- Copy the worksheet and handouts for each student.





Males & Females: Understanding Each Other

It all comes down to how differently members of the opposite sex think and act. While some gender differences are more stereotypical than real, psychologists also recognize that there are deep differences in how the sexes interpret, respond, and act in relationships. This lesson explores how males and females are seen to be different and delve into those differences physically, emotionally, mentally and socially.

Through an activity using tape, we explore how the repeated bonding and breaking up process affects people emotionally and how our heart is affected by that repetition.

Class discussion gives the boys and the girls the opportunity to talk about some of the misconceptions they sometimes have about each other.

I'm Interested

Cost: \$25.00



Males & Females: Understanding Each Other

Objectives

After completing the lesson, students will be able to:

1. recognize that the differences between males and females go beyond the physical
2. identify the difference in how males and females tend to respond emotionally and sexually to each other
3. explain the effects of creating a sexual bond
4. interpret how sexual activity affects males and females differently

Overview of Lesson

A. Introduction

B. Gender Differences

1. Male and Female Differences Match

C. Emotional Effects of Bonding

1. Tape Demonstration
2. **Emotional Effects of Bonding** handout

D. Vive La Difference!

1. **Sexual Differences - Brain Differences** handout

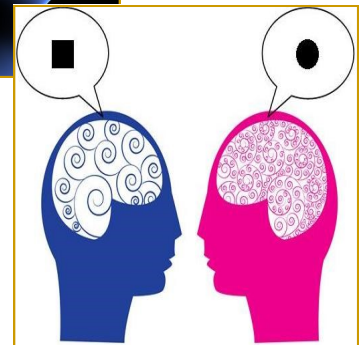
E. Wrap Up

Materials

- Male and Female Characteristics Sheets
- Scotch tape
- Six (6) Post-it Notes
- Copies of the two (2) handouts

Advance Preparation

- Copy the sheet of Characteristics and cut them into segments
- Prepare 6 Post-it notes with the numbers 1 through 6
- Hang eight (8) pieces of tape, approximately 4 inches long out of student sight
- Practice the tape demonstration prior to working with students
- Copy handouts for each student



Sex Affects the Whole Person



A five-pointed star creates the backdrop for students to understand that we, as humans, are five-dimensional, intricate and multi-faceted.

Students will see how something as simple as being tired affects all their other dimensions. Physical intimacy has the same widespread impact. When young people involve themselves in sexual behaviors they will see that it has the affect of touching all dimensions of who they are.

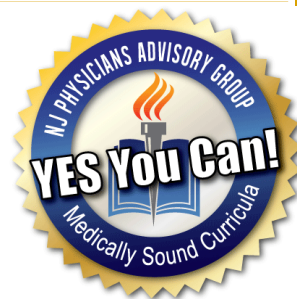
A worksheet takes a lighthearted look at the obvious distinction between the animal kingdom and humans. The impact of sexual activity on humans is a serious matter but for animals, the choice to have sex is relative simple and a matter of instinct. The simple comparison affords the classroom teacher the ability to delve into the dramatic lifelong impact having a child makes in teenager's lives as opposed to a litter of puppies who leave their mother within months.

The lesson wraps up with students being asked to be self-reflective regarding sexual activity and to outline the full person impact early sex brings.

I'm Interested

Cost: \$25.00

Sex Affects the Whole Person



Objectives

After completing the lesson, students will be able to:

1. identify and apply the five-human dimensions: physical, emotional, mental, social, and spiritual/moral to everyday activities.
2. analyze the relationship between the five-human dimensions.
3. identify why human sexuality is more complex than animal sexuality.
4. critique how sexual activity impacts multiple facets of their lives.

Overview of Lesson

A. Introduction

1. The Intricacy of Humanity

B. Five-Dimensions of Human Beings

1. Five-point Star Activity
2. Interrelated Dimensions

C. Human Impact

1. **Animals vs. Humans** worksheet
2. Animal World vs. Humanity

D. Are Teens Prepared for Sex?

1. **How Ready Are U?** worksheet

E. Wrap Up



Materials

- Masking tape
- Five (5) dimension pages: Physical, Emotional, Mental, Social, Spiritual/Moral
- Blackboard and chalk, or whiteboard and marker
- Copies of the following:
 - **Animals vs. Humans** worksheet
 - **How Ready Are U?** worksheet

Advanced Preparation

- Copy the worksheets for each student.

Sex and Consequences



This lesson addresses the fact that sexually active young people today are experiencing the largest burden of new STDs each year. There are over 20 significant STD/STIs and roughly half are viral and are not curable with antibiotics. Students will review various infections and diseases and understand that both males and females have the potential for life-long consequences from STDs/STIs, but girls are more at risk for long-term consequences due to the anatomy of their reproductive system. An activity using a sponge and dirt help demonstrate this fact.

The class explores the fact that for sexually active students, the risk of contracting disease goes beyond the number of partners one has had. The exponential spread of disease/infection is demonstrated through the accompanying Risk Exposure Poster depicting how exacerbated the actual risk is when a partner's past exposure is revealed.

Condom effectiveness is reviewed for HIV and several additional STDs/STIs.

An activity using water, food coloring and bleach that helps students visualize the fact that the decisions they make today can influence tomorrow's outcomes.

I'm Interested

Cost: \$38.00

Includes Risk Exposure Poster (to be mailed - shipping is included)

Sex and Consequences



Objectives

After completing the lesson, students will be able to:

1. identify the prevalence of STDs/STIs, including HIV/AIDS.
2. support the increased STD/STI risk for teenagers, particularly teenage girls.
3. differentiate between a sexually transmitted infection and a disease.
4. recognize the difference between risk reduction and risk elimination.
5. identify the benefits of factors, such as delayed sexual onset, that contribute to healthy family formation.

Overview of Lesson

A. Introduction

B. The STD/STI Epidemic

1. STD/STI Discussion

C. HIV/AIDS

D. How STDs/STIs Are Spread

1. The Risk of Exposure; Risk Poster
2. Condoms Affect the Spread of STDs/STI/s
3. The Increased Risk of STDs/STIs for Teenage Girls

E. Choices and Consequences

1. How Our Choices Color Our Lives
2. Saving Sex = Saving Freedom
 - a. **Saving Sex = Saving Freedom** handout
 - b. Saving Sex = Saving Freedom Discussion



Materials

- Clear jar with at least 2¼ cup capacity
- Blue, red, and green liquid food coloring
- STD/STI Risk Exposure Poster (supplied with curriculum)
- Approximately one cup of potting soil or coffee grinds
- Bleach, ¾ cup
- Water, 1½ cups
- Two identical sponges

Advance Preparation

- Copy handouts two (2) for each student
- Wet one sponge, just short of dripping
- Place soil or grinds in the container
- Add the water to the jar



Sex and the Culture

We live in a very sexualized culture and in many ways, society has become desensitized. Thought icon recognition students see that the media, through marketing and messaging does have an impact on them.

Through a game of Hollywood Hype, True or False statements explores the truisms and falsehoods that teens may conclude because of the media's influence. Inaccuracies they may believe are exposed with statistics to support the facts.

This lesson includes a story and discussion about the effects of pornography on a person's brain and on relationships.

I'm Interested

Cost: \$25.00



Sex and the Culture

Objectives

After completing the lesson, students will be able to:

1. identify how media influences the way sex is viewed by society
2. decipher fact from fiction as they evaluate commonly held beliefs about sexual issues
3. recognize how pornography affects an individual's ability to love

Overview of Lesson

A. Introduction

B. Role of the Media

1. **Media, Marketing and Messages** worksheet
2. Hollywood Hype Game

C. Influence of Pornography

1. The Problem Defined
2. **Toby's Story**

D. Wrap Up

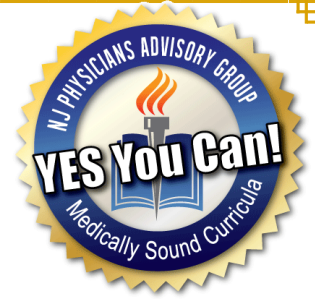


Materials

- Copies of the following:
 - **Media, Marketing and Messages** worksheet
 - **Toby's Story** handout
- Small game prize (optional)

Advance Preparation

- Copy the worksheet, handout and quiz for each student.



Sex, Life and Pregnancy Health

Engaging in sexual activity has great power. The repercussions of having sex can not only change a life but it has the potential to create life.

The CD, “Ready or Not Monologues,” included with this lesson, presents experiences of six youth with unplanned pregnancies. As the class listens to both the males and females, the deep emotional, social and family impact of each pregnancy is heard in their voices. There is a deep classroom impact as students consider each pregnancy story and the choice each teen made. Discussion questions are provided with each scenario.

Handouts cover 8 pregnancy myths, the signs and symptoms of pregnancy and what is healthy and not healthy for a pregnancy.

Includes CD of Teen Monologues

I’m Interested

Cost: \$25.00



Sex, Life and Pregnancy Health

Objectives

After completing the lesson, students will be able to:

1. compare and contrast pregnancy options.
2. analyze the challenges and responsibilities of being a teen parent.
3. evaluate myths related to teen pregnancy.
4. recognize the vast needs of a child in its first several years of life.

Overview of Lesson

A. Introduction

B. Pregnancy Options

1. *Ready or Not* Monologues & Discussion

C. Baby's Needs

1. **Baby's Needs** worksheet

D. Pregnancy Issues

1. **Teen Pregnancy Myths** handout
2. **Pregnancy Health** handout

E. Wrap Up



Materials

- *Ready or Not* CD Monologues (supplied with module)
- CD Player
- Copies of the following:
 - **Baby's Needs** worksheet
 - **Teen Pregnancy Myths** handout
 - **Pregnancy Health** handout



Advance Preparation

- Download *Ready or Not* Monologues
- Copy the worksheet and handouts for each student.