

It's All About the Future

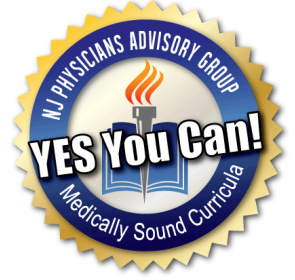


**YES You Can...  
Experience True Freedom!**

NJ Physicians  Advisory Group

PO Box 352 • Fanwood NJ 07023  
(908) 322-9050 • [www.njphysicians.org](http://www.njphysicians.org)

Sexual Health Curriculum - Level 1

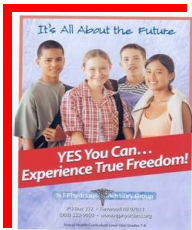


***YES You Can...***  
***Experience True***  
***Freedom!***  
**Health Curriculum**  
  
**For Middle School**



# Table of Contents

|   |       |
|---|-------|
| Middle School Curriculum Overview.....                                | 4     |
| <i>YES You Can...Experience True Freedom!</i> Curriculum Outline..... | 5     |
| Preview of Lesson 1.....  | 6-18  |
| Preview of Overview Pages for Lessons 2-9.....                        | 19-26 |
| Ordering Page for <i>YES You Can...Experience True Freedom!</i> ..... | 27    |
| Topical Lesson Modules - Description and Overview                     |       |
| Alcohol, Drugs & Sex.....   | 30-31 |
| Contraception.....  | 32-33 |
| Dating and Setting Boundaries.....                                    | 34-35 |
| Pregnancy and Fetal Development.....                                  | 36-37 |
| Pressures, Decisions and Freedom.....                                 | 38-39 |
| Relationships: Healthy Now, Healthy Later.....                        | 40-41 |
| Relationships, What's the Difference?.....                            | 42-43 |
| Sexting.....  | 44-45 |
| Sometimes Sex and Love Get All Mixed Up.....                          | 46-47 |
| STDs/STIs.....  | 48-49 |



## ***YES You Can... Experience True Freedom!*** **Level 1 Curriculum**

Thank you for your interest in *YES You Can...Experience True Freedom!* curriculum. As young people grow and mature, their quest for freedom is measured by what they are free to do. This curriculum addresses the fact that people may or may not experience freedom internally and externally.

It is not uncommon for young people to involve themselves in risky behavior. Those behaviors can cause physical or emotional harm to themselves or others. Today's youth face many choices, helping them make those crucial healthy ones comes through age appropriate information with a realistic application. In other words, give teens the facts and encouragement and help them believe that they can make difficult, yet wise, choices in their own best interest.

That's where *YES You Can...Experience True Freedom!* comes in. You will find concepts, commentary, and activities that will bring your classes to life as together you consider the serious issues of growing up in the 21<sup>st</sup> 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. 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.

*YES You Can...Experience True Freedom!* 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.

*YES You Can...Experience True Freedom!* includes lesson-by-lesson teacher training DVD and a CD of classroom handouts and manipulatives. The teaching kit contains: puzzles, distortion goggles, oversized heart poster, DVD and activity manipulatives.

*This program has changed the culture of our school in terms of student maturity when it comes to sex.*

Yonkers, NY, AD/H/PE Teacher

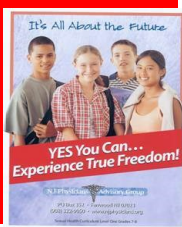
*This curriculum is realistic to our students today. It provides them with information on how and why it's important to wait to be sexually active. It doesn't ignore that students are sexually active and it doesn't just put a "band-aid" on it and teach contraceptives. This curriculum is realistic!*

Hudson Co., NJ, Health Teacher

We hope you will bring *YES You Can!* to the students in your school/district.

For the health of our children,

Peggy Cowan, President,  
NJ Physicians Advisory Group



## ***YES You Can...Experience True Freedom!*** **Level 1 Curriculum**

This user friendly curriculum encourages students to live a healthy, strong and focused lifestyle in the middle school and teen years. Each lesson is designed to teach students the importance of the building blocks of character that lead to smart decision-making and a healthy future.

### Lesson 1: **True Freedom**

- Vision - the importance of setting goals
- Internal Powers/Character Traits that will make vision a reality
- Pressures - to have sex and how sex can compromise vision and goals

### Lesson 2: **Freedom To Be You**

- Dreams and Dream Robbers
- Learning to Understand Ourselves and Others

### Lesson 3: **Freedom to Love (A)**

- Friendship Foundations - qualities of successful friendships
- Friendship as the Foundation for Lifetime Commitments

### Lesson 4: **Freedom to Love (B)**

- Heart Health - truth and lies about love and sex  
(how to have a heart that is free to love)
- Sexual Attraction vs. Infatuation vs. Love
- Quiz, Lessons 1-4

### Lesson 5: **Freedom and Responsibility**

- Pregnancy and Fetal Development
- Healthy Pregnancy - health choices impacting a developing baby
- Pregnancy and Fathers - Dave's story

### Lesson 6: **Freedom and Consequences**

- STD Overview - the spread of STDs; risk of early and multiple exposures
- Sex and Safety - Risk Elimination vs. Risk Reduction
- Sex Is Not A Game DVD

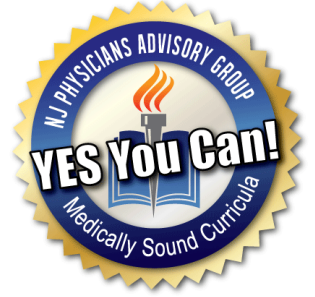
### Lesson 7: **Limits to Freedom**

- Alcohol and Drugs - a dangerous mix with sexual decision-making
- Strategies For Preventing Date Rape

### Lesson 8: **Freedom and Choices**

- Establishing Loving Limits - e.g. "how far is too far"; sex is progressive
- Communicating Boundaries - saying NO
- Commitment - creating a plan and making it real
- Quiz, Lessons 5-8

### Lesson 9: **Optional: Contraceptive Lesson**



## Lesson 1

# True Freedom

### Objectives

1. Students will be able to define freedom and understand that freedom is internal as well as external.
2. Students will be able to identify and discuss six components of internal freedom.
3. Students will be able to identify and define twelve internal powers (virtues).
4. Students will be able to analyze the internal and external pressures to become sexually active and connect good sexual decision-making to true freedom.

### Overview of Lesson

- A. Introduction
- B. Freedom Puzzle Activity
- C. The Meaning of Freedom
  1. Freedom handout
  2. Internal Freedom Scenarios handout
- D. Internal Powers Overview
  1. Internal Powers Match handout
  2. Internal Powers Checkup handout
- E. Sex, Freedom and Character Overview

### Materials

- Three puzzles in boxes
- Handouts of the following:
  - Freedom/Internal Freedom Scenarios handout (pgs. 1-H, 1-I)
  - Internal Powers Match/Internal Powers Checkup handout (pgs. 1-K, 1-M)
  - Parent Message Board (pg. 1-N)

### Advance Preparation

- Copy handouts for each student, and the Parent Message Board (double sided) to be sent home.
- Do the following with the three boxed puzzles:
  - Locate the box with the round colored sticker on it. Set that box aside.
  - Of the remaining two boxes, choose one and discard three of the inner puzzle pieces (not border pieces). Return the puzzle to the box. The third box needs nothing done to it.

## A. Introduction

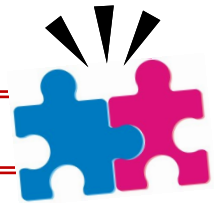
*This is going to be a class about authentic freedom. The word authentic refers to what is **genuine, real, and true**. It is not uncommon for people to think they have found freedom when they have actually chosen **a counterfeit, or false freedom**. For example, a drug addict might think they are free to stop whenever they want. But really they are not free at all because they are controlled by drugs. Drugs have the power.*

*Whenever there is something that we want to do (achieve, accomplish, obtain) or a place we want to go, the most frustrating thing in the world is to hear, “No, you can’t...”. Sometimes a NO comes from outside ourselves, in the form of rules or laws or other outside forces. Sometimes the strongest NOs are inside our own heads, the negative things we tell ourselves, or limits that we create for ourselves.*

*This class is going to help us look at the difference between an external NO and an internal NO. We’ll learn how to turn an internal NO into a YES and to develop **true freedom**.*

You can joke with the students and tell them we’re not talking about how to get their Mom or Dad to turn their “NO, you can’t go out with them” into a “YES.” We can’t change those NOs, but we can change a NO that’s inside of us that stops us from being free to be all we can be.

## B. Freedom Puzzle Activity



### Concept:

All of the puzzles have picture guides or “plans” on the cover but the difference is...

- One group has a box with a small colored sticker on it. This signifies that the puzzle has all its pieces BUT the wrong picture guide (vision/goal). This group will likely encounter frustration and problems working without clear direction.
- The second group has the correct picture on the box BUT its puzzle is missing pieces (vital elements). They will not be successful in reaching their goal of completing the puzzle.
- The third group has the correct picture on the box AND all the pieces (all necessary elements for success). They should successfully complete their puzzle.

### Instructions:

- a. Divide students into three groups. Choose two lead students from each group to do the hands on work with the puzzles while the rest of their team roots for them.

- b. Give the two lead people from each group a puzzle box.
- c. Tell them to wait to open the box until permission is given.
- d. Instruct them to look at the picture on the box so they will know what their **goal** is.
- e. *We are going to have a short contest to see which team completes its puzzle first. You will have five to seven minutes to work on your puzzles. Do your best!*
- f. Undoubtedly, some students will at some point notice that either their puzzle is missing pieces or their puzzle's picture doesn't correspond with the box. When this happens, encourage them to continue doing their best and say that you will talk about it afterwards.
- g. When the first group finishes (or you have called time) acknowledge that each group has a different outcome, that each group's puzzle or picture either helped or hindered it in getting its puzzle together. Begin a discussion about this activity and how the puzzles represent our lives:

**The first puzzle was complete but it didn't have the right guiding picture.** The group didn't have the right vision and it likely wasted time and/or became confused/distracted.

**Ex:** Michael is gifted with artistic abilities and a family that supports him. But he rejects that and, instead, insists on pursuing football for which he has neither talent nor physical capability. Michael is frustrated and stuck on a road he shouldn't be on, and he needs to reassess his vision in order to succeed in life.

**The second puzzle was missing pieces.** Even though the group had the right picture to guide it, it would never reach its goal.

**Ex:** Christina has wanted to be a dancer since she was a little girl, but lately she has not maintained her practice schedule, diet or exercise regimen. Christina will not reach her goal until she puts the pieces back in place and renews her commitment.

**The third puzzle was perfect.** It had all its pieces and a correct "guide" or "map" to follow. The group knew where it was going and it had the tools to get there.

**Ex:** Jamie is born with great athletic skills. She is inspired by great gymnasts. She trains, disciplines herself and follows her coach's advice. Jamie can reach her goal to be an excellent gymnast.

*In life, key ingredients to success are:*

- a. *having a vision of where we want to go;*
- b. *knowing what we want to accomplish; and*
- c. *having all the pieces working together in our lives to make this vision a reality.*



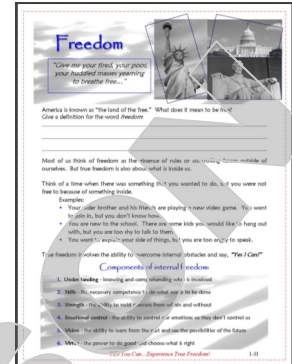
*First, we set a goal. Then we need to start working on the skills and elements necessary for putting the pieces of our life together so that we can attain our goal.*



## C. The Meaning of Freedom

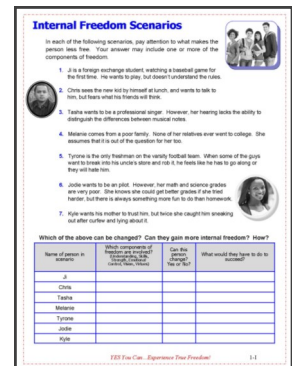
### 1. Freedom (handout 1-H)

- Distribute copies and ask students to write their definition of freedom on it. Have students share their definitions. Begin by offering the New Webster's Dictionary definition: enjoying or using something at will.
- Discuss the second half of the handout, including the three scenarios where students may encounter obstacles to their internal freedom.
- Conclude this discussion by reviewing the six components of internal freedom.



### 2. Internal Freedom Scenarios (handout 1-I)

- Distribute copies and give students time to read and complete independently and then review answers, or complete as a class activity.
- Discuss how the scenarios demonstrate internal limits to freedom, identifying which components of freedom are involved, if this person can change and if so, what personal skills/attributes they would need to succeed. See Answer Key (page 1-J).



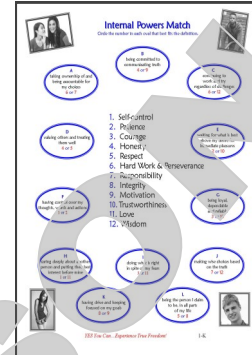
*Earlier, when we did the puzzle activity, some students had a correct picture guide (a clear vision) but they still would never win. Why? Because they lacked some of the necessary pieces to complete their puzzle. Similarly, in life, we may have a great dream for ourselves, but we need to have certain pieces in place to make our dream come true.*

*Not only do we need to develop our bodies and our minds to our full potential, we also need good character. Our character relates to the practice of virtue. The ancient Greeks referred to our Internal powers as virtues. Virtue was considered to be as important as physical power.*

## D. Internal Powers Overview

### 1. Internal Powers Match (handout 1-K)

- Distribute copies to students.
- Have students circle the number of the word that best matches the internal power definition in each oval. See Answer Key (page 1-L).



### 2. Internal Powers Checkup (handout 1-M)

- Distribute copies to students.
- Invite students to complete this self-assessment of strengths and weaknesses in class. Otherwise, assign it as homework.
- Answers will not be shared. Stress that this is something personal and should be answered honestly. Encourage them to take this self-evaluation seriously and begin making changes where necessary.

## E. Sex, Freedom and Character Overview

*In America today, there are very few external limits to sexual freedom. We must be very aware that sex is a powerful aspect of human nature. We must be careful not to misuse or abuse it. Sexual choices will either keep us free or rob us of our freedom.*

*Sexual pressure can be very strong, particularly for teens. Some people believe that sexual freedom means saying YES to all sexual opportunity. However, true freedom means that we are able to resist pressure and say NO to choices that are not best for us. If we can't say NO when we should, we are not truly free.*

## Discussion



## Points:

➤ *Sexual Freedom involves:*

**Understanding** - *to know that sex is not just physical; it also has emotional, mental, social and spiritual aspects.*

**Skills** - *to resist sexual pressure and build healthy relationships.*

**Strength** - *to resist pressure and save sex for the right place and time.*

**Emotional control** - *to keep sexual desire in its place; to build relationships with both the head and the heart.*

**Vision** - *to see how sex affects not only present relationships but future ones too, e.g. marriage/lifetime commitment.*

**Virtues** - *to build personal character, reflective of our internal powers.*

➤ *What are some of the lines used by teens and the media that increase sexual pressure?*

[Just do it]

[Express yourself]

[Be responsible, use a condom]

➤ *What are some of the reasons teens choose to have sex?*

[Everybody's doing it]

[It's good to express our love to each other]

[It's time to take our relationship to the next level]

➤ *How might giving in to sexual pressure make us less free?*

[Disease]

[Teen pregnancy]

[Broken heart]

*So, it's clear that just because we can do something doesn't mean we should. If we say YES to all sexual opportunity, we will probably not be free from the consequences. On the contrary, making smart choices includes weighing opportunity against risk. You can make those smart choices...**YES You Can!***



## NOTE

Be aware that you are bringing up sensitive topics and any student that has already been sexually involved, either voluntarily or through force/coercion, will process these lessons and information differently than a student who has not. You should know your school's policies regarding the disclosure of sensitive information and the reporting mechanisms. Encouragement can be found in each U-Turn section.

*The good news is that our character is something that we can mold and shape and work on throughout our lives. If there are internal powers that you need to work on, you can! Maybe you've already given in to sexual pressures or maybe something bad has happened and you may not feel like you have internal freedom. The good news is you can get internal freedom back.*

U-  
TURN

*That might mean that you change your personal actions or it might mean that you tell someone about abuse. Either way you can get that internal freedom back by going in a new direction. Start to make healthy choices now, and strengthen your internal powers!  
You'll be glad you did!*

***Distribute the  
Parent Message Board  
for students to take home!***

### **A Look Back...and a Look Ahead**

*Today in our lesson we learned about being free on the inside - internal freedom - and the benefits of this freedom. We learned that when we make healthy sexual decisions, we truly feel free.*

*In the next lesson we will focus on better understanding ourselves and others, along with talking about future goals and looking at some of the dream robbers that might get in the way.*

# Freedom

*“Give me your tired, your poor, your huddled masses yearning to breathe free...”*



America is known as “the land of the free.” What does it mean to be free?  
Give a definition for the word *freedom*:

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Most of us think of freedom as the absence of rules or controlling forces outside of ourselves. But true freedom is also about what is inside us.

Think of a time when there was something that you wanted to do, but you were not free to because of something inside.

Examples:

- Your older brother and his friends are playing a new video game. You want to join in, but you don't know how.
- You are new to the school. There are some kids you would like to hang out with, but you are too shy to talk to them.
- You want to explain your side of things, but you are too angry to speak.

True freedom involves the ability to overcome internal obstacles and say, **“Yes I Can!”**

## Components of internal freedom:

1. **Understanding** - knowing and comprehending what is involved
2. **Skills** - the necessary competence to do what needs to be done
3. **Strength** - the ability to resist pressure from within and without
4. **Emotional control** - the ability to control our emotions so they don't control us
5. **Vision** - the ability to learn from the past and see the possibilities of the future
6. **Virtue** - the power to do good and choose what is right

# Internal Freedom Scenarios

In each of the following scenarios, pay attention to what makes the person less free. Your answer may include one or more of the components of freedom.



1. Ji is a foreign exchange student, watching a baseball game for the first time. He wants to play, but doesn't understand the rules.
2. Chris sees the new kid by himself at lunch, and wants to talk to him, but fears what his friends will think.
3. Tasha wants to be a professional singer. However, her hearing lacks the ability to distinguish the differences between musical notes.
4. Melanie comes from a poor family. None of her relatives ever went to college. She assumes that it is out of the question for her too.
5. Tyrone is the only freshman on the varsity football team. When some of the guys want to break into his uncle's store and rob it, he feels like he has to go along or they will hate him.
6. Jodie wants to be an pilot. However, her math and science grades are very poor. She knows she could get better grades if she tried harder, but there is always something more fun to do than homework.
7. Kyle wants his mother to trust him, but twice she caught him sneaking out after curfew and lying about it.



**Which of the above can be changed? Can they gain more internal freedom? If so how?**

| Name of person in scenario | Which components of freedom are involved?<br>(Understanding, Skills, Strength, Emotional Control, Vision, Virtues) | Can this person change?<br>Yes or No? | What would they have to do to succeed? |
|----------------------------|--|---------------------------------------|--|
| Ji                         |  |                                       |  |
| Chris                      |  |                                       |  |
| Tasha                      |  |                                       |  |
| Melanie                    |  |                                       |  |
| Tyrone                     |  |                                       |  |
| Jodie                      |  |                                       |  |
| Kyle                       |  |                                       |  |

Answer Key for Internal Freedom Scenarios

| Name of person in scenario | Note for teacher: What makes this person less free?                      | Which components of freedom are involved? (understanding, skills, strength, emotional control, vision, virtues) | Can this person change? Yes or No? | What would they have to do to succeed?  |
|----------------------------|--|---|------------------------------------|---|
| Ji                         | not knowing the rules or how to play                                     | Understanding/Skills  | Yes                                | learn the rules and study the game  |
| Chris                      | shyness and fears  | Skills/Strength/Virtue  | Yes                                | learn to overcome his shyness and fears (this takes time and relates to self-esteem as well)  |
| Tasha                      | lack of the natural skills   | Skills  | No                                 | While she can improve, she lacks the natural skills to become a professional singer. However, she can apply her enthusiasm to other activities and excel.   |
| Melanie                    | that no one in her family has gone to college                            | Vision/Strength   | Yes                                | She can break out of the mindset that things can't change for the better (that's her internal NO). The fact that no one in her family has gone to college does not mean it is impossible for her. She needs to make a plan and work to make that plan happen. |
| Tyrone                     | thinking he doesn't have the strength of character to do the right thing | Strength/Virtue   | Yes                                | It will be difficult, but by exercising strength of character and standing up for what he knows is right, Tyrone can make better choices than his friends and protect his uncle.  |
| Jodie                      | lack of discipline and focus   | Virtue/Strength/Skills  | Yes                                | By exercising the virtue of self-discipline, Jodie can work to apply herself and make her dreams come true.   |
| Kyle                       | not making good choices  | Virtue  | Yes                                | Kyle can work to regain his mother's trust by becoming a trustworthy person. He must choose to be honest and make good choices, and restore the trust he lost by bad choices.   |

# Internal Powers Match

Circle the number in each oval that best fits the definition.



**A**  
taking ownership of and  
being accountable for  
my choices  
6 or 7

**B**  
being committed to  
communicating truth  
4 or 9

**C**  
continuing to  
work and try  
regardless of challenges  
6 or 12

**D**  
valuing others and treating  
them well  
4 or 5

1. Self-control
2. Patience
3. Courage
4. Honesty
5. Respect
6. Hard Work & Perseverance
7. Responsibility
8. Integrity
9. Motivation
10. Trustworthiness
11. Love
12. Wisdom

**E**  
waiting for what is best  
above my desire for  
immediate pleasures  
2 or 10

**F**  
having control over my  
thoughts, words and actions  
1 or 2

**G**  
being loyal,  
dependable  
and reliable  
3 or 10

**H**  
caring deeply about another  
person and putting their best  
interest before mine  
1 or 11

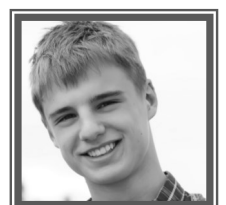
**I**  
doing what is right  
in spite of my fears  
3 or 11

**J**  
making wise choices based  
on the truth  
7 or 12



**K**  
having drive and keeping  
focused on my goals  
8 or 9

**L**  
being the person I claim  
to be, in all parts  
of my life  
5 or 8





Answer Key

# Internal Powers Match

Circle the number in each oval that best fits the definition.



**A**  
 taking ownership of and  
 being accountable for  
 my choices  
 6 or **7**

**B**  
 being committed to  
 communicating truth  
**4** or 9

**C**  
 continuing to  
 work and try  
 regardless of challenges  
**6** or 12

**D**  
 valuing others and treating  
 them well  
 4 or **5**

1. Self-control
2. Patience
3. Courage
4. Honesty
5. Respect
6. Hard Work & Perseverance
7. Responsibility
8. Integrity
9. Motivation
10. Trustworthiness
11. Love
12. Wisdom

**E**  
 waiting for what is best  
 above my desire for  
 immediate pleasures  
**2** or 10

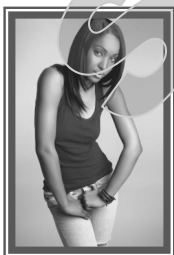
**F**  
 having control over my  
 thoughts, words and actions  
**1** or 2

**G**  
 being loyal,  
 dependable  
 and reliable  
 3 or **10**

**H**  
 caring deeply about another  
 person and putting their best  
 interest before mine  
 1 or **11**

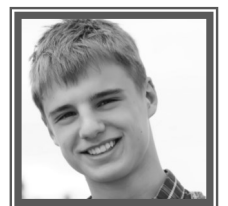
**I**  
 doing what is right  
 in spite of my fears  
**3** or 11

**J**  
 making wise choices based  
 on the truth  
 7 or **12**



**K**  
 having drive and keeping  
 focused on my goals  
 8 or **9**

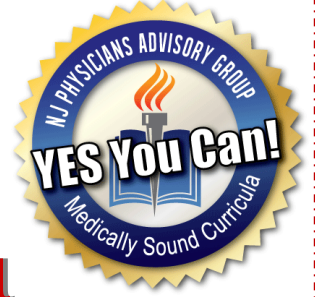
**L**  
 being the person I claim  
 to be, in all parts  
 of my life  
 5 or **8**



## Internal Powers Checkup

How do you rate yourself in each of these internal powers?  
 Circle the number that you think relates to you right now.

| Evaluate yourself:         | 1 = I'm Strong<br>In This Area | 2 = I'm Growing<br>In This Area | 3 = I Need to Work<br>On This |
|----------------------------|--------------------------------|---------------------------------|-------------------------------|
| Self-control.....          | 1                              | 2                               | 3                             |
| Patience.....              | 1                              | 2                               | 3                             |
| Courage.....               | 1                              | 2                               | 3                             |
| Honesty.....               | 1                              | 2                               | 3                             |
| Respect for :              | 1                              | 2                               | 3                             |
| Myself.....                | 1                              | 2                               | 3                             |
| Others.....                | 1                              | 2                               | 3                             |
| Hard Work (diligence)..... | 1                              | 2                               | 3                             |
| Perseverance.....          | 1                              | 2                               | 3                             |
| Responsibility.....        | 1                              | 2                               | 3                             |
| Integrity.....             | 1                              | 2                               | 3                             |
| Motivation.....            | 1                              | 2                               | 3                             |
| Trustworthiness.....       | 1                              | 2                               | 3                             |
| Love.....                  | 1                              | 2                               | 3                             |
| Wisdom.....                |                                |                                 |                               |



## Lesson 2

# Freedom to Be You

### Objectives

1. Students will be able to identify the risks of unhealthy decisions, including those involving sexual activity.
2. Students will be able to identify dream robbers, i.e., those things that have the power to change a future.

### Overview of Lesson

- A. Introduction
- B. “All Tied Up With a Life Yet to Live” Activity
- C. “The American Dream” Dramatization
- D. **Dream Sheet** handout
- E. Broomstick Demonstration

### Materials

- Copies of the following:
    - **Dream Sheet** worksheet (pg. 2-N)
    - **Parent Message Board** worksheet
  - Yarn (at least 8 yards)\*
  - Broom (straight-edged, not angled)\*
  - Props for The American Dream activity:
    - Two different stuffed animals to serve as babies
    - Wedding veil
    - Tie
    - Engagement ring
    - Light bulb\*
    - Thermometer (or stethoscope)\*
    - Tool an electrician would use (e.g. screwdriver)\*
    - Textbook\*
    - Keys\*
    - Fast food bag (e.g. McDonald’s, Burger King)\*
    - Two diplomas (two rolled up papers, each secured with a rubber band or ribbon)\*
    - Large sign that says AIDS on one side and STD/STI on the other (page 2-L)
    - House Deed (page 2-M)
- \*Items not supplied with the curriculum.**

### Advance Preparation

- Copy the worksheets for each student, (the **Parent Message Board** is to be sent home).
- Assemble props for “The American Dream” dramatization



## Lesson 3

# Freedom to Love, Part A

### Objectives

1. Students will be able to identify the foundations of friendship.
2. Students will be able to identify the qualities of a lifetime commitment that make it different from other relationships.

### Overview of Lesson

- A. Introduction
- B. Blindfold Activity
- C. The Qualities of Friendship
  1. Friendship Foundations worksheet
  2. Friendship Quotations handout
- D. Marriage and Lifetime Commitments as Special Friendships

### Materials

- Blindfold (or a swatch of material)
- Copies of the following (can be double-sided):
  - Friendship Foundations worksheet (pg. 3-H)
  - Friendship Quotations handout (pg. 3-I)
- Two different color sheets of construction paper
- Adhesive Roller or Glue

### Advance Preparation

- Copy the worksheet and handout for each student.
- Cut identical hearts out of the colored construction paper, approximately 8 ½” x 11.”



## Lesson 4

# Freedom to Love, Part B

### Objectives

1. Students will be able to identify factors that enhance and sustain loving, healthy relationships.
2. Students will be able to differentiate between love, sexual attraction, and infatuation.
3. Students will be able to identify characteristics of unhealthy relationships and develop strategies to end them.
4. Students will be able to identify standards for healthy dating situations.

### Overview of Lesson

- A. Introduction
- B. Heart Puzzle Activity
  1. A Healthy Heart
  2. A Heart Less Free to Love
- C. Sex and Love Overview  
*Sometimes Sex and Love Get All Mixed Up* handout
- D. Healthy Dating  
*Tips for Making Healthy Choices* handout
- E. *YES You Can...Experience True Freedom!* Quiz 1

### Materials

- Copies of the following:
  - *Sometimes Sex and Love Get All Mixed Up* handout (pg. 4-I)
  - *Tips for Making Healthy Choices* handout (pg. 4-J)
  - *YES You Can...Experience True Freedom! Quiz 1* (pgs. 4-K & 4-L)
- Pastel Healthy Heart Puzzle Poster (left whole)
- 14 red overlay puzzle pieces, four dark overlay puzzle pieces (to be cut out)
- Adhesive

### Advance Preparation

- Copy handouts and quiz for each student.
- Cut all of the red pieces and dark pieces of the puzzle out of the vinyl.
- Hang the pastel Healthy Heart Puzzle Poster in the front of the classroom.
- Apply several pieces of adhesive to each puzzle piece on the pastel poster. Note: the four puzzle pieces on the poster that should have extra adhesive are: resisting temptation, unconditional/always true, wanting the best for another, being considerate of another.
- Apply adhesive to the back of the four dark pieces.



## Lesson 5

# Freedom and Responsibility



### Objectives

1. Students will be able to describe the different stages of fetal development.
2. Students will be able to identify the signs and symptoms of pregnancy and proper pregnancy care.
3. Students will be able to identify the risks of alcohol, smoking and drugs to pregnancy health.
4. Students will be able to analyze the role of the father in pregnancy and parenting decisions.

### Overview of Lesson

- A. Introduction
- B. Overview of Fetal Development
  1. **Fetal Development Quiz** worksheet
  2. Fetal Development Presentation
    - a. Stages of Fetal Development cue cards
    - b. **Fetal Development Review** worksheet
- C. Overview of Pregnancy
  1. Pregnancy Health
  2. Pregnancy and Alcohol
  3. Pregnancy and Smoking
- D. Men, Fatherhood and Pregnancy
  1. Dave's Story

### Materials

- Copies of the following:
  - **Fetal Development Quiz** (double-sided) (pgs. 5-J & 5-K)
  - **Fetal Development Review** worksheet (pg. 5-L)
- Fetal development drawings and descriptions

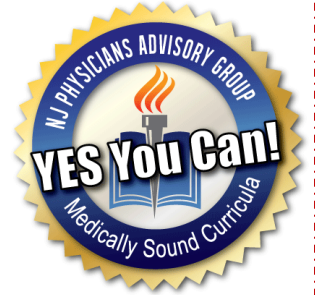
### Advance Preparation

- Copy the quiz and worksheet for each student.
- Assemble fetal development cue cards (pgs. 5-Q through 5-X) by attaching each description (pgs. 5-N through 5-P) on the back of the corresponding drawing. Optional: use plastic sheet protector.



## Lesson 6

# Freedom and Consequences



### Objectives

1. Students will be able to list the six major sexually transmitted diseases (STDs), their symptoms, and the short and long-term consequences of acquiring these diseases.
2. Students will be able to state the difference between a sexually transmitted infection and a sexually transmitted disease.
3. Students will be able to identify the difference between risk reduction and risk elimination.
4. Students will be able to identify the risks of sexual activity with multiple partners.

### Overview of Lesson

- A. Introduction
- B. Risk Exposure
  1. STD/STI Chip Activity
  2. Risk Exposure Poster
- C. STD/STI Information
  1. STD/STI Explanation of Terms
  2. **STD/STI Fact Sheet** worksheet
  3. STD/STI Description Cards
- D. Sex is Not a Game DVD (11 minutes)
- E. Safe Sex – Evaluating Risk
  1. Condoms and Pregnancy
  2. Condoms and STDs/STIs

### Materials

- Copies of the following:
  - **STD/Fact Sheet** worksheet, **Parent Message Board** handout
- Plastic Chips
- Risk Exposure Poster
- Paper or non-transparent bag for plastic chips
- DVD: Sex is Not a Game
- STD/STI Description Cards

### Advance Preparation

- Prepare chips for the classroom activity:
- Assemble double-sided STD/STI Description Cards



## Lesson 7

# Limits to Freedom

### Objectives

1. Students will be able to describe the impact of drugs and alcohol on good decision-making.
2. Students will be able to develop strategies to cope with peer pressure related to alcohol and drugs.
3. Students will be able to identify risks associated with rape and strategies to prevent it.

### Overview of Lesson

- A. Introduction
- B. Under the Influence Activity
- C. *Say What?* handout
- D. Date/Acquaintance Rape Discussion
  1. Kelly's Story
  2. *Respect and Protect* handout

### Materials

- *Under the Influence* Glasses
- Copies of the following:
  - *Say What?* handout (pg. 7-J)
  - *Respect and Protect* handout (pg. 7-L)
- Thin masking tape or painter's tape

### Advance Preparation

- Copy handouts for each student.
- Using the tape, create a path on the classroom floor approximately 4' x 4' in the shape of the number "2" for the Under the Influence Activity.





## Lesson 8

# Freedom and Choices

### Objectives

1. Students will be able to discuss how certain dating practices and behaviors increase sexual pressure.
2. Students will be able to develop personal limits and strategies to resist sexual pressure.
3. Students will be able to discuss alternatives to sexual activity in dating relationships.

### Overview of Lesson

- A. Introduction
- B. Planning Ahead
  1. Chair Demonstration
- C. Making and Maintaining the Best Choice
  1. Getting To Know You Group Activity
  2. Saying “No” handout
  3. **Setting My Boundaries** worksheet
- D. Looking To the Future
  1. **You -Turns** handout
  2. A Personal Stand
- E. *YES You Can...Experience True Freedom!* quiz

### Materials

- Chair (free standing)
- Card stock or sheets of blank printable business cards
- Copies of the following:
  - **Getting To Know You** worksheet (pg. 8-G)
  - **Saying NO** handout (pg. 8-H)
  - **Setting My Boundaries** worksheet (pg. 8-I)
  - **You -Turns** handout (pg. 8-J)
  - **My Decision Card** (pg. 8-K)
  - **Parent Message Board**
  - *YES You Can...Experience True Freedom!* Quiz 2 (pgs. 8-L & 8-M)

### Advance Preparation

- Copy handouts and worksheets for each student plus a personal stand card, and the **Parent Message Board** (double sided) to be sent home.
- Bring a chair to the front of the classroom.
- Copy the decision sheet on card stock or business card sheets and cut into individual cards.

# Lesson 9

# Contraception



## Objectives

1. Students will be able to compare and contrast methods of contraception and factors that may influence their use.
2. Students will be able to describe the potential impact of hormonal contraception within the female reproductive system.
3. Students will be equipped to thoughtfully evaluate the use of contraception.

## Overview of Lesson

- A. Introduction
- B. Birth Control Methods
  1. Barrier Methods
  2. Hormonal Methods
- C. Contraceptive Overview
  1. **Three Common Birth Control Methods** worksheet
- D. Contraception and the Five–Dimensions of the Human Person

## Materials

- Copies of the following:
  - **Three Common Birth Control Methods** worksheet (pg. 9-E)

## Advance Preparation

- Copy the worksheet for each student.\

Purchase the *YES You Can...Experience True Freedom!* 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 Middle 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.



# Alcohol, Drugs & Sex

The combination of substance use with sexual decision making creates a dangerous situation ripe for bad outcomes.

Distortion goggles are needed for this lesson and will offer students the opportunity to personally experience a simulated impact of being “under the influence” that closely mirrors reality. Guided discussion points cover physical effects, impairment of moral judgment and a lowering of inhibitions with substance use. Students are cautioned that not only illegal street drugs are dangerous but also prescription drugs that are intended for another person.

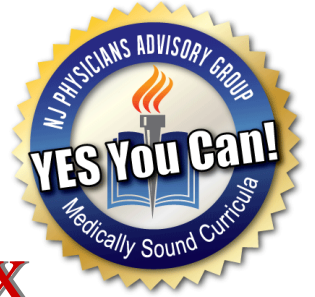
A situational story is read. With a worksheet, students are empowered to rewrite the story by recognizing opportunities as they occur and providing healthier choices. They will conclude that making smart decisions in life gives them power to change disastrous endings.

The Respect and Protect handout provides nine (9) important tips on protection from drugs involving date or acquaintance rape. Students will be educated on what to do if a victim of a date rape drug and additional things that will help in keeping them safe.

**I'm Interested**

Cost: \$25.00 if your school already owns distortion goggles  
\$92.00 if distortion goggles are needed

If purchased, distortion goggles will be mailed - shipping included.



# Alcohol, Drugs & Sex

## Objectives

After completing the lesson, students will be able to:

1. distinguish the impact of drugs and alcohol on good decision-making
2. create strategies to cope with peer pressure related to alcohol and drugs
3. reference some risks associated with rape and strategies to prevent it

## Overview of Lesson

- A. Introduction
- B. Under the Influence Activity
- C. **Say What?** handout
- D. Date/Acquaintance Rape Discussion
  1. Kelly's Story
  2. **Respect and Protect** handout

## Materials \*Items supplied with the module.

- *Under the Influence* Glasses\*
- Copies of the following:
  - **Say What?** handout
  - **Respect and Protect** handout
- Thin masking tape or painter's tape

## Advance Preparation

- Copy handouts for each student.
- Using the tape, create a path on the classroom floor approximately 4' x 4' in the shape of the number "2" for the Under the Influence Activity.

# Contraception



Because sexual activity is a very significant act between two people, students will understand that when people become sexually active, they have entered the realm of adult behavior and with it comes great responsibility.

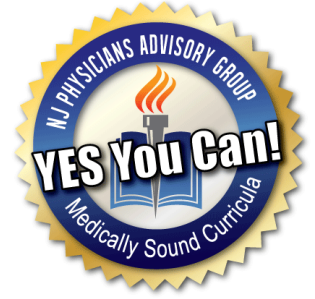
Using the Barrier and Hormonal Contraceptives worksheet, three (3) common methods of birth control will be studied; the male and female condom, the vaginal ring and the birth control pill. With each method, students will learn the commonly referenced percent of women experiencing pregnancy in the 1st year of typical use; whether or not the method protects against sexually transmitted diseases and if so, to what degree (percentage); and they will review side effects.

Through classroom discussion, the concept of birth control use will be assessed and it's impact on each aspect of today's adolescent (i.e., physical, mental, emotional, social and spiritual/moral).

**I'm Interested**

Cost: \$25.00





# Contraception

## Objectives

After completing the lesson, students will be able to:

1. compare and contrast methods of contraception and factors that may influence their use.
2. describe the potential impact of hormonal contraception within the female reproductive system.
3. quantify the use of contraception.

## Overview of Lesson

### A. Introduction

- B. Birth Control Methods
1. Barrier Methods
  2. Hormonal Methods

### C. Contraceptive Overview

1. **Three Common Birth Control Methods** worksheet

### D. Contraception and the Five–Dimensions of the Human Person

## Materials

- Copies of the following:
  - **Three Common Birth Control Methods** worksheet

## Advance Preparation

- Copy the worksheet for each student.



# Dating and Setting Boundaries

Through a guided activity, a student volunteer will be observed by the class as they demonstrate the importance of determining personal limits, setting boundaries and planning ahead.

To reinforce the ability to distinguish safe activities that will not lead to physical closeness, small student groups will be challenged to create scenarios where they will be protected from temptation while still having fun with someone.

The intent of the first worksheet is to focus students on the basics of getting to know each other which is followed by an activity that illustrates setting personal physical limits. The second worksheet helps them reinforce their ability to stand their ground when the pressure is on. Students will determine where they will and will not go and what they will and will not do in order to remain safe from unguarded impulses.

A story is read providing a situation where someone needs to apply the principles that have just been learned. That is followed by the opportunity for students to privately consider the ability they have within themselves to make a commitment “from this day forward.” A commitment meant to help them protect themselves physically and emotionally by avoiding sexual involvement at this time in their lives.

Available to distribute as a take home page is a Parent Message Board providing some fundamental parenting principles.

**I'm Interested**

Cost: \$25.00

This material covers 50-60 minutes.



# Dating and Setting Boundaries

## Objectives

After completing the lesson, students will be able to:

1. analyze how certain dating practices and behaviors increase sexual pressure.
2. construct personal limits and strategies to resist sexual pressure.
3. propose alternatives to sexual activity in dating relationships.

## Overview of Lesson

### A. Introduction

### B. Planning Ahead

1. Chair Demonstration

### C. Making and Maintaining the Best Choice

1. Getting To Know You Group Activity
2. Progression Card Activity
3. Saying “No” handout
4. **Setting My Boundaries** worksheet

### D. Looking To the Future

1. **You -Turns** handout
2. A Personal Stand

## Materials

- Chair (free standing)
- Card stock or sheets of blank printable business cards
- Copies of the following:
  - **Getting To Know You** worksheet
  - **Saying NO** handout
  - **Setting My Boundaries** worksheet
  - **You -Turns** handout
  - **My Decision Card**
  - **Parent Message Board**



# Pregnancy and Fetal Development

The introduction to this lesson is an entertaining “pregnancy quiz” with multiple choice, mostly tongue-in-cheek answers. Through this quiz, students will be exposed to information such as: hair color is determined at conception, premature birth and viability and the impact of maternal smoking.

On a worksheet, students record specific benchmarks regarding fetal development as volunteer students use the sequenced fetal growth diagrams supplied to provide the needed information. Some topics covered: What is determined at contraception, when implantation occurs, developmental highlights at one month, two months, three months, four months, five to six months and seven to nine months.

Topics discussed under pregnancy health are: necessity of proper diet, doctor oversight of all medications, recommended exercise, avoidance of all smoking and alcohol use.

A story from the male perspective captivates the entire class and follows with a discussion on the emotional impact to that young man’s life.

**I’m Interested**

Cost: \$25.00



# Pregnancy and Fetal Development

## Objectives

After completing the lesson, students will be able to:

1. critique the different stages of fetal development.
2. restate the signs and symptoms of pregnancy and proper pregnancy care.
3. identify the risks of alcohol, smoking and drugs to pregnancy health.
4. identify the role of the father in pregnancy and parenting decisions.

## Overview of Lesson

- A. Introduction
- B. Overview of Fetal Development
  1. **Fetal Development Quiz** worksheet
  2. Fetal Development Presentation
    - a. Stages of Fetal Development cue cards
    - b. **Fetal Development Review** worksheet
- C. Overview of Pregnancy
  1. Pregnancy Health
  2. Pregnancy and Alcohol
  3. Pregnancy and Smoking
- D. Men, Fatherhood and Pregnancy
  1. Dave's Story

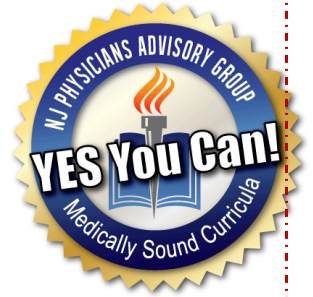
## Materials

- Copies of the following:
  - **Fetal Development Quiz**
  - **Fetal Development Review** worksheet
- Fetal development drawings and descriptions

## Advance Preparation

- Copy the quiz and worksheet for each student.
- Assemble fetal development cue cards by attaching each description on the back of the corresponding drawing. Optional: use plastic sheet protector.

# Pressures, Decisions and Freedom



Three puzzles are provided to three (3) groups of students for a race to completion. This activity illustrates the importance of setting goals and formulating plans to accomplish those goals.

Students will develop and share their own definition of freedom. They will then recognize the need to expand that definition from merely the absence of rules or controlling forces that are outside of themselves to include the internal limits we put on ourselves that hold us back from experiencing more of life.

In order to identify and overcome internal obstacles, students will recognize the necessary components they need to begin developing their own Internal Freedoms: Increased Understanding, Building Skills, Reinforcing Character, Emotional Control, Establishing a Vision and the Strength of Virtue, Then seven (7) scenarios are provided and students determine which elements are needed to overcome the hindrances to personal success.

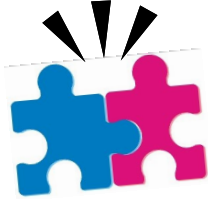
Students are given the opportunity to clarify for themselves the definitions of 12 positive character traits. The lesson concludes with students receiving a worksheet for personal self-reflection that is not to be shared, containing 13 attributes of good character. They will individually rate themselves as either Being Strong, In the Process of Growing or Needing to Work on each attribute.

Having a vision for the future, leads them to where they want to go and helps them to establish a plan for what they want to accomplish with their lives. Strengthening their character will give them the freedom to make this a reality,

**I'm Interested**

Cost: \$36.00

Includes 3 puzzles (to be mailed - shipping included).



# Pressures, Decisions and Freedom

## Objectives

After completing the lesson, students will be able to:

1. define freedom and understand that true freedom has both internal as well as external forces.
2. identify and discuss six components of internal freedom.
3. identify and define twelve internal powers (virtues).
4. analyze the internal and external pressures to become sexually active and connect good sexual decision-making to true freedom.

## Overview of Lesson

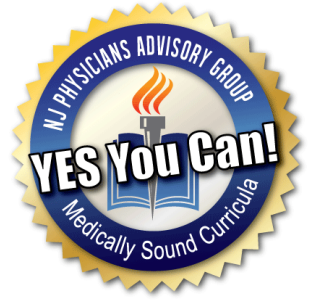
- A. Introduction
- B. Freedom Puzzle Activity
- C. The Meaning of Freedom
  1. Freedom handout
  2. Internal Freedom Scenarios handout
- D. Internal Powers Overview
  1. Internal Powers Match handout
  2. Internal Powers Checkup handout
- E. Sex, Freedom and Character Overview

## Materials \*Items supplied with the module.

- Three puzzles in boxes\*
- Copies of the following:
  - Freedom/Internal Freedom Scenarios handout
  - Internal Powers Match/Internal Powers Checkup handout

## Advance Preparation

- Copy handouts for each student, and the Parent Message Board to be sent home.



# Relationships: Healthy Now, Healthy Later

Student volunteers involved in two classroom enactments, demonstrate that decisions made in the teen years, will be reflected later in life; good choices most often produce good outcomes and poor choices are often reflected in future heartache and regret.

Scenario #1 portrays a middle school student who, as they mature, receives greater freedom to make their own decisions - or mistakes as it turns out. Through one poor decision after another, the class views the hindrances created when the student is “All tied up with a life yet to live.”

Scenario #2 involves the love story of a couple who has attained the “American Dream,” they seem to have it all! After their roadmap to success is reviewed and appreciated, their story will be revisited substituting poor decisions and a changed outcome dramatically demonstrating how today’s choices impact tomorrow. But...the story is revisited again and that successful couple was found to have experienced this very lesson and they did set personal boundaries and did make wise choices so their American Dream is restored in front of the class.

Focusing on the future and reaching dreams is then accentuated with a broom demonstration, showing the short-sightedness of being absorbed with the instant gratification of the here and now.

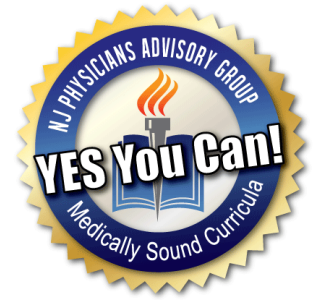
A worksheet provides students the opportunity to propose what relationships, achievements and possessions they would like to have at age 18, age 25 and age 35. Through an included take-home Parent Message Board, parent/child discussion is promoted as parents list their dreams and goals for them and their family’s future.

**I’m Interested**

Cost: \$36.00

Includes teddy bear babies, mock wedding veil, mock engagement ring and man’s tie (to be mailed - shipping included).





# Relationships: Healthy Now, Healthy Later

## Objectives

After completing the lesson, students will be able to:

1. identify the risks of unhealthy decisions, including those involving sexual activity.
2. summarize dream robbers, i.e., those things that have the power to change a future.

## Overview of Lesson

- A. Introduction
- B. “All Tied Up With a Life Yet to Live” Activity
- C. “The American Dream” Dramatization
- D. **Dream Sheet** worksheet
- E. Broomstick Demonstration

## Materials \*Items supplied with the module.

- Props for The American Dream activity:
  - Two stuffed animals to serve as babies\*
  - Wedding veil\*
  - Tie\*
  - Mock engagement ring \*
  - Tool an electrician would use (e.g. screwdriver)
  - Fast food bag (e.g. McDonald’s, Burger King)
  - Two diplomas (two rolled up papers, each secured with a rubber band or ribbon)
  - Textbook
  - Keys
  - Light bulb
  - Thermometer (or stethoscope)
  - House Deed\*
  - Large sign that says AIDS on one side and STD/STI on the other\*
- Copies of the following:
  - **Dream Sheet** worksheet
  - **Parent Message Board** worksheet
- Yarn (at least 8 yards)
- Broom (straight-edged, not angled)

## Advance Preparation

- Copy the **Parent Message Board** worksheets for each student, (to be sent home)
- Assemble props for “The American Dream” dramatization.

# Relationships, What's the Difference?



Using a blindfold demonstration, students will observe and discuss the impact of communication, trust and compassion in human relationships. Following that, the class will grade how well the participants did via a 1-10 ranking in each category.

A worksheet is the springboard into discussion of the antecedents necessary to build strong friendships. Students learn that common interests are the initial catalyst for friendships but deeper relationships form with the sharing of common values, e.g. respect, honesty, true concern.

The classroom conversation will expand to include the deepening of some friendships that do develop into love. A visual of paper hearts glued together, demonstrates the bonding of true love. Expounding upon that, the topics of commitment, emotional bonding, responsibility, exclusivity and the life-giving properties that most intimate relationships offer is covered.

As always, with personal or guarded topics, the *YES You Can!* curricula is sensitive, offering encouragement to those who may need it, emphasizing that we learn from the past and need to be open to new positive possibilities in the future.

Friendship quotes throughout history, bring the class a final emphasis.

**I'm Interested**

Cost: \$25.00



# Relationships, What's the Difference?

## Objectives

After completing the lesson, students will be able to:

1. critique the foundations of friendship.
2. identify the qualities of a lifetime commitment that make it different from other relationships.

## Overview of Lesson

- A. Introduction
- B. Blindfold Activity
- C. The Qualities of Friendship
  1. Friendship Foundations worksheet
  2. Friendship Quotations handout
- D. Marriage and Lifetime Commitments as Special Friendships

## Materials

- Blindfold (or a swatch of material)
- Copies of the following (can be double-sided):
  - Friendship Foundations worksheet
  - Friendship Quotations handout
- Two different color sheets of construction paper
- Double-sided tape or glue

## Advance Preparation

- Copy the worksheet and handout for each student.
- Cut identical hearts out of the colored construction paper, approximately 8 ½" x 11."



# Sexting

The class begins with students understanding the definition of sexting. Through a dramatization read by the teacher, students realize the consequences and complexity of sexting.

A worksheet and classroom discussion help students understand how they can support a friend who has been involved in a sexting incident. Students are encouraged to look at the scenario from the aspect of being involved (as if they were one of the characters in the story) and what kind of support one would imagine they would need. They are also urged to view the scenario from the vantage point of being the friend of someone involved and how they can use their good character to encourage and support a friend through such a devastating mistake.

**I'm Interested**

Cost: \$25.00



# Sexting

## Objectives

After completing the lesson, students will be able to:

1. explain the definition of sexting.
2. respond to tell a story that deals with the consequences of sexting.
3. analyze how students can support a friend who has been involved in a sexting episode.

## Overview of Lesson

- A. Introduction
- B. Sexting
  1. Gia's Story
  2. What Comes Next?
- C. What Would You Do?



## Advance Preparation

Be aware of:

- your school/district policies regarding sexting,
- of what your state laws are regarding sexting. The sexting laws in each state are developing as this problem becomes more rampant. If you intend to discuss the sexting law, check to see what the latest is according to your state.



# Sometimes Sex and Love Get All Mixed Up

Students explore why a “whole hearted” person is more likely to have healthy love relationships by identifying and analyzing the most important qualities of good relationships.

The Healthy Heart Puzzle poster is displayed and students populate the heart with 13 attribute puzzle pieces that are necessary in a healthy relationship. The importance of each puzzle piece, the attribute on it and its definition are discussed by the students.

Four aspects of a healthy relationship are then overshadowed and discussion ensues regarding relationships that either neglect or are without these important attributes. Students determine how important each aspect is and if a relationship would have the ability to flourish without it.

Following that, the “Sometimes Sex and Love Get All Mixed Up” handout is reviewed which illuminates the difference in what you might hear someone say as opposed to their true motive.

A handout entitled, “Tips for Making Healthy Choices” is the culmination of the lesson with 15 thought-provoking suggestions that cover topics like: the key to romance, avoiding areas of temptation and not settling for substitutes and counterfeits in relationships,

**I’m Interested**

Cost: \$43.00

Includes heart posters (to be mailed - shipping included).



# Sometimes Sex and Love Get All Mixed Up

## Objectives

After completing the lesson, students will be able to:

1. identify factors that enhance and sustain loving, healthy relationships.
2. differentiate between love, sexual attraction, and infatuation.
3. recognize characteristics of unhealthy relationships and develop strategies to end them.
4. assess standards for healthy dating situations.

## Overview of Lesson

### A. Introduction

### B. Heart Puzzle Activity

1. A Healthy Heart
2. A Heart Less Free to Love

### C. Sex and Love Overview

**Sometimes Sex and Love Get All Mixed Up** handout

### D. Healthy Dating

**Tips for Making Healthy Choices** handout

## Materials \*Items supplied with the module.

- Copies of the following:
  - **Sometimes Sex and Love Get All Mixed Up** handout
  - **Tips for Making Healthy Choices** handout
- Pastel Healthy Heart Puzzle Poster\* (left whole)
- 14 red overlay puzzle pieces\*, four dark overlay puzzle pieces (to be cut out)
- Adhesive

## Advance Preparation

- Copy handouts for each student.
- Cut all of the red pieces and dark pieces of the puzzle out of the vinyl.
- Hang the pastel Healthy Heart Puzzle Poster in the front of the classroom.

# STDs/STIs



This lesson begins with students being encouraged to greet each other in a social way and then sit down. Students will have selected an item that they will soon come to understand represents that they may have contracted a sexually transmitted disease. The connection is made for them that early sexual activity carries the strong potential that a disease may be contracted. This understanding is reinforced while the accompanying risk exposure poster is displayed and discussed.

The new 12-minute, 2016 version of the Sex Is Not A Game DVD is shown followed by discussion covering topics such as: If sex is a game, does that mean someone loses?, the spread of disease through intimate behaviors prior to intercourse, the importance of STD testing and reinforcement that avoiding or moving away from early sex is the healthiest choice in the adolescent years.

Students will populate an STD/STI worksheet by labeling 7 common STDs/STIs as bacterial, viral or parasitic, followed by the individual symptoms, treatment and long-term effects as that information is shared.

Condom effectiveness is reviewed for HIV, several additional STDs/STIs and pregnancy. Optional disease photos are available that are separated into individual male and female pages.

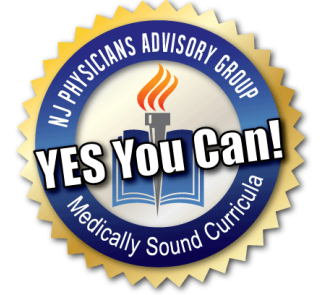
A Parent Message Board page to be taken home is included for this lesson.

**I'm Interested**

Cost: \$54.00

Includes Risk Exposure Poster and *Sex Is Not a Game* DVD downloadable





# STDs/STIs

## Objectives

After completing the lesson, students will be able to:

1. categorize the six major sexually transmitted diseases (STDs), their symptoms, and the short and long-term consequences of acquiring these diseases.
2. quantify the difference between a sexually transmitted infection and a sexually transmitted disease.
3. identify the difference between risk reduction and risk elimination.
4. conclude the disease risks that exponentially escalate with multiple sexual partners.

## Overview of Lesson

- A. Introduction
- B. Risk Exposure
  1. Chip Activity
- C. STD/STI Information
  1. STD/STI Explanation of Terms
  2. **STD/STI Fact Sheet** worksheet
  3. STD/STI Description Cards
- D. *Sex Is Not a Game* DVD Downloadable (12-minutes)
- E. Safe Sex – Evaluating Risk
  1. Condoms and Pregnancy
  2. Condoms and STDs/STIs

## Materials \*Items supplied with the module.

- Risk Exposure Poster\*
- *Sex Is Not a Game* DVD downloadable\*
- Copies of the following:
  - **STD/Fact Sheet** worksheet
  - **Parent Message Board** handout
- Plastic Chips
- Paper or non-transparent bag for plastic chips
- STD/STI Description Cards