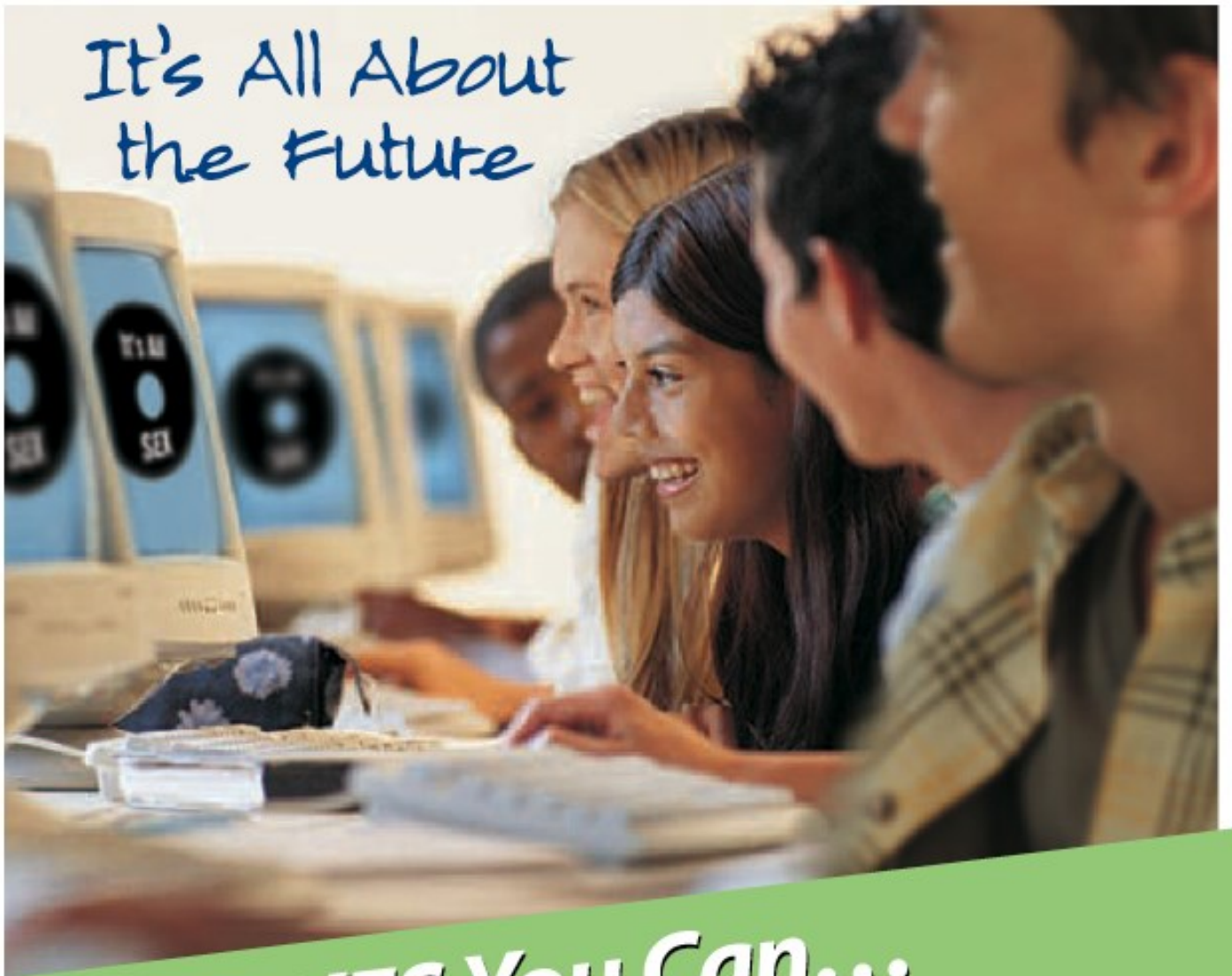


It's All About
the Future



**YES You Can...
Make Smart Choices!**

NJ Physicians  Advisory Group

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

Health and Character Education Level 2



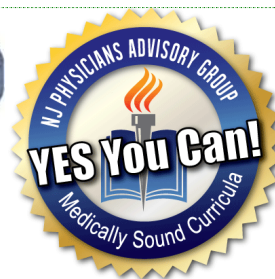
YES You Can...
Make Smart Choices!
Health Curriculum

For High School



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YES You Can... Make Smart Choices!

Level 2 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 educators and parents 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.

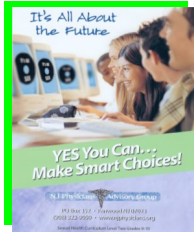
Our teens, more than ever, need us to be honest and directive. As you share information and encouragement, you will make a huge difference in your students' lives. As you show young people the benefits of waiting, remember that parents and teens themselves are eager for this message. Now you have the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

YES You Can...Make Smart Choices! 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
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...Make Smart Choices! ***Level 2 Curriculum***

Lesson 1: **Truth Dare or Consequences**

- Questioning the Assumptions of Popular Culture
- The Importance of Independent Thinking

Lesson 2: **Dare To Be You**

- Good Dares vs. False Dares
- Character, the Center of the Human Person
- Personality Analysis

Lesson 3: **Intimacy**

- Charades All Around Us
- Sex Is Progressive
- Whole Hearted, Hard Hearted, Broken Hearted

Lesson 4: **Relationship Health**

- Your Heart Condition
- Relationship Flags
- Identifying the Benefits of Not Being Sexually Involved
- Quiz, Lessons 1-4

Lesson 5: **Pregnancy**

- Taking the Test – pregnancy scenarios
- Evaluating Personal Risk

Lesson 6: **Sex and Risk**

- Sexual Exposure – how do you rate your risk?

Lesson 7: **What Are We Waiting For?**

- Understanding the Power of Sexual Activity e.g. emotional, physical, social
- Evaluating Benefits of Not Being Sexually Involved or Returning to Inactivity

Lesson 8: **How To Do It**

- Valuing Self and Planning Ahead
- Establishing Personal Limits / Using Refusal skills
- Quiz, Lessons 5-8

Lesson 9: **Optional Contraceptive Lesson**



Lesson 1

It's All SEX

Truth, Dare or Consequences?



Objectives

1. Students will appraise internal and external influences and pressures to become sexually active.
2. Students will consider the lifelong health consequences of sexual decisions.
3. Students will discuss messages from the media and how they influence society.

Overview of Lesson

- A. Introduction
- B. Sex is Not a Game (CD-ROM, opening 1- minute video)
- C. Why Wait? (CD-ROM, selected segments)
- D. Truth: Myths and Media Messages
 1. Positive Reasons for Teen Sex
 2. Positive Reasons for Waiting
- E. Dares
 1. Negative Consequences of Teen Sex
 2. Negative Consequences of Waiting
- F. Consequences
 1. Why Wait? (CD-ROM, selected segments)

Materials

- *It's All SEX* CD-ROM
- Computer
- LCD projector if needed for larger groups
- Markers, ideally five (5) different colors
- Five (5) sheets newsprint or poster board
- Tape or other means of hanging newsprint

Advance Preparation

- Insert CD-ROM into computer and maintain on screen "Are You Ready?"
- Set up projector if necessary.
- Write the headings on each of the four newsprint sheets:
 1. Positive Reasons for Teen Sex
 2. Positive Reasons for Waiting
 3. Negative Consequences of Teen Sex
 4. Negative Consequences of Waiting

**NOTE**

The “Teen Sex: Positives” list, (pg. 1-D) should be saved for reference in Lesson 4, as it is used on pg. 4-C. Ideally, use a different color marker for each list.

A. Introduction

In this lesson, we are going to discuss sex, love and relationships in terms of Truth, Dares and Consequences.

Some teens have had sex and some haven't. If you're one that hasn't, pay good attention; there are things to know! For those who have, you pay good attention too as there are things to know!

In this class we will be using a CD-ROM entitled It's All SEX. We will address the question, "If sex is a game, does that mean somebody loses?"

B. CD-ROM: Sex Is Not a Game



- a. Insert the CD-ROM into the computer and click on “Are You Ready?”
- b. The “Sex Is Not a Game” intro will begin automatically (approximately 1 minute running time).
- c. After the opening video is finished, the Main Menu screen will appear.
- d. The computer volume can be muted or lowered until you are ready to play the next segment.

Discussion



Points:

- *What do you think of her last question? “If sex is a game, does that mean someone loses?”*
- *How true do you think that might be?*
- *Do you think teens view sex as a competition?*
- *How does that impact their character?*
- *After teens have been sexually active, do you think some teens come away from the relationship thinking that it didn't work out well for them?*
- *What percentage of teenagers today do you think are sexually active?*
- *Let's see if we can find a factual answer to that question.*
(This question will be answered in the next segment of the CD-ROM.)



C. CD-ROM: Why Wait?

- Click on the “Why Wait?” button located on the Main Menu screen.
- Let it play for the students until it automatically stops.
- Keep the screen up which says, “**Not us, not now.**”
Do not click “Continue” until instructed later in this class.
- Less than half of all high school teens have had sex!¹ Would you know this from the media? Does it seem as if most teens on television are sexually active? Isn't it interesting that the national statistics are saying something that's contrary to what we are led to believe on T.V. programs, in videos and in movies? We're going to talk more about sex, love and relationships in terms of truth, dares and consequences.*

D. Truth: Myths and Media Messages

As noted by the CD-ROM, throughout history cultures have bought into many different myths that later proved false.



The mass media and pop culture, for example, often promote the people and ideas that make the biggest splash, the most noise, the most radical controversy, NOT necessarily that which is true and worthwhile.

Can you think of any other big ideas that have proven wrong over time?

[Man will never fly.]

[The earth is the center of the universe.]

[Drinking coffee stunts your growth.]

Similarly, society offers a lot of messages about sex that are not necessarily true.



¹ Centers for Disease Control and Prevention, Youth Risk Behavior Surveillance- United States, 2015. Morbidity and Mortality Weekly Review Surveillance Summary 2016;65 (No. SS-6):1–174. www.cdc.gov/mmwr/pdf/ss/ss6104.pdf. Accessed 9-9-16. This surveillance is released every two years on even years containing the prior year's data and can be found on the CDC's website.

1. Sheet #1: Positive Reasons for Teen Sex

Concept:

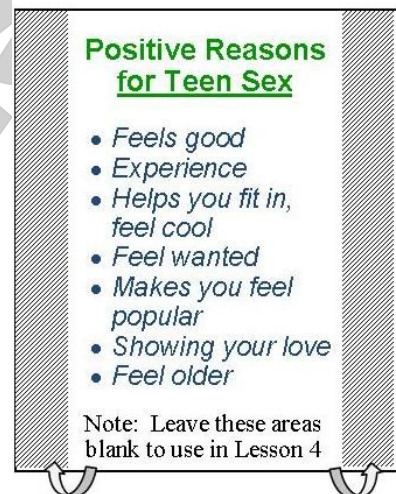
Media often glamorizes the idea of sex outside a committed relationship. Your students will think through the positives and negatives of engaging in sex and in waiting.

Instructions:

- a. Display the first sheet of newsprint that you have titled **Positive Reasons for Teen Sex**.
- b. Invite students to list the reasons why teens have sex and write them on the newsprint. This should be done without censorship and you will not evaluate the reasons given for validity at this time. No reason is off limits, and it isn't assumed that you personally agree with it. However, request that students be respectful by keeping the language clean. Expect that kids may use words like "horny" but tell them to stay away from expletives. Offer that if they don't know a word other than an unsuitable term they can say it quietly to you and you will give them an appropriate alternative.

What are the reasons given to or by teens to have sex? In other words, what are the positive outcomes for teens who have sex?

(This newsprint page is saved for Lesson 4)



NOTE

Some classes will need a little encouragement coming up with ideas. You might offer some of your own (see list) or encourage them to think of reasons they have heard on television, in movies, on the bus, or on the street, etc.

2. Sheet 2: Positive Reasons for Waiting

- a. Display the second sheet of newsprint titled **Positive Reasons for Waiting**.
- b. Invite teens to offer reasons for waiting to have sex. *What are reasons given to or by teens to wait to have sex? In other words, what are the advantages of saving sex for marriage/lifetime commitments?*
- c. Again reserve comment and censor only for language, if necessary.
- d. Compare list #1 and list #2 to see which list has more reasons.

Positive Reasons for Waiting

- Stay healthy
- Feeling proud
- Good reputation
- No regrets or guilt
- No pregnancies
- No emotional damage
- Not the topic of gossip
- Not disrupting life goals
- No drama

If the Positives Reasons for Teen Sex on list #1 are longer, comment:

We have all heard of many reasons to have sex. The pressures are enormous. However, we have heard of fewer reasons to wait. In these classes, we will explore ideas and issues that you may not have thought of or considered before. We'll take a look at reasons to think twice before having sex.

If the Positives Reasons for Waiting on list #2 is longer, congratulate the students:

It's excellent that you are so astute and see the benefits of waiting for sex. We will be talking more about that in these sessions and we will be highlighting additional reasons for waiting.

E. Dares

The speaker in the first video clip asked, "If sex is a game, does that mean someone loses?" What do you think?

What words are used to refer to sex as a game by contemporary culture?

[scores, players, hit it, hit and run]

Sex is marketed as fun and exciting with few, if any, negative consequences. The thing about dares is that they might be appropriate in play, but in real life there are real consequences to weigh. In games you can risk, fight, kill, die, and then hit the reset button and start all over again. In real life, consequences exist away from the game, and often well into the future. If sex is just seen as a competition, all about the conquest, then we're ignoring the negative consequences that mindset will likely cause to one's personal character development.

Discussion



Points:

NOTE

Truth or Dare is a game that most young people are familiar with. If a person chooses “truth,” they are asked a question and they are expected to answer it truthfully, or they choose “dare” and they will be given a challenge to do.

- *How many of you know the game, Truth or Dare?*
- *Who can explain to the class how the game is played?* Ask for a volunteer to explain.
- *What do you think the goal of the game is?*

[manipulating people into sharing intimate information]

[lowering inhibitions and modesty]

[intimidation to do uncomfortable things for the entertainment of others]

- *Truth or Dare is more than just a momentary game because some of the things said and some of the things done have long-term social and life consequences.*
- *How could a game like this lead to sexual, violent or illegal acts?*

[The social pressure created in this game can easily bully a student into doing something they aren't comfortable with or don't want to do.]

- *If teens decided they were not going to do something that is potentially harmful or play a game like Truth or Dare, what could they say that would mean a strong NO to the pressure to play?*

[I'm not doing that. Find someone else to play.]

[You can play but I'm not going to.]

[Nothing you can say is going to change my mind.]

[I don't have to give you a reason why I'm not. I'm just not going to.]

3. Sheet #3: Negative Consequences of Teen Sex

- Display the third sheet of newsprint titled **Negative Consequences of Teen Sex.**
- Invite teens to offer the disadvantages for teens who have sex.
What are the negative consequences of teen sex?
- Record the ideas on the newsprint.

Negative Consequences of Teen Sex

- Diseases
- Risk of pregnancy
- Reputation
- Disappointing parents
- Guilt and regrets
- Sex confused for love
- Getting exposed

4. Sheet #4: Negative Consequences of Waiting

- a. Display the fourth sheet of newsprint titled **Negative Consequences of Waiting**.
- b. Invite teens to offer the disadvantages of waiting. *What are the negative consequences for teens who wait?*
- c. Record the ideas on the newsprint.

Negative Consequences of Waiting

- No experience
- Teased/harassed
- Feel left out
- Feel alone
- Pressure to have sex
- Bullied

Discussion



Points:

- *Reality shows make money off people's pain and exploit problems in relationships. They often encourage bad behavior and focus on the fights and conflicts of their cast members. Sex isn't seen as something that is personal and private. Instead, intimate business is aired for all to see and the conflicts that arise between partners are glorified.*
- Discuss the economic, social, health, and family impact.
 - *What consequences of sexual activity could sexually active teen couples experience in real life?*
 - *1 out of 6 Americans have genital herpes.*¹
 - *40% (39.5%) of girls saying they have had sex were found to have an STD.*²
 - *Males who father a child will pay child support for at least 18 years.*
 - *Teen girls who have babies are:*³
 - *Less likely to finish high school;*
 - *More likely to rely on public assistance;*
 - *More likely to be poor as adults;*
 - *More likely to have children who have poorer educational, behavioral, and health outcomes over the course of their lives than older parents.*
- *It doesn't matter that the media is portraying bad behavior as normal. Regardless of what you may have experienced around you, it is important to remember that you control your life decisions. You should focus on what you want for your future relationship and take steps to achieve it.*
- *In music and the media, how do reality shows portray relationships and what happens when people are involved sexually?*
[Negative consequences, drama, unfulfilling hook ups, heartache]

¹ <http://www.cdc.gov/std/herpes/herpes-factsheet-july-2014.pdf>

² Forhan, SE, et al., *Prevalence of Sexually Transmitted Infections Among Female Adolescents Aged 14 to 19 in the United States*, Pediatrics 2009; 124:1505-1512.

³ Department of Health and Human Services, Office of Adolescent Health, Reproductive Health, Teen Pregnancy and Childbearing Overview, September, 2016. <http://www.hhs.gov/ash/oah/adolescent-health-topics/reproductive-health/teen-pregnancy>. Accessed 9-12-16

F. Consequences

Often, in discussion of sex and consequences, the issues are mostly physical: e.g., pregnancy, AIDS, STD/STIS and the like. But sex affects our whole person.

Healthy decisions involve the health of our WHOLE person including our:

Body (our physical dimension)

Mind (our mental or intellectual dimension)

Heart (our emotional dimension)

Character (our spiritual or moral dimension)

Social Relationships (our family, friends and community dimension)

Our choices about sex affect us not only in terms of consequences we may have to deal with in the present, but also those that will affect us in the future. Who and what we become tomorrow is a result of the choices we make today.

How many of you think that someday you'll look for that special person, the love of your life, the person you will commit yourself to forever? (The majority of students will raise their hand.) For those who raised your hands, let's think for a moment about that person who is currently alive somewhere on the planet.



- *What would you like the character of that person to be like now as a teenager?*
- *How much will it matter to you if the person you will someday commit yourself to is having other sexual partners right now or one or two years from now?*
- *Would you care?*
- *Do you think it will matter to them if you start accumulating sexual partners now?*

1. CD-ROM: Why Wait?



- a. Play CD-ROM through to the end of the “Why Wait?” section.
You will click “Continue” several times until you finish and are back to the Main Menu.

- b. *Why do you think it said “Freedom” at the end of this section? Freedom from what? Freedom to do what?*

[Freedom from regret, diseases, early pregnancies, heartache, big responsibilities]

[Freedom to fulfill your dreams and goals, live without regret, decide your future]



- c. *In life, people tend to experience negative consequences from bad decisions and good consequences from smart choices. So isn't it good to know that if you've made some unhealthy choices in the past about sex, you can decide today to start over?*

- d. *If you've been making good choices about sex, that's excellent! Continue doing so!*

Lesson 2
It's All
Dare To Be You
SEX



Objectives

1. Students will demonstrate and evaluate the use of decision-making skills.
2. Students will identify the different dimensions of the human person.
3. Students will review the impact of social norms and expectations.
4. Students will analyze their own personality profiles.
5. Students will consider the value of character based on core ethical values.

Overview of Lesson

- A. Introduction
- B. Good Dares vs. False Dares
- C. The Five Dimensions of the Human Person
- D. Defining the Center of the Human Person
- E. Personality Profiles

Materials

- Copies of the following:
 - Personality Analysis worksheet (pgs. 2-I & 2-J)
 - Personality Analysis Score Sheet handout (pg. 2-K)
 - Four (4) Personality Types handouts (pgs. 2-L - 2-O)
- Visuals to be placed on the blackboard:
 - Light bulb, exclamations, right and left arm, legs, heart

Advance Preparation

- Copy worksheets and handouts for each person.
- Cut out each of the visuals for the Five Dimensions of the Human Person Discussion.



Lesson 3
It's All
Intimacy
SEX



Objectives

1. Students will discuss how true intimacy is developed in each dimension of the human person.
2. Students will identify the role of physical and emotional intimacy in a committed relationship.
3. Students will identify physically intimate behaviors that put them at risk.

Overview of Lesson

- A. Introduction
- B. Simon Says Activity
- C. Mini-Charades Activity
- D. Intimacy Discussion
 1. What is Intimacy?
 2. Intimate Heart Activity
- E. Sex is Progressive
 1. Romantic Affection vs. Sexual Arousal
 2. Evaluating Limits

Materials

- Two pieces of red construction paper
- Tape
- Black or dark marker
- *It's All SEX* CD-ROM
- Computer
- Projector (for larger groups)

Advance Preparation

- Practice ahead of time the Simon Says activity.
- Cut out two large red paper hearts.
- Insert CD-ROM into computer and when prompted, hit “Esc – Escape.” Click on “How do U Rate” and let play until screen entitled “Sex, It’s a Progressive Thing” appears; leave that on the screen until instructed further.
- Set up projector if necessary.
- Cut apart the Possibility statements (pgs. 3-K & 3-L).

Lesson 4

It's All SEX

Relationship Health



Objectives

1. Students will be able to explain the difference between loving and using.
2. Students will identify how relationship choices now impact one's future ability to give and receive love.
3. Students will recommend strategies to enhance and maintain mature, loving, respectful and healthy relationships.
4. Students will identify signs of unhealthy or abusive relationships.
5. Students will develop strategies to address domestic or dating violence and end unhealthy relationships.

Overview of Lesson

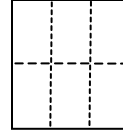
- A. Introduction
- B. Heart Health
 1. Love vs. Using
 2. Discussion of **Teen Sex: Positives** list from Lesson 1
 3. Healthy Heart Activity
- C. Relationship Health
 1. Qualities of Healthy Relationships
 2. Relationship Advice
 3. Relationship Flags Activity
 - o **Relationship Flags** handout
 4. Relationship Abuse
 - o **How To End A Relationship** handout
- C. *YES You Can...Make Smart Choices!* Quiz 1

Materials

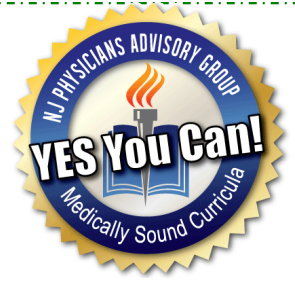
- **Teen Sex: Positives** list created in Lesson 1
- Two 8.5 x 11 pieces of red paper
- Scissors
- Three strips of colored paper: one red, one green and one yellow for each student
- Copies of the following:
 - o **Relationship Flags** handout (pg. 4-O)
 - o **Rape/Date Rape** handout (pg. 4-Q)
 - o **How To End A Relationship** handout (pg. 4-R)
 - o ***YES You Can...Make Smart Choices!*** Quiz 1 (pgs. 4-S & 4-T)

Advance Preparation

- Copy the handouts and quiz for each student.
- Copy the two hearts (pages 4-M, 4-N) on white paper, glue them onto red paper and then cut into heart shape.
- Display the “Teen Sex: Positives” list created in Lesson 1.
- Cut for each student a red, green and yellow piece of paper, each approximately 3 x 5 inches that will serve as their “flags.”



Lesson 5 It's All Pregnancy SEX



Objectives

1. Students will discuss myths regarding pregnancy possibility and prevention.
2. Students will view fetal development in single and multiple pregnancies.
3. Students will analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
4. Students will review pregnancy options.
5. Students will discuss physical, emotional, social, cultural, religious and legal issues related to pregnancy termination.
6. Students will identify refraining from sexual activity as the best way to avoid teen pregnancy.

Overview of Lesson

- A. Introduction
- B. Pregnancy Test Activity
 1. Taking The Test

Materials

- Two large (10" x 12") envelopes
- Scenarios for Positive Test Results Sheets
- 4-D Fetal development photos (pgs. 5-0 to 5-R)
- Pregnancy test clipboard pages (pgs. 5-S to 5-AB)

Advance Preparation

- Label one of the envelopes "Boys' Results" and the other, "Girls' Results."
- Copy the girls' pregnancy test clipboard results on pink paper and the boys' on blue and cut apart (found with the fetal development photo).
- According to the number of students in your class, choose the clipboard test results you need to use and place them in the gender specific envelopes.

The activity in this lesson portrays your students going to the doctor for pregnancy confirmation. The assumption is that these are all sexually active students.

NOTE

Approximately one-third of the pregnancy test results that you use should be positive. **Example:** If a classroom has 30 students (15 boys and 15 girls), ten of the test results selected should be positive (30% of 30 students). The 10 Positive test results selected can be five male and five female scenarios. The remaining 20 test results selected will be negative results consisting of 10 male and 10 female.

Lesson 6 It's All Sex and Risk SEX



Objectives

1. Students will critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
2. Students will identify characteristics of five major STDs.
3. Students will identify refraining from sexual activity as the best way to protect themselves against HIV/AIDS, STDs, and unintended pregnancy.

Overview of Lesson

- A. The Spread of STDs/STIs
 1. Chip Activity
- B. Rate Your Risk
 1. CD-ROM: How Do U Rate?
- C. How Safe is Safe Sex?
 1. CD-ROM: Safe Sex?
 2. Photos of STDs (optional)

Materials

- *It's All Sex* CD-ROM
- Three (3) small individual bags of different variety chips
- Three (3) small labels or pieces of tape that can be written on
- Four (4) disposable drinking glasses
- A clear container that will accommodate the volume from three (3) of the disposable drinking glasses.
- A straw or something to stir with
- Copies of the following:
 - STDs/STIs worksheet (pg. 6-G)
- Photos of STDs/STIs (optional) (pgs. 6-K & 6-L)
- Sexual Risk Exposure Poster (included)

Advance Preparation

- Purchase bags of chips.
- In the ingredients area of each chip bag, place as inconspicuously as possible a small label (or tape) with one of the following words on it: gonorrhea; HPV; herpes.
- Put drinking water in three of the glasses, leaving the fourth glass empty.
- Copy the worksheet for each student.
- CD-ROM preparation: Begin CD-ROM, when prompted hit "Esc – Escape;" maintain on Main Menu screen.

NOTE

Computer music will stop after 3½ minutes or you can mute/lower volume until you are ready to play the segment.

Lesson 7
It's All
**What Are
We Waiting For?**
SEX



Objectives

1. Students will identify the benefits of saving sexual activity for a lifetime commitment.
2. Students will discuss the benefits of refraining from sexual activity, even after the initiation of sexual behaviors.

Overview of Lesson

- A. Introduction
- B. Never Too Late To Make A Change
 1. *Sex Is Not A Game* DVD
- C. The Present Counts Toward the Future
 1. The Gift Box Demonstration
 - a. A Great Gift
 - b. Never Too Late To Make A Change
- D. Benefits of Saving Sexual Activity
- E. Honeymoon Skit

Materials

- *Sex Is Not A Game* DVD (approximately 12-minutes)
- Discussion Questions (pg. 7-K)
- Discussion question sheet included with the *Sex Is Not A Game* DVD
- *It's All Sex* CD-ROM
- Copies of the following:
 - o Benefits of Saving Sex (pg. 7-L)

Advance Preparation

- Be prepared to show a DVD and CD-ROM
- Copy handout (1) for each student.
- Insert CD-ROM into computer and when prompted, hit "Esc - Escape." Click on "How do U Rate?" You can mute the computer and let play for the beginning 20 seconds and pause it when you get to the screen that includes "Our Honeymoon Night."

Lesson 8 It's All How To Do It SEX



Objectives

1. Students will recognize the importance of setting personal boundaries.
2. Students will demonstrate strategies to resist internal and external influences and pressures to become sexually active.
3. Students will evaluate situations and demonstrate refusal skills and assertiveness techniques

Overview of Lesson

- A. Introduction
- B. Activity: Baby, Be My Baby
- C. Strategies for Personal Decision-making
 1. Setting Boundaries
 - a. *Setting My Boundaries* worksheet
 2. Resisting Pressure
 - a. *3 Steps To Resisting The Pressure* handout
 3. Practicing Resistance
- D. Skill Practice: What's Wrong With This Picture?
- E. Making a Thoughtful Decision
- F. *YES You Can...Make Smart Choices!* Quiz 2

Materials

- *It's All SEX* CD-ROM
- Computer
- Projector if necessary for larger groups
- Copies of the following:
 - *Setting My Boundaries* worksheet (pg. 8-K)
 - *3 Steps To Resisting The Pressure* handout (pg. 8-L)
 - *Decision card* for each student (pg. 8-S)
 - *YES You Can...Make Smart Choices!* Quiz 2 (pgs. 8-T & 8-U)
- *What's Wrong With This Picture?* Scenarios (pgs. 8-M to 8-O)
- Stopwatch, timer, or a watch with a second hand

Advance Preparation

- Copy the worksheet, handout and quiz for each student.
- Copy Decision Card sheet (8-S) onto purchased pre-printed business card or plain cardstock and cut/separate into individual cards (one for each student).
- Copy and cut apart the six (6) *What's Wrong With This Picture?* scenarios.
- CD-ROM preparation: Begin CD-ROM, when prompted hit "Esc – Escape;" maintain on Main Menu screen. You can mute/lower the volume until instructed to proceed.

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 possible long-term effects of adolescent sex on one's future and on various dimensions of wellness.

Overview of Lesson

- A. Introduction
- B. Isn't Everyone Doing It?
 1. Balloon Activity
- C. Personal Responsibility
- D. Major Types of Contraception and How They Work
 1. Barrier Methods
 2. Hormonal Methods
 3. Considerations of Using Hormonal Birth Control
- E. Making A Lifestyle Choice



Materials

- One (1) manila envelope
- Two (2) balloons
- Copies of balloon and heart diagrams (pgs. 9-G and 9-H)
- Copies of the following:
 - **Contraceptive Methods** handout (pg. 9-I)

Advance Preparation

- Blow up and tie the two (2) balloons
- Copy and cut apart enough of the heart diagrams (pg. 9-G) for 1/2 of the students in the class plus one (1) additional heart. Have enough copies of the balloon diagram (pg. 9-H) copied and cut apart for the rest of the class. (Example: In a class of 26 students, 14 will have heart cards. 12 will have balloon cards. There should be more hearts than balloons.)
- Copy the handout for each student.

Purchase the *YES You Can...Make Smart Choices!* curriculum

Electronic Download Curriculum

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

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Electronic Download

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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.



Bullying

In this lesson students learn that there are many different forms of bullying. Six types of bullying will be covered: physical, verbal, cyber, sexual, emotional and prejudicial. The message throughout is that bullying is unacceptable in any form and students are given tips of what they can do if they are being bullied or know someone who is being bullied.

Students working in groups will either create a dramatization or write a story to share with the class choosing one of the following types of bullying: verbal, cyber, emotional or prejudicial.

I'm Interested

Cost: \$25.00



Bullying

Objectives

After completing the lesson, students will be able to:

1. recognize what bullying it is, why it is wrong and how to prevent it.
2. dramatize situations and demonstrate helpful skills and assertiveness techniques against bullying.
3. identify different types of bullying.

Overview of Lesson

- A. Introduction
- B. Forms of Bullying
- C. Strategies For Putting An End To Bullying
 1. If You Are Bullied
 2. If You Witness Bullying
 3. If You Are Bullying
- D. Act It Out



NOTE

This lesson has interactive elements. There is no material or advanced preparation necessary.



Contraception

Students are challenged to critically consider the responsibility of sexual activity and birth control use and that being involved in these issues is more complicated for teens than for adults.

A classroom activity involving blown-up balloons provides the backdrop for discussion highlighting that less than half of all high school students have ever had sexual intercourse (CDC, MMWR, YRBS Surveillance Summaries, released every two years). The activity mimics students successfully avoiding involvement in the high-risk behavior of early sexual activity even though some around them are participating in what looks like a fun and entertaining activity. This is followed by classroom discussion on personal responsibility.

The decision to be involved in sexual intercourse needs to be paired with a commitment to birth control. Barrier methods and hormonal methods and how they work are presented. The three changes hormonal methods make in the female reproductive system are described and possible side effects discussed.

A worksheet outlining 9 contraceptive methods covering the possible side effects, risk of pregnancy and if protection is provided against STDs is reviewed with students filling in the missing information as it is presented.

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

I'm Interested

Cost: \$25.00



Contraception

Objectives

After completing the lesson, students will be able to:

1. critique 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. formulate some possible long-term effects of adolescent sex on one's future and on various dimensions of wellness

Overview of Lesson

A. Introduction

B. Isn't Everyone Doing It?

1. Balloon Activity

C. Personal Responsibility

D. Major Types of Contraception and How They Work

1. Barrier Methods
2. Hormonal Methods
3. Considerations of Using Hormonal Birth Control

E. Making A Lifestyle Choice



Materials

- One (1) manila envelope
- Two (2) balloons
- Copies of balloon and heart diagrams
- Copies of the following:
 - **Contraceptive Methods** handout

Advance Preparation

- Blow up and tie the two (2) balloons
- Copy and cut apart enough of the heart diagrams for 1/2 of the students in the class plus one (1) additional heart. Have enough copies of the balloon diagram copied and cut apart for the rest of the class. (Example: In a class of 26 students, 14 will have heart cards. 12 will have balloon cards. There should be more hearts than balloons.)
- Copy the handout for each student.



Media Messages Truth or Myth?

Students reflect on the provocative question, “If Sex Is a Game, Does That Mean Somebody Loses?” Students discern truths about sex, love and relationships as they are discussed in terms of Truth, Dares and Consequences.

Media messages glamorizing casual and/or uncommitted sex will drive the student created list of positives and negative reasons some teens engage in sex and why some wait. The class will investigate the negatives and positives of both participating in early sex and postponing sexual activity. They will also explore the question; “How many of the couples that are having sex on television or in movies experience any of the common disadvantages today’s youth face?”

Ending with a “Reality Check,” students will be apprised of the whole person repercussions of sexual involvement; physical, mental, emotional, spiritual/moral and social.

I’m Interested

Cost: \$25.00



Media Messages Truth or Myth?

Objectives

After completing the lesson, students will be able to:

1. appraise internal and external influences and pressures to become sexually active
2. consider the lifelong health consequences of sexual decisions
3. identify messages from the media and how they influence society

Overview of Lesson

A. Introduction

B. “If Sex Is a Game, Does That Mean Somebody Loses?”

C. Why Wait?

D. Truth: Myths and Media Messages

1. Positive Reasons for Teen Sex
2. Positive Reasons for Waiting

E. Dares

1. Negative Consequences of Teen Sex
2. Negative Consequences of Waiting

F. Consequences

Materials

- Markers, ideally five (5) different colors
- Five (5) sheets newsprint or poster board
- Tape or other means of hanging newsprint

Advance Preparation

- Write the headings on each of the four newsprint sheets:
 1. Positive Reasons for Teen Sex
 2. Positive Reasons for Waiting
 3. Negative Consequences of Teen Sex
 4. Negative Consequences of Waiting



Pregnancy

This activity driven lesson provides response cards for teens from a fictitious “Dr. Arnold.” The doctor’s teaching and guidance spans from basic fetal development and myths about pregnancy prevention to providing visuals of 4-D ultrasound fetal images and the topic of abortion. Through the doctor’s counsel, classroom discussion ensues that highlights pregnancy information; signs and symptoms, needed nutrition, alcohol use and smoking, the responsibly a baby brings and the importance of the father in a child’s life.

Through the fictitious positive pregnancy test results, students learn the impact of drug and alcohol use on judgment, what is healthy and unhealthy for a pregnancy and the fabricated Dr. Arnold cautions those who receive a negative test result to consider their continued participation in risky sexual behavior before they are ready for the consequences it can bring.

This classroom lesson opens the door for countless conversations and offers a great deal of information and sound guidance.

I’m Interested

Cost: \$25.00



Pregnancy

Objectives

After completing the lesson, students will be able to:

1. discuss myths regarding pregnancy possibility and prevention
2. identify single and multiple pregnancies
3. analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child
4. review pregnancy options
5. discuss physical, emotional, social, cultural, religious and legal issues related to pregnancy termination
6. identify refraining from sexual activity as the best way to avoid teen pregnancy

Overview of Lesson

A. Introduction

B. Pregnancy Test Activity

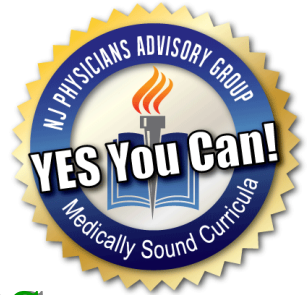
1. Taking The Test

Materials

- Two large (10" x 12") envelopes
- Scenarios for Positive Test Results Sheets
- 4-D Fetal development photos
- Pregnancy test clipboard pages

Advance Preparation

- Label one of the envelopes "Boys' Results" and the other, "Girls' Results."
- Copy the girls' pregnancy test clipboard results on pink paper and the boys' on blue and cut apart.
- According to the number of students in your class, choose the clipboard test results you need to use and place them in the gender specific envelopes.



Qualities of Healthy Relationships

Students are introduced to the concept of authentic love and that choices about sex, love and relationships can hurt or harm our heart health. Through guided conversation students will consider the common temptation to use others in order to make us: more popular, feel good or get something we want.

After creating a list of reasons why teens have sex, students categorize each reason as to whether it is one of selfish desire or for real love.

The Good Time Girl and Good Hearted Guy dramatization explores the concept of recreational sex, serial monogamy and the affected heart. Students will realize that troublesome relationships often exhibit warning signs. The lesson continues by rating via a worksheet with students presenting flag colors, whether a relationship is showing healthy qualities, necessitating caution or is unhealthy and should be ended. The lesson covers relationship abuse and how to end a relationship.

I'm Interested

Cost: \$25.00



Qualities of Healthy Relationships

Objectives

After completing the lesson, students will be able to:

1. demonstrate the difference between loving and using
2. assess how relationship choices now can impact one's future ability to give and receive love
3. formulate strategies to enhance and maintain mature, loving, respectful and healthy relationships
4. differentiate signs of unhealthy or abusive relationships
5. develop strategies to address domestic or dating violence and end unhealthy relationships

Overview of Lesson

A. Introduction

B. Heart Health

1. Love vs. Using
2. Discussion of **Teen Sex: Positives**
3. Healthy Heart Activity

C. Relationship Health

1. Qualities of Healthy Relationships
2. Relationship Advice
3. Relationship Flags Activity; **Relationship Flags** handout
4. Relationship Abuse; **Rape/Date Rape** handout
5. How To End a Relationship; **How To End A Relationship** handout

Materials

- Markers; Scissors; Tape
- A sheet of newsprint or poster board
- Three strips of colored paper: one red, one green and one yellow for each student

Advance Preparation

- Secure the sheet of newsprint or poster board on the wall
- Prepare the red, green and yellow pieces of paper, 3" x 5" to serve as "flags."
- Copy handouts for each student.

Setting Personal Boundaries



Students will learn and practice skills of personal decision making, boundary setting and practicing resistance. Starting with a class activity, students will both observe and participate in an activity that accentuates the importance of knowing your goal and keeping your focus when peer pressure comes.

This lesson reinforces the necessity for personal boundaries to help avoid situations of temptations that comes sometimes from others and sometimes from ourselves. A private worksheet gives students the opportunity to delve into setting their own personal boundaries regarding behavior and physical limits and then to practice boundary affirming skills and assertiveness that will help lead them towards healthy adulthood.

Skill Practice: Presented with negative situational scenarios small groups will dramatize the existing situation and then counter that by determining, through healthy choices and wise strategies a new direction towards success.

I'm Interested

Cost: \$25.00



Setting Personal Boundaries

Objectives

After completing the lesson, students will be able to:

1. recognize the importance of setting personal boundaries
2. demonstrate strategies to resist internal and external influences and pressures to become sexually active
3. evaluate situations and demonstrate refusal skills and assertiveness techniques

Overview of Lesson

- A. Introduction
- B. Activity: Baby, Be My Baby
- C. Strategies for Personal Decision-making
 1. Setting Boundaries
 - a. **Setting My Boundaries** worksheet
 2. Resisting Pressure
 - a. **3 Steps To Resisting The Pressure** handout
 3. Practicing Resistance
- D. Skill Practice: What's Wrong With This Picture?
- E. Making a Thoughtful Decision

Materials

- Copies of the following:
 - **Setting My Boundaries** worksheet
 - **3 Steps To Resisting The Pressure** handout
 - **Decision card** for each student
- *What's Wrong With This Picture?* Scenarios
- Stopwatch, timer, or a watch with a second hand

Advance Preparation

- Copy the worksheet and handout for each student.
- Copy Decision Card sheet onto purchased pre-printed business card or plain cardstock and cut/separate into individual cards (one for each student).
- Copy and cut apart the six (6) *What's Wrong With This Picture?* scenarios.



Sex Is Progressive

Sex is a progressive thing. No one has sex by accident. Through classroom discussion, and realistic life scenarios the progressive nature of intimate behaviors is identified. Students are lead to recognize that romantic affection of hugs and kisses, holding hands or gazing into each other’s eyes help us to connect and feel loved as long as it is sincere. However, when activities begin to excite our passions it becomes harder to turn off sexual desire.

A demonstration accentuates for the class that things we do, things we say or decisions we make can’t be undone easily.

Resisting pressure is difficult to do without a pre-determined plan of knowing exactly where smart boundaries should be. With the stages of progression to intimacy outlined, students will discuss when a personal “stop” sign should be applied to protect, a heart, a reputation and also protect from an STDs/STIs.

I’m Interested

Cost: \$25.00



Sex Is Progressive

Objectives

After completing the lesson, students will be able to:

1. identify physically intimate behaviors that put them at risk
2. relate how all actions have consequences

Overview of Lesson

- A. Introduction
- B. Sex is Progressive
 1. Romantic Affection vs. Sexual Arousal
 2. Evaluating Limits
- C. Setting Boundaries
 1. Toothpaste Activity
- D. Ways To Show You Care



Materials

- Small tube of toothpaste
- Paper plate
- **Ways To Show You Care** handout

Advanced Preparation

- Copy handout for each student.



STDs/STIs

A demonstration begins this lesson with unsuspecting student volunteers demonstrating that most often STDs/STIs are not obvious.

The new *Sex Is Not A Game* Downloadable 12-minute video is included with this lesson and class discussion is lead with the accompanying question guide.

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.

A worksheet providing student fill-in information of five common sexually transmitted diseases is followed by condom effectiveness rates.

I'm Interested

Cost: \$58.00

Includes *Sex Is Not a Game* DVD as a digital download and the Risk Exposure Poster (to be mailed - shipping is included).

STDs/STIs



Objectives

After completing the lesson, students will be able to:

1. critique behaviors that place one at greater risk for HIV/AIDS, STDs,/STIs and unintended pregnancy
2. identify characteristics of five major STDs/STIs
3. differentiate that refraining from sexual activity as the best way to protect themselves against HIV/AIDS, STDs/STIs, and unintended pregnancy

Overview of Lesson

- A. Introduction
- B. *Sex Is Not a Game* DVD Downloadable
- C. The Spread of STDs/STIs
 1. Chip Activity
- D. Rate Your Risk
- E. How Safe Is Safe Sex?

Materials

- *Sex Is Not a Game* DVD
- Discussion Questions (pg. 9)
- Three (3) small individual bags of different variety chips
- Three (3) small labels or pieces of tape that can be written on
- Four (4) disposable drinking glasses
- A clear container that will accommodate the volume from three (3) of the disposable drinking glasses.
- A straw or something to stir with
- Copies of the following:
 - STDs/STIs worksheet (pg. 10)
- Photos of STDs/STIs (pgs. 14 & 15, optional)

Advance Preparation

- Purchase bags of chips.
- In the ingredients area of each chip bag, place as inconspicuously as possible a small label (or tape) with one of the following words on it: gonorrhea; HPV; herpes.
- Put drinking water in three of the glasses, leaving the fourth glass empty.
- Copy the worksheet for each student.



Understand True Intimacy

In this lesson students learn that true intimacy with another person is a deep and important part of a relationship. The “Simon Says” game is played and used to highlight the fact that the body actions of the teacher gave messages that were followed by the class. Students will see that body language gives messages all the time - attitudes and feelings show, sometimes intentionally, other times they are given without realizing it. Student volunteers silently act out charades in front of the class to have them guess and focus on primary emotions.

This sets the stage for the deeper discussion on inappropriate, insincere or dishonest body language. Through a “heart” activity students are brought to the understanding that physical closeness cannot fill the place of missing commitment, exclusivity and/or sincerity.

I'm Interested

Cost: \$25.00



Understand True Intimacy

Objectives

After completing the lesson, students will be able to:

1. distinguish how true intimacy is developed in each dimension of the human person
2. dramatize common emotions connected to feelings
3. identify the role of physical and emotional intimacy in a committed relationship

Overview of Lesson

- A. Introduction
- B. Simon Says Activity
- C. Mini-Charades Activity
- D. Intimacy Discussion
 1. What is Intimacy?
 2. Intimate Heart Activity

Materials

- Two pieces of red construction paper
- Tape
- Marker

Advance Preparation

- Practice ahead of time the Simon Says activity
- Cut out two large red paper hearts
- Cut apart the Possibility statements



Understanding Yourself and Your Personality

Peer pressure can be a very strong force on students. One of the most successful resistance strategies in facing peer pressure and choosing good friends is to have a healthy sense of who you are and what your goals are.

Students learn that the five dimensions of the human person work best together when all aspects are healthy and we allow our character to form the center of our identity. The caricature will be built with the light bulb representing our **Mental** self, the exclamations fit around the bulb to represent our **Emotional** side, the arms represent our **Physical** self, the legs portray us as **Social** beings, and the heart our **Spiritual/Moral** dimension.



The concept of being a complete, and unique person is reinforced through a Personality Analysis handout giving students the opportunity to analyze their own personality type and discover that each personality type has its strengths and weaknesses.

Each person is unique and students are encouraged to think about this information and use it to help understand others better.

I'm Interested

Cost: \$25.00



Understanding Yourself and Your Personality

Objectives

After completing the lesson, students will be able to:

1. identify the different dimensions of the human person
2. review the impact of social norms and expectations
3. analyze their own personality profiles
4. consider the value of character based on core ethical values

Overview of Lesson

- A. Introduction
- B. Good Dares vs. False Dares
- C. The Five Dimensions of the Human Person
- D. Defining the Center of the Human Person
- E. Personality Profiles

Materials

- Copies of the following:
 - Personality Analysis worksheet
 - Personality Analysis Score Sheet handout
 - Four (4) Personality Types handouts
- Visuals to be placed on the blackboard:
 - Light bulb, exclamations, right and left arm, legs, heart

Advance Preparation

- Copy worksheets and handouts for each student.
- Cut out each of the visuals for the Five Dimensions of the Human Person Discussion.



What Are We Waiting For?

To wait or not to wait...that is the question. Through a worksheet, activities and class discussion, this lesson will help students evaluate and discern the importance of the personal decision to initiate sexual activity and how that decision impacts future committed relationships.

Students are encouraged to think about their long range future plans. If they are one of the many students who look forward someday to finding a committed intimate relationship then they can start making healthy decisions in preparation for that now. A “gift box” scenario encourages students to think of themselves as special. No matter what has occurred before today, planning healthy choices now and into the future is the best way to do that.

The Benefits of Saving Sex heart worksheet describes 14 positive reasons for saving sex that are true for someone who has not had sex but can most certainly be claimed by a person who decides to begin waiting now.

I'm Interested

Cost: \$25.00

What Are We Waiting For?



Objectives

After completing the lesson, students will be able to:

1. purpose the benefits of saving sexual activity for a lifetime committed relationship.
2. formulate the benefits of refraining from sexual activity, even after the initiation of sexual behaviors.

Overview of Lesson

A. Introduction

B. To Wait or Not To Wait...

C. The Present Counts Toward the Future

1. The Gift Box Demonstration
 - a. A Great Gift
 - b. Never Too Late To Make A Change

D. Benefits of Saving Sexual Activity

E. Gift Box

1. A Great Gift
2. Never Too Late To Make A Change

F. Honeymoon Skit

Materials

- Adhesive
- Copies of the following:
 - Numbered Result Statements (pgs. 20-24)
 - Hearts (pg. 25)
 - **Benefits of Saving Sex Heart** worksheet (pg. 28)
 - Honeymoon Skit Script (pgs. 17-18)
 - Student Names and Character Numbers for Honeymoon Skit (pgs. 26-27)

Advance Preparation

- Cut out Numbered Result Statements and Hearts and prepare with adhesive.
- Copy the worksheet for each student.
- Copy the Honeymoon Skit Script for those with speaking parts.
- Copy the Student Names and Character Numbers for the Honeymoon Skit. See NOTE on page 2.