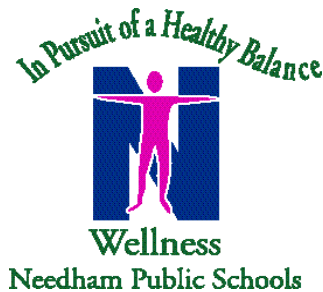


Rvsd January 2017



Sex, Sexuality and Sexual Health

Lesson Goals

- Develop agreements and expectations for creating a safe and comfortable class climate
- Identify a parent/guardian or other trusted adult from whom students can obtain information about sex and sexuality
- Understand the meaning of the terms sex, sexuality and sexual health
- Identify the different sources where teens get information about sex and sexuality
- Assess the reliability of different sources of information about sex and sexuality
- Analyze the difference between adult readiness for sexual behavior and teen readiness
- Talk with a parent/guardian or other trusted adult about dating rules

Terms Used

Abstinence
 Dating
 Sexuality
 Sexual Health
 Trusted Adult
 Values and Beliefs
 Reflection
Intimacy
Biological Sex (male, female, intersex)
Sexuality (gay, lesbian, straight, bisexual, questioning)
Sexual behaviors (masturbation, sexual intercourse, oral sex).

SEL Skills

Self-awareness
 Self-management
 Social awareness
 Communication

Materials: Folders, Journaling Sheet, *How to Start the Talk Yourself* handout, *Sex: Everyone's Doin' It...Not!* DVD and Discussion Sheet.

Family Activity: parent /guardian or other trusted adult to interview about the dating rules they had when they were high school students.

Note to teacher about family homework assignments: The following “*Family Homework Assignments*” are provided to help students initiate important conversations with a parent/guardian or other trusted adult. Below are the titles of the different assignments and the chapters in which they appear. You may assign any one of these assignments in the order in which they appear in the curriculum or at any other time that you feel is appropriate.

Dating Rules

Chapter 1 Sex, Sexuality and Sexual Health

Values about Sex and Sexuality

Chapter 3 The Teenage Brain and Making Responsible Decisions About Sex

Healthy and Unhealthy Relationships

Chapter 4 Healthy and Unhealthy Relationships

Family Activity: Dating Rules

Choose a parent /guardian or other trusted adult to interview about the dating rules they had when they were high school students. During this interview, you will try to get the point of view of an adult about whether and how high-school students should behave in dating and romantic relationships. After this interview, you will be completing an introspective journaling assignment reflecting on your parent/guardian or other trusted adult's point of view. You are welcome to add your own question or alter a question slightly to make it more meaningful.

1. What was dating like when you were a teen? Describe any dating rules that you had to follow in high school that were enforced by your parent or guardian.
2. Did you have to be a certain age before you were allowed to date anyone? Did your parents or guardians explain why?
3. Did you have a curfew when you went out with friends or out with a date? Why or why not?
4. Were you allowed to have a romantic partner over to your house or apartment?
5. How do you think dating has changed from the time you will in high school till now? What implications does this have for me? For us as a family?

Family Homework Assignment: Values about Sex and Sexuality.

Choose a parent/guardian or other trusted adult to interview about values. During this interview, you are trying to understand the values that are important to your family about sex and sexuality. After this interview, you will be doing an introspective journaling assignment reflecting on your parent/guardians or other trusted adult's point of view. Be prepared to discuss the role that values play in making decisions about sex. You are welcome to add your own questions or alter a question slightly to make it more meaningful.

What do our family's values tell us about sex and sexuality?

What do our religious values tell us about sex and sexuality?

What do our cultural values tell us about sex and sexuality?

Explain a little bit about our discussion in class about the mixed messages teens receive from the media (TV, Movies, Magazines). Ask your parent/guardian or other trusted adult if s/he experienced mixed messages when s/he was a teenager? If so, what were they? How did s/he deal with them?

Given our conversation about values and about mixed messages, discuss some specific strategies for abstaining from sexual behaviors as a teen.

Family Activity: *Healthy and Unhealthy Relationships*

Pick a parent/guardian or other trusted adult to interview about healthy and unhealthy relationship. During this interview, you will try to get the point of view of an adult about what a healthy relationship should look like. After this interview, you will be asked to reflect on the adult's point of view and respond to some questions:

1. How can you tell if a relationship is healthy? What are the most important characteristics of a healthy relationship?

2. Describe how two people in a relationship should communicate with each other.

3. Is it normal for someone to have feelings of jealousy? How should they deal with these feelings?

4. Is it normal to feel pressured by a partner in a relationship? What should I do if I feel pressured by a partner in a relationship?

5. "Sexting" is sending sexual messages in a text message or instant-messaging programs. Do you think sexting is a healthy or unhealthy activity for high-school students? Why?

6. Whose responsibility is it to make decisions about sexual behaviors? What happens if one partner feels differently about having sex than the other?

Activity 1: Creating a Safe Learning Environment

~The purpose of this activity is to create an emotionally safe learning environment for students to learn and discuss issues of sex and sexuality. This activity gives students an opportunity to define and agree upon behaviors that will make them feel comfortable and safe.

Tell students that we are going to be talking about sex and sexuality. Ask students what they expect to learn in this class and add to their responses (list on whiteboard or newsprint).

Write “CLASS RIGHTS & RESPONSIBILITIES” on the top of a large piece of paper. Ask students what they might need as a group to create a safe place in which to talk about sexual health. What do they expect to feel in a sex education class? What agreements can they make in order for everyone in the class to feel comfortable and respected? Prompt students as needed and add responses to the list (see sample list below).

Note to teacher: Be sure to include confidentiality in the list of agreements and expectations and to

Some Examples of Rights & Responsibilities

- You Have the Right and/or Responsibility to:
- Be enthusiastic
- Feel positive about your sexuality
- Feel embarrassed
- Pass
- Be heard
- Express your opinions
- Ask questions
- Be respectful
- Not have assumptions made about you
- Privacy
- Confidentiality

Name _____ Period _____

Our Class Agreements

Activity 2: Introduce the Anonymous Question Box

~The purpose of the anonymous question box is to provide students with a way to ask those questions that they might feel uncomfortable asking out loud in class.

Anonymous Questions: Explain the anonymous question box. The teachers will hand out a small piece of paper or index card to everyone at the beginning of each class. Students may write any question they have about the topics being covered in class or about sexuality in general on that piece of paper. They should not put their names on the questions (for anonymity), and their questions will be put into a box that will be available at all sessions. The questions will be answered as frequently as the teacher determines.

NOTE: The teacher will also pose a question at the beginning of each class (e.g., What is your favorite television show?), which students should answer if they do not have a class-related question to write on their paper. Everyone will be expected to write something on their piece of paper and place it in the box as they leave the room in order to preserve the anonymous nature of the activity.

Activity 3: Introduce Family Activities - Homework Assignments

~The purpose of the Family Activities are to support the important role that parents and families play in educating teens about sex and sexuality. There will be three structured opportunities for students to talk with a parent/guardian or other trusted adult about what they are learning in class. These conversations will focus on dating rules, values about sex and sexuality, and healthy and unhealthy relationships. Students will be given interview questions to guide their conversations. They will not, however, be expected to share parents' responses. This information will remain confidential. Students will be encouraged to reflect upon the experience and discuss reasons why it is important to talk with parents/guardians or another trusted adult about issues of sex and sexuality.

Remind students that some of their homework assignments will include speaking with parents/guardians or another trusted adult. Acknowledge that this is sometimes difficult - but important! Explain that as we move into our teenage years -- it is natural to begin to want to move away from the adults in our lives and towards our peer groups. Although friends are important to us parents/guardians have our best interest at heart. They can be supportive as we struggle with some of the more difficult decisions in our teen lives.

Have students read the *How to Start the Talk Yourself* Handout (see page 5). You can have them read it silently as an activity when students first come into class or have different students volunteer to read it out loud. Use this to help support the idea and the process of talking with a parent about sex and sexuality.

The first family homework assignment will be focus on dating. This should be fun for both you and your parents. Provide students with some ideas for approaching their parents with this assignment.

Process Questions:

1. Why do you think it is important for teens to be able to talk to a parent/guardian or other trusted adult about issues of sex and sexuality?
2. How easy is it for you to talk to your parents/guardians or other trusted adult about issues of sex and sexuality?
3. What do you think could make it easier?

HOW TO START THE TALK YOURSELF

Taken From Teenwire.com

by Tony (anonymous student)

Parents are pretty important in the scheme of things. They love you and care about you, and will probably give you better information, advice, and support than you could get anywhere else. But talking to them can really be difficult - how do you start?

"Uh, mom, can I get *birth control*?"

Yeah, right. Unless you've warmed her up a little, this may come across like a baseball bat, and you probably won't get the answers you were hoping for.

Here are a few of the biggest reasons teens don't want to talk to their parents about sex, relationships, puberty, and that sort of thing - and some techniques for starting a conversation smoothly.

"I'd be too embarrassed."

First, decide which parent is easier to talk with. Sometimes you'll be more comfortable discussing one subject with your Dad and another issue with your Mom. If you're feeling tongue tied, start with something a little less personal. Try: "I have a friend who got her period while she was at school. She didn't know what to do!" Or use a book or a magazine as a jump off point. "I read about someone who used the rhythm method to keep from getting pregnant. Does that really work?" Still nervous? It's okay to say so! Break the ice with something like, "This feels weird for me to talk about and it may be for you too, but I need to know..."

"My parents don't like to talk about this stuff."

It helps if you can get your parents used to talking about personal things with you. You can pave the way by talking with parents about less embarrassing topics before you have a pressing need. An open-ended question like, "What was your life like at my age?" can get the adult in your life talking more freely about puberty, sex, and relationships. People almost always like to talk about themselves, and you can lead them to a specific topic by asking questions about their experience, like, "How old were you when your body started changing?" or "Did you ever like two guys at the same time?" It's likely that your parents have been through some of the same things that you're experiencing now. And once they're talking, you can ease the conversation toward whatever is on your mind.

"My parents will just lecture me."

Yep. This is a real fear. If your parents go off on a one-sided rant, let them know what they're doing. They may not even realize that they've started lecturing. The point of the conversation should be for you to get your questions answered and to have an opportunity to explore your thoughts and feelings on the subject. Tell them. Let them know that you care about their views, but that you really just wanted to talk. Then hang in there and keep trying.

"My parents always seem too busy to talk."

Everyone's lives are busy, and if your mom or dad isn't ready to concentrate on what you have to say, the conversation won't be very satisfying. You can give your parents a heads-up by planning your talk in advance. Just say something like, "Can we have a private talk tonight?" This will let your mom or dad know that something is on your mind, and will give him or her a chance to finish cooking dinner (or whatever) before sitting down to talk with you. Or, start a conversation some time when you and a parent are in the car alone. Some people find intimate conversations easier in a car since there are no distractions, you're sort of stuck there together, and you don't have to make eye contact.

"My parents will be furious if I even bring up anything remotely sexual!"

Okay, you know your parents well enough to know whether they can handle the discussion you have in mind. (You may have tried to start a conversation like this before.) If they're really going to freak out and get angry with you, you may have to turn to another adult - an aunt, a grandfather, a friend's parent, or a school counselor. Sometimes these people can be more objective than your parents. It's important that you find someone you trust other than a peer. Peers can be great supports, but adults have access to information, experiences, and perspectives about sex, puberty, and relationships that young people may not have.

If the topic is really important you should tell your parents unless they would absolutely not support you. If this is difficult, you can start by talking with another trusted adult first, to help you collect your thoughts and cope with your feelings. Our school social workers are always available to you. You can also find a youth counselor at the Needham Youth Commission. It might be helpful to try this approach if you are really unsure. Then you can go to your parents with a little strength and self-assuredness. They may surprise you by being better able to handle a crisis -- and more willing to offer you help and support -- than you thought.

It may not always be easy, and your parents may squirm, but talking about sex, puberty, and relationships with your parents is important. It's great to have an adult nearby with whom you know you can discuss any questions and concerns you may have.

Contents copyright © 1999 - 2001 Planned Parenthood ® Federation of America. All rights reserved.

Family Activity: Dating Rules

Choose a parent /guardian or other trusted adult to interview about the dating rules they had when they were high school students. During this interview, you will try to get the point of view of an adult about whether and how high-school students should behave in dating and romantic relationships. After this interview, you will be completing an introspective journaling assignment reflecting on your parent/guardian or other trusted adult's point of view. You are welcome to add your own question or alter a question slightly to make it more meaningful.

1. What was dating like when you were a teen? Describe any dating rules that you had to follow in high school that were enforced by your parent or guardian.

2. Did you have to be a certain age before you were allowed to date anyone? Did your parents or guardians explain why?

3. Did you have a curfew when you went out with friends or out with a date? Why or why not?

4. Were you allowed to have a romantic partner over to your house or apartment?

5. How do you think dating has changed from the time you will in high school till now? What implications does this have for me? For us as a family?

Activity 4: Define Sex, Sexuality and Sexual Health

~The purpose of this activity is to define terms that relate to sex and sexuality. The following terms will be defined: biological sex, intimacy, sexuality, sexual behaviors, and sexual health.

Ask students what they think sexuality means. Emphasize that sexuality is not just about sexual behavior but that it is a combination of many aspects, including relationships and communication. Explain that sexuality can include feelings about oneself and others, as well as values and beliefs, body awareness, intimacy, sexual identity, and sexual health.

Biological sex refers to the fact that humans are born either male, female, or intersex. It has to do with how human bodies are made (involving chromosomes, reproductive organs, external genitalia, and hormones).

Intimacy includes emotional feelings, behaviors like talking, hand-holding and hugging, and sharing your most personal thoughts and ideas.

Sexuality includes values and beliefs, body awareness, intimacy/relationships, sexual identity (gay, lesbian, straight, bisexual, questioning), sexual health, and reproduction.

Sexual behaviors usually involves touching oneself or another person in ways that stimulate sexual feelings or pleasure (masturbation, sexual intercourse, oral sex).

Abstinence is the conscious decision not to participate in sexual behavior until a later time. One can decide to abstain if they have never participated in sexual behaviors. One can also abstain if they have participated in sexual behaviors but choose not to continue.

Sexual Health

Explain that sexual health is essential to everyone's well-being. Using our wellness model define sexual health as having several dimensions, all of which need to be nurtured, cared for, and taken into consideration when making decisions about sexual behavior. Some examples are listed below. Encourage students to think of additional examples for each category.

Physical – physically fit, proper nutrition, quality sleep, free from disease and unwanted pregnancy

Social – socially appropriate behaviors, connecting to a social peer group and respecting others, developing effective communication skills, using socially appropriate language, being able to connect more meaningfully with others, respecting privacy.

Emotional – emotionally connected through commitment, intimacy and love, can read one's own emotional feedback and can articulate it, can read the emotional cues of others.

Intellectual - knowledge of facts and consequences for behavior, recognizing that abstinence and refusal to engage in sexual behavior is responsible behavior for young people.

Spiritual – respecting self and others, knowing your own (family, religious, community) values and developing your own boundaries with respect to a moral compass, having a sensitivity to others and respecting the boundaries of others

What I Did Not Learn In Sex Class

***in sex class
they taught us that
body temperature rises
during intercourse
they did not mention
the frozen isolation
afterwards
when love is not present***

***in sex class
they said touching is OK
you don't go to hell now
for sexual expression
it was not mentioned
that hell comes anyway
when minds and spirits
don't touch***

***we saw films
where they measured
responses
with wires and graphs
they did not teach
a way to measure
love
or the shock
of finding it was never there***

- Joy Sandulli Brown

Activity 5: Sexuality Influences Brainstorm (10 minutes)

~The purpose of this activity is to acknowledge some of the mixed messages that students receive about sex and sexuality, to identify some of the sources where students get their information, and to analyze the credibility of those sources.

Draw a stick figure on the board representing a teenager. Give the stick figure a confused expression on its face. Ask students where this teenager gets information and ideas about sex and sexuality. Have students brainstorm as many different influences as possible (friends, television, internet, etc.). Write names of these influences around the stick figure. Make sure that parents/guardians are on the list, and point this out to students.

Ask students why they believe that the stick figure has a confused expression. Students should recognize that they get information about sexuality from so many diverse sources that it can often be difficult to figure out which messages are reliable.

Explain that this activity is designed to help them sort through all the information and misinformation to help them make the choices that are best for high school students.

Carousel Activity: Ask students where they get information about sex and sexuality. Have them brainstorm a list (e.g., TV, Movies, Music, Magazines, Friends, Family, etc.) Pick 5 from this list and write one each across the top a large sheet of newsprint. Try to choose a mix that represents conflicting messages. Put students in small groups and assign each group to one of the sources (newsprint). Ask students to write down some of the messages they receive about sex and/or sexuality from that source. Give them a few minutes and then rotate the groups to the next source (newsprint). Tell students to add to the signs (not to repeat messages that are already listed). Continue until everyone has had an opportunity to visit all five sources. Rotate them around the room one more time so they can have an opportunity to read what other students had written for each source.

NOTE: May want to try doing this once for the term sex and a second time for the term sexuality.

Process Questions

1. What is consistent about these messages?
2. What is confusing about these messages?
3. Are these messages more consistent or more confusing?
4. How do you deal with confusion around issues of sex and sexuality?

Optional Activity: Assessing Media Messages

~The purpose of this activity is to assess the messages in advertising and to analyze their credibility.

Cut out some advertisements that use sex and sexuality to sell products from magazines or find some examples on-line. Put students in pairs or small groups and have them use the Assessing Messages handout to critique their message.

Discussion Questions

How do you think companies use sex and sexuality to sell products to teens?

What messages do these marketing strategies give to teens about sexual behavior?

Do you think it is fair that companies use sex and sexuality to market to teens? Why? Why not?

How can this marketing strategy be damaging to a teen's sexual health?

Assessing Media Messages

1) What is the source of this message? If it is the media, what type of media (TV, radio, movie, song, advertisement, music video, newspaper, magazine, other)?

2) Which aspect of sexuality is this message about

- | | |
|---|---|
| <input type="checkbox"/> Feminine or masculine qualities
<input type="checkbox"/> Biology (how the body functions)
<input type="checkbox"/> Attractiveness and body image
<input type="checkbox"/> Sexual behaviors (what people do) | <input type="checkbox"/> Gender Roles
<input type="checkbox"/> Communication
<input type="checkbox"/> Relationships
<input type="checkbox"/> Thoughts, Beliefs, Values, Attitudes, or Feelings about Sexuality |
|---|---|

6. What does this message mean?

- Describe the direct (stated) message
- Describe the indirect (unstated, but implied) message

4. What information about sex or sexuality is accurate in this message? What is misleading?

5. What information about sex or sexuality is left out?

6. What is the motivation behind this message - why is someone sending it?

7. Does this message:

- encourage you to respect your mind and body?
- encourage you to respect the people who care about you?
- encourage you to respect your important values (family, religious, cultural)?
- put you or others at risk for serious negative consequences?

8. What impact might this message have on young people?

9. Is this a responsible message? Why or why not?

10. Take a moment to find your own voice. Do you agree or disagree with this message?

Activity 6: Making Sense of Mixed Messages

~The purpose of this activity is to help students understand that although sex may be portrayed as “normal” in the popular media, the majority of teens do not participate in sexual behaviors.

The media influences our beliefs by portraying certain behaviors as normal and acceptable. If you see certain messages over-and-over again in the popular media you begin to believe that certain behaviors are “normal”. You may get the idea that “everyone” is having sex. This is far from the truth. As a matter of fact, the most of Needham High School Seniors report that they have not had sexual intercourse!

Show the parts of the DVD: Sex: Everyone's Doin' It...Not! that relate to the previous activities about messages. Use the accompanying fact sheet to lead a discussion about the mixed messages teens receive about sex and sexuality. Encourage students to share some examples of mixed messages they have received.

Follow-up with the Sex: Everyone's Doin' It...Not! Discussion Sheet (page 15)

Sex: Everyone's Doin' It...Not!

[\[Facts about teens and sex\]](#) With all the talk, it may seem like everyone you know is having sex. And that a romantic relationship is doomed if "doing it" doesn't become part of the picture. Well, believe it or not, the majority of young people under 18 are still virgins. What about those who aren't virgins? Most of them regret becoming sexually active...and wish they had waited.

[\[To Do It or Not To Do It...That Is The Question\]](#) On this episode of **In the Mix**, teens from across the country talk honestly about the pressures from peers and partners to take the leap, and those who HAVE had sex look back on their decision. A group of teen writers and performers bring sexuality issues to light with skits that explore real-life situations. Teens criticize the media for the way it glamorizes sex without showing any of the consequences-- and we all know it can have some heavy duty consequences. We explore some of them with two friends, Teri and Jennifer, who decide to get tested for Sexually Transmitted Diseases, and with Danna, who speaks candidly about the emotional fallout of "sleeping around".

[\[Get and give advice\]](#) Teens criticize the media for the way it glamorizes sex without showing any of the consequences-- and we all know it can have some heavy duty consequences. We explore some of them with two friends, Teri and Jennifer, who decide to get tested for Sexually Transmitted Diseases, and with Danna, who speaks candidly about the emotional fallout of "sleeping around".

Kate and Jeff talk about how to keep up a long-term relationship without sex, and teens offer suggestions on how to stay true to yourself in awkward sexual situations. Then: Myth Vs. Fact. We find out where and how to get the straight story, including-- gasp!-- actually talking to an adult about it.

"Sex: Everyone's Doin' It...Not!" was funded by the [Corporation for Public Broadcasting](#). The program is regularly re-broadcast on PBS affiliates across the country. Please check our [schedule](#) and [station list](#) for airtimes.

Sex: Everyone's Doin' It...Not!

Discussion Sheet

1. During the 1990's, there was an 11% drop in the number of teens who have had sex. 52% of teens report being virgins.

2. By the time they turn 20, 20% of boys and 24% of girls have not yet had sexual intercourse. *Note: This percentage is higher among teens from the Metro-west area and especially among Needham Teens. Why do you think this is so?*

Note: 21% of Needham High School seniors report that they have had sexual intercourse.

3. While 93% of teen women report that their first intercourse was voluntary, one-fourth of these young women report that it was unwanted. The younger women are when they lose their virginity, the more likely they are to have had unwanted or nonvoluntary sex. *Source: Alan Guttmacher Institute, 1999*

4. Each year, approximately 4 million teens in the U.S. get infected with a sexually transmitted disease.

5. The U.S. has the highest rate of teen pregnancy, teen birth, and teen abortion of any industrialized nation 4 out of 10 girls in the U.S. get pregnant at least once by the age of 20.

6. More than a million American teenagers-- that's one in four girls under 18-- get pregnant each year.

7. 1,300 babies are born to teen mothers **every day** in the U.S.

8. A sexually active teen who does not use contraceptives has a 90% chance of getting pregnant within one year. *Source: Alan Guttmacher Institute, 1999*

9. In a single act of unprotected sex with an **infected** partner, a teen woman has a 30% chance of contracting genital herpes and a 50% chance of getting gonorrhea. *Source: Alan Guttmacher Institute, 1999*

10. In some areas, 10% to 29% of sexually active girls and 10% of sexually active guys tested for STD's have been found to have chlamydia. *Source: Alan Guttmacher Institute, 1999*
11. 79% of sexually experienced teens report that they used a condom the last time they have intercourse, and 57% report that they use a condom every time. *Source: Survey by the Kaiser Family Foundation, MTV, and Teen People*
12. 1 out of every 2 teens say that pressure from their partner is one of the main reasons they don't use contraception; the same number say that drinking and drugs are the main reasons why they don't use birth control.
13. More than 75% of teen girls responding to a survey by Seventeen and the Ms. Foundation said they agreed to have sex because of pressure from boys; 91% said they wished they had waited.
14. Teens who use alcohol are 7 times more likely to have had sex than those who don't; teens who use drugs are 5 times more likely to have sex than those who don't.
15. 36% of teens who have had sex say they've never talked with a partner about birth control; 40% have never talked with a partner about preventing STD's.
16. 20% of teens who did talk about birth control and/or STD's with their partner had the conversation after sex.

Activity 7 - Understanding Why Sexual Behaviors are Adult Behaviors

~ The purpose of this activity is for students to use the information they learned in this lesson to explain reasons why sexual behaviors are adult behaviors.

"Ticket-to-Leave"

Give students a note card or a piece of paper. Ask them to use what they have learned in this lesson to finish this statement: **Sexual behaviors are adult behaviors because....**

Ask them to consider all the dimensions that make up sexual health and be prepared to explain their thoughts to the class. Refer them to the wellness definitions of sexual health.

Process Questions:

1. What are some of the reasons why teens are not ready for sexual behavior
2. List some ways that participation in sexual behavior before you are physically, socially, emotionally, and spiritually can harm you.
3. Why do some teens feel pressure to participate in sexual behaviors even when they know they are not ready?

Reflective Journaling Activity

1. What was something interesting you have learned?

2. Was you parent/guardian or trusted adult's dating rules similar to the dating rules you have now? Compare and contrast.

2. What was it like to hear about the dating life of your parent/guardian or trusted adult? Reflect on your experience.

Teacher's Notes: