

*We've got you covered.*



## After School Sex Ed

### Level 2: Healthy Sexuality Series Lesson Overviews

#### Lesson 1: Introduction to Sexuality and Values

We introduce sexuality as a broad and lifelong concept. Students will explore different aspects of sexuality and how their own values impact the way they think about and relate to those aspects. Students will explore what influences their personal values and who in their lives they can talk to about sexual health and values.

##### *Essential questions addressed:*

- What is sexuality?
- How do my personal values and beliefs influence my sexual health practices and behaviors?
- How do my peer and family relationships influence my sexual health practices and behaviors?

##### *Health Education Standards and Performance Indicators:*

- **HE.2.6.1** Recognize the influence of culture on health beliefs, practices, and behaviors.
- **HE.2.6.3** Examine how messages from media influence health behaviors.
- **HE.2.6.4** Describe how peers influence healthy and unhealthy behaviors.
- **HE.2.6.14** Explain the influence of personal values and beliefs on individual health practices and behaviors.
- **HE.2.6.21** Explain how family and friends can influence one's beliefs about what constitutes a healthy intimate relationship.

## Lesson 2: Birth Control and Sexual Protection

Students will become familiar with the most common and accessible birth control and sexual protection methods. Students will learn how each method works, where to find reliable information for further learning, and how to access the methods in their community.

### *Essential questions addressed:*

- What methods of birth control and sexual protection are available?
- What are the health benefits, risks, and effectiveness rates of each birth control method?
- Where can I go to get medically accurate information about sexual health and contraception?

### *Health Education Standards and Performance Indicators:*

- **HE.1.7.19 / HE.1.8.19** Describe/Explain how sexual abstinence relates to pregnancy prevention.
- **HE.1.7.36 / HE.1.8.36** Define/Explain various methods of contraception, including abstinence, condoms, and emergency contraception.
- **HE.1.7.38 / HE.1.8.38** Define/Explain the health benefits, risks, and effectiveness rates of various methods of contraception, including abstinence, condoms, and emergency contraception.
- **HE.3.8.15** Access medically accurate resources that provide assistance around sexual health, pregnancy, and emergency contraception.
- **HE.7.8.13** Demonstrate the steps to correctly use a condom.

## Lesson 3: Sexually Transmitted Infections (STIs)

In this lesson students will be introduced to the most common STIs. They will learn how STIs are transmitted and discuss the role of abstinence and barrier methods (condoms) in prevention.

*Essential questions addressed:*

- What are sexually transmitted infections?
- How do sexually transmitted infections spread?
- How do I prevent the spread of sexually transmitted infections?

*Health Education Standards and Performance Indicators:*

**HE.1.8.18** Assess personal health care practices that prevent the spread of communicable and noncommunicable diseases.

**HE.1.8.20 & HE.1.7.20** Define/Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.

**HE.1.8.39 & HE.1.7.39** Define/Explain the differences between the myths and facts of how STDs are transmitted and not transmitted.

**HE.1.8.40 & HE.1.7.40** Define/Explain ways to prevent HIV and other STDs.

**HE.1.8.41 & HE.1.7.41** List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.

**HE.2.8.20 & HE.2.7.20** Assess and compare factors that may influence condom use and other safer sex decisions.

**HE.3.8.14** Access medically accurate information about STDs and HIV transmission and prevention.

**HE.6.8.13** Develop a plan to eliminate or reduce risk for STDs, including HIV.

**HE.7.8.13** Demonstrate the steps to correctly use a condom.

## Lesson 4: Consent

The consent lesson focuses on exploring boundaries and developing strong communication skills. Students will learn what consent is, why consent is important, and how to navigate consent with increasing nuance through the lifespan in a variety of relationships.

*Essential questions addressed:*

- What is consent and why is it important?
- How is consent practiced in daily life, in both sexual and non-sexual situations?
- What do signs of consent and non-consent look like in both sexual and non-sexual situations?

*Health Education Standards and Performance Indicators:*

**HE.1.7.9** Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

**HE.1.7.44** Discuss how affirmative consent mitigates confusion within a sexual relationship.

**HE.1.8.28 & HE.1.7.28** Explain/discuss that everyone has the right to say who touches their body and how.

**HE.1.8.44 & HE.1.7.43** Discuss/define consent as a freely given yes.

**HE.1.8.45** Demonstrate an understanding of how affirmative consent mitigates the impact and consequences of sexual pressure.

**HE.1.8.46 & HE.1.7.45** Discuss that no one has the right to touch anyone else without giving and receiving consent.

**HE.1.8.47 & HE.1.7.46** Discuss why a person who has been raped or sexually assaulted is not at fault.

**HE.2.8.23 & HE.2.7.23** Analyze factors that can affect the ability to give or perceive the provision of consent to sexual activity.

**HE.4.8.10** Demonstrate effective communication skills to ensure affirmative consent in all sexual relationships.

**HE.4.8.13** Demonstrate asking for help and support if they or someone they know is in an abusive relationship.

**HE.2.7.24** Analyze influences that may have an impact on deciding whether or when to engage in sexual behaviors.