

FUSD Grade 11 Social/Sexual Health Curriculum

Taught by: Ms. Betty Smith

The curriculum for Grade Eleven is based on the Arizona Department of Education Comprehensive Health Standard 1, **“Students comprehend concepts related to health promotion and disease prevention”**: Standard 5, **“Students demonstrate the ability to use interpersonal skills to enhance health”**: and Standard 6, **“Students demonstrate the ability to use goal setting and decision-making skills to enhance health”**.

The following are components of Standards 1, 4, and 6 which are addressed at this grade level of the curriculum:

1. Explain how behavior impacts health maintenance and disease prevention.
2. Explain the association of personal risk factors of chronic and communicable disease, risk reduction, and disease prevention components.
3. Describe the role of individual responsibility for health-enhancement and wellness.
4. Explain the impact of personal health behaviors on the functioning of body systems and describe how to delay onset and reduce risks of potential health problems.
5. Explain the short and long term consequences of responsible and risky/harmful behaviors.
6. Select ways to communicate care, consideration, and respect of self and others to enhance health.
7. Demonstrate the ability to use various strategies when making decisions related to health needs.
8. Describe health issues that require collaborative decision-making.
9. Explain immediate and long term impact of health decisions on the individual.

Lesson Format:

- Lessons are taught in co-educational classes.
- Lessons are provided during the U.S. History course.
- Parents are informed of content of lessons and when they will be taught. They may decline to have their student participate. (See Appendices E and G.)
- Students who do not participate in these lessons will be provided with alternative instruction.

Lesson Outline

***Lesson 1: Student Learning Objectives:* Students will consider their personal health and how it may be affected by sexual activity. They will learn about sexually transmitted diseases: Transmission, testing, symptoms, treatment, and consequences.**

- Students are asked to brainstorm a list of behaviors which may negatively impact their personal health.
- The instructor asks students to consider specifically how sexual activity could negatively impact health and to write down several negative consequences. Students form groups of 4-5 to share and discuss their responses. The instructor has one student from each group report to the class on the group's responses and discussion.
- The instructor reviews STDs to include testing, transmission, symptoms, prevention, and long term consequences. Vagina, oral, and anal intercourse is discussed. The instructor indicates that this information also applies to same sex relationships.
- Statistics showing incidence of sexually transmitted diseases nationally, and at the state and local level are presented.
- Students individually write a list of how contracting HIV could change their lives.
- The instructor provides information on how multiple sexual partners significantly increase risk of STDs. A sexual exposure chart is used.
- Students are presented with the "ABC" model for protecting against HIV and some STDs. **A**bstinence is the best choice, **B**ut if you don't choose abstinence, choose a long term monogamous relationship, and use a **C**ondom. Long term monogamous relationships are discussed. Marriage is discussed as a fulfilling long term relationship.

- The instructor discusses testing for STDs. Students are told that if they do not choose abstinence, it is critical that they and their partner be tested. If they are in a relationship which involves sexual activity and they really care for one another, they should be willing to be tested as a measure of caring about the health and safety of their partner. They should be tested for their own health and safety as well.
- Local resources for testing for STDs are provided. (Family doctor and Coconino County Health Department clinic.)
- The concept of "second virginity" is discussed, i.e. even if students have engaged in sexual intercourse, they may still make a personal choice to abstain in the future.
- Students discuss how drug and alcohol use may impair judgment related to sexual activity. This includes discussion of drugs which significantly increase sexual libido, e.g. cocaine, crystal methamphetamine (use of which may also increase sexual violence) and so-called "date rape" drugs (rohypnol, GHB or gamma hydroxy butyrate, and ketamine hydrochloride).
- The instructor asks students to identify types of pressure there may be to engage in sex e.g. media, peer pressure and pressure from a dating partner.
- The instructor discusses coercion as a form of pressure.
- Each student is asked to write a list of ways they might resist pressure or coercion to engage in sexual activity from peers and from a dating partner. The list is to be written anonymously, folded in half, and given to the instructor at the end of the lesson. The instructor will select a number of responses to be shared with students at the beginning of the next lesson.

Lesson 2: Student Learning Objectives: Students will examine the types of relationships they want and identify aspects of healthy and unhealthy relationships. Students gain knowledge of sexual assault, sexual harassment and legal consequences to these behaviors.

Materials Needed: "Safe Dates: An Adolescent Dating Abuse Curriculum"

- The instructor begins the lesson by sharing anonymous responses students submitted in the previous lesson of ways to avoid pressure from others to

engage in sexual activity.

- Students are asked to consider whether feeling pressured or coerced into doing something is a part of a healthy relationship. This is followed with discussion.
- Students are asked to identify the healthy and positive ways they want to be treated and how they want to treat others in a dating relationship. The instructor writes responses on the chalkboard.
- The instructor engages students in considering why people are abusive in relationships through choosing activities described in **Session 3 of "Safe Dates: An Adolescent Dating Abuse Curriculum"**. The session addresses control and manipulation, other reasons for abuse, consequences of dating abuse, and warning signs of abusive behavior. **(Part 4 of Session 3 includes warning signals.)** The list of warning signals of abusive relationships from this session of **"Safe Dates"** is used for discussion.
- The instructor reads the scenario from **Lesson 9 of "Safe Dates: An Adolescent Dating Abuse Curriculum"**, which is an example of a date rape situation and asks students to respond as to which person, the boy or the girl, was responsible for what happened. The instructor emphasizes that while some of these situations may be complicated, it is never the fault of the person who is forced to have sex. Consequences for victims and perpetrators are discussed.
- Sexual assault is defined as "forced sexual activity with a person without his or her consent". It is a criminal offense and legal consequences are discussed. The term "consent" is discussed. Lack of consent may involve situations in which a person is under the influence of drugs or alcohol and is impaired to the extent they cannot legally consent. Consensual sex may also be considered a criminal offense if one party is under the age of eighteen and the other is eighteen or older.
- Sexual harassment is also discussed as an abusive behavior which is illegal in schools or the workplace. Consequences suffered by the victim of sexual harassment are discussed. The instructor asks students to provide examples of sexual harassment. The fact that sexual harassment may be based not only on one's sex, but on one's sexual orientation is explained. FUSD policy on reporting sexual harassment, complaint investigation, and consequences for sexual harassment are explained.
- School and community resources for students are provided. (School nurse, counselor, parents, law enforcement, Coconino County Health Department clinic, Northern Arizona Center against Sexual Assault.)

Lesson 3: Student Learning Objectives: Students will examine their goals for the future and consequences of premature parenting. They will learn methods of contraception.

- Students are asked to write down five goals or dreams they have for their future. Where do they see themselves after high school graduation? Five years from now?
- Beneath each goal students are asked to write down the steps for achieving each goal.
- Students move into small groups and each person shares one or two goals and the steps for achieving each goal with other students in their group. A student is designated to report his/her discussion to other groups.
- The instructor asks students to consider how premature parenthood would affect their ability to achieve their goals. What are the responsibilities of parenthood which might keep them from achieving the goals? Students discuss this in their small groups and a group leader reports to other groups.
- The instructor asks students to brainstorm what they want to provide for their children when they become parents and discuss how having children before they are ready might impact what they can provide for their children in the future.
- Students are asked to consider how an unintended pregnancy might affect the relationship between the two teen parents and relationships with other friends.
- The instructor reminds students that abstinence is the only 100% method to avoid pregnancy.
- Students receive information that close genital to genital contact can result in pregnancy. Pre-coital fluid and semen released near the vagina can result in a fertilized egg even if there has been no penetration.
- The instructor reviews birth control methods to include doctor prescribed, over the counter, and emergency contraception. Failure rates for each method are provided.
- The instructor summarizes the lesson by reviewing some of the goals students have and steps to achieving goals with students, how early and unintended parenthood might affect goals and personal relationships, and tells students they are responsible for making their own choices. The choices they make now will have an impact on their future, either positively or negatively but they will have an impact!