Full Dossier of Photos from Downey Unified School District's Teen Talk Sex-Ed Curriculum by Planned Parenthood

This complete album of photos contains all the information, the pages, the pictures, and the PowerPoint presentations which **MassResistance** collected from the Teen Talk Sex-Ed curriculum adopted by the Downey Unified School District.

MassResistance sent a member of their team to the school district main office to look over the curriculum, to take photos, to record video, and to provide this information for the general public to see in full what the California Education System is trying to push on the students and without the parents' knowledge or final consent.

The contributions, the pictures, the lesson plans are not just explicit, they are medically inaccurate, containing all sorts of pro-LGBT propaganda.

See it for yourself!

Please contact MassResistance if your school district is implementing this sex-ed curriculum—or any other perverse, inappropriate comprehensive sex-ed curriculum—especially if promoted by or compiled by Planned Parenthood.

www.massresistance.org

Email: arthur@massresistance.org

Office: (781) 890-6001



CLU of Northern California www.aclunc.org

Resources for parents and community members about sex education in California. Advocates for Youth

www.advocatesforyouth.org/teens Creates programs and promotes policies that help young people make informed and responsible decisions about their sexual and responsible decisions about

Instructor Resources

Answers, Rutgers University

www.answers.rutgers.edu

Answer is a national organization dedicated to providing and promoting comprehensive sexuality education to young people and the adults who teach them.

California Latinas for Reproductive Justice

www.californialatinas.org

A statewide policy and advocacy organization whose mission is to advance California Latinas' reproductive healt and rights within a social justice and human rights framework.

Center for Disease Control and Prevention

www.cdc.gov/std/

The Division of STD Prevention at the CDC provides national leadership, research, policy development, and cientific information to help people live safer, healthier lives through the prevention of STDs and their complications.

Center for Relationship Abuse Awareness

www.stoprelationshipabuse.org Provides education and specialized trainings on prevention and awareness around domestic violence.

Gay, Lesbian, and Straight Education Network (GLSEN)

www.glsen.org GLSEN works with instructors, policy makers, community leaders, and students to address anti-LGBT and bias in schools.

It's Your (Sex) Life

www.itsyoursexlife.com Provides reliable, objective sexual health information to young adults. The site is developed by MTV partners in the Case Foundation, Bill and Melinda Gates Foundation, and others.

National Campaign to Prevent Teen Pregnancy

Aims to improve the well-being of children, youth, and families by reducing teen pregnancy.

National Human Trafficking Resource Center (NHTRC)

national, anti-trafficking hotline and resource center serving survivors and survivors of huma www.traffickingresourcecenter.org anti-trafficking community in the United States.

Teen Talk High School, 2018

Instructor Resource

CLU of Northern California www.achinc.org Resources for parents and community members about sex education in California.

Advocates for Youth

www.advocatesforyouth.org/teens Creates programs and promotes policies that help young people make informed and responsible decisions their sexual and reproductive health.

Answers, Rutgers University

www.answers.rutgers.edu Answer is a national organization dedicated to providing and promoting comprehensive sexuality edu young people and the adults who teach them.

California Latinas for Reproductive Justice

A statewide policy and advocacy organization whose mission is to advance California Latinas' rep and rights within a social justice and human rights framework.

Center for Disease Control and Prevention

CSTD Prevention at the CDC provides national leadership, research, policy d www.cdc.gov/std/

worthern California www.aclune.ong Resources for parents and community monitors about sex education in California

Advocates for Youth

www.advocatesforyouth.org/teens

Creates programs and promotes policies that help young people make informed and responsible decisions about their sexual and reproductive health.

Instructor Resources

Answers, Rutgers University

www.answers.rutgers.edu

Answer is a national organization dedicated to providing and promoting comprehensive sexuality education to young people and the adults who teach them.

California Latinas for Reproductive Justice

www.californialatinas.org

A statewide policy and advocacy organization whose mission is to advance California Launas' reproductive and rights within a social justice and human rights framework.

Center for Disease Control and Prevention

www.cdc.gov/std/

The Division of STD Prevention at the CDC provides national leadership, research, policy development cientific information to help people live safer, healthier lives through the prevention of STDs and the complications.

Center for Relationship Abuse Awareness

www.stoprelationshipabuse.org

Provides education and specialized trainings on prevention and awareness around domestic violer

Gay, Lesbian, and Straight Education Network (GLSEN)

GLSEN works with instructors, policy makers, community leaders, and students to address an

which teachs thereis California Latinas for Reproductive Justice www.californialaneas.org A statewide policy and advocacy organization whose mission is to advance California Lamas' sepudarize health and advance to the state of the state o and rights within a social justice and human rights framework. Center for Disease Control and Prevention www.cdc.gov/std/ The Division of STD Prevention at the CDC provides national leadership, research, policy development, and mentific information to help people live safer, healthier lives through the prevention of STDs and their

2 SEXURE AMATOM

Center for Relationship Abuse Awareness www.stoprelationshipabuse.org

Provides education and specialized trainings on prevention and awareness around domestic violence.

Gay, Lesbian, and Straight Education Network (GLSEN) www.glsen.org GLSEN works with instructors, policy makers, community leaders, and students to address anti-LGBT behavior. and bias in schools.

It's Your (Sex) Life

www.itsyoursexlife.com

Provides reliable, objective sexual health information to young adults. The site is developed by MTV with found partners in the Case Foundation, Bill and Melinda Gates Foundation, and others.

National Campaign to Prevent Teen Pregnancy

www.teenpregnancy.org Aims to improve the well-being of children, youth, and families by reducing teen pregnancy.

National Human Trafficking Resource Center (NHTRC)

and resource center serving survivors and survivors of human traffich www.traffickingresourcecenter.org

Planned Parenthood Federation of America www.phonedparendbood.org aww.phonedparendbood.org Provides reproducing health information, services, sexuality education resources, information on birth en-

mum. Sex, Ew.

Provides information by and for reens, on a variety of sexual health issues.

Sexuality Information and Education Council of the United States (SIECUS)

WWW. SPECIES, OFF

SIECUS is a leading national nonprofit organization which affirms that sexuality is a natural and health supervise a reason property of the second se senaity, and advocates the right of individuals to make responsible sexual choices.

Sexually Transmitted Disease Control Branch

www.stdragen/

The Senally Transmitted Diseases Control Branch is part of the California Department of Public Her and provides statewide STD consultation, surveillance, educational, screening, and mobile clinic program the prevention, treatment, and interruption of sexually transmitted diseases.

Teen Health Rights

www.teenhealthinghts.org Provides resources and information to health care providers about California laws pertaining to min confidentiality, child abuse reporting, and other adolescent health concerns.

We're Talking Teen Health sws.pamf.org/teen Medically accurate health information written by teens, provided b

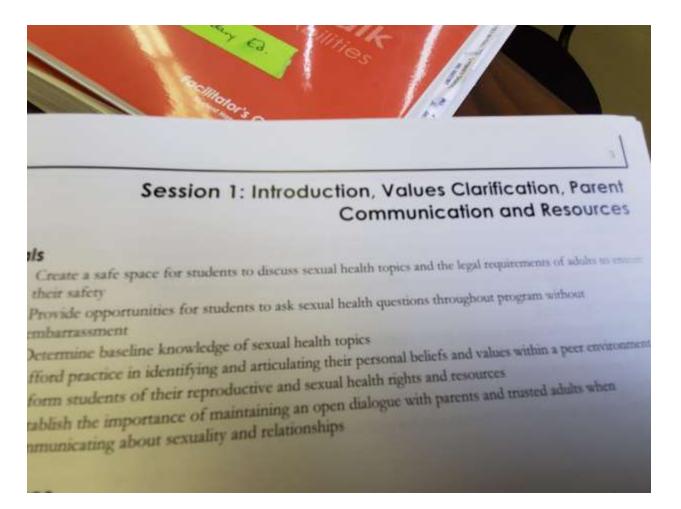
chelps students practice a critical skill of identifying and ameulating their personal beliefs among personal older, they must feel confident to express their beliefs about sexual health as a much more complex and

it is important that students understand that although they may be a minor, they still have legal rights "confidential sexual health services. Some teens may be worried about their privacy around their serval hing them that that they have the right to access services, such as birth control and STI testing, permission may help certain teens be more comfortable going to a sexual health clinic. If students their community then can go to for free to low-cost birth control, STI testing, programs testing enry likely to access these services now and in the future which is beneficial for their second health.

ingral role in students' knowledge and attitudes about sex and sexuality. High quality school-based in provides opportunities for all students to receive unbiased, medically accurate information about sout how to interact respectfully with their peers. Parents and trusted adults provide a necessary r students to understand and articulate their personal values about sexuality and relationships, adults also provide a support system for students to process and reflect on the experiences they olescence and beyond about their sexuality and relationships with peers and partners. Let's Take full homework assignment that opens the lines of communication and establishes a foundation

C Health Connected

8105



- Respect Respect means no par desens, no hare language. Remember that everyone has the date to the second of the sec
- Confidentiality: Comments made by students in the classroom should stay in the classroom, gossping outside of class about a particular question or comment from an individual student. Information given by the teacher can be shared. Frame it as an opportunity for students to sexual health leaders of their schools.
- Reporting: The instructor is required by law to report to Child Protective Services (CPS) a say they have been abused, raped, or neglected or they are thinking about suicide – in other someone is hurting them or they are thinking about hurting themselves.

Although state laws vary, the legal age of consent to have sex in California is 1%. In California is 1% in

Define consent as: Active ("yes" to sex is given), based on equal power (of sober, not in a vulnerable position - awake), a choice (not pressured) and a pressured of what is okay and not okay; able to change their mind at any

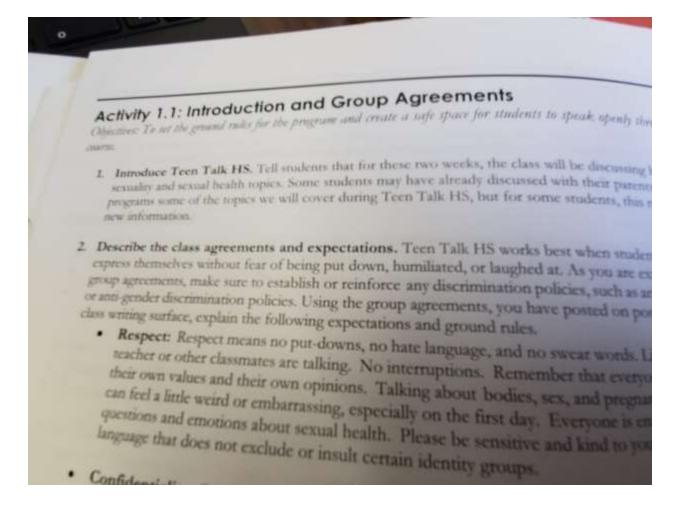
 Communication: Encourage students to practice communicating about these top peers and partners, and to discuss the issues raised in class with their parents/guin trusted adults. Tell students that parents/guardians are a great resource for values scauality.

- Respect Rospect Rospect and their own opinions. Talking about bodies, sex, and programey in a characterial decrement values and their own opinions. Talking about bodies, sex, and programey in a characterial decrement values and their own opinions. Talking about bodies, sex, and programey in a characterial decrement values and their own opinions. Talking about bodies, sex, and kind to your characterial to have one feel a lask went or embarranes health. Please be sensitive and kind to your characterials, and me quanties and creations about sexual health. Please be sensitive and kind to your characteria, and me quanties and creation actual certain identity groups.
- Confidentiality: Comments made by students in the classroom should stay in the classroom. No
 gossping ounside of class about a particular question or comment from an indevidual student,
 information given by the teacher can be shared. Frame it as an opportunity for students to be
 scenal health leaders of their schools.
- Reporting: The instructor is required by law to report to Child Protective Services (CPS) if students
 say they have been abused, raped, or neglected or they are thinking about suicide in other words, if
 semeone is hurting them or they are thinking about hurting themselves.

Although state laws vary, the legal age of consent to have sex in California is 18. In California, a teacher must file a report if a student 13 years old or younger is having sex with anyone older than them. A teacher must file a report if a student is 14 to 15 years old having sex with someone 21 or older. This is not about getting someone "in trouble;" it's about getting them the help that they need.

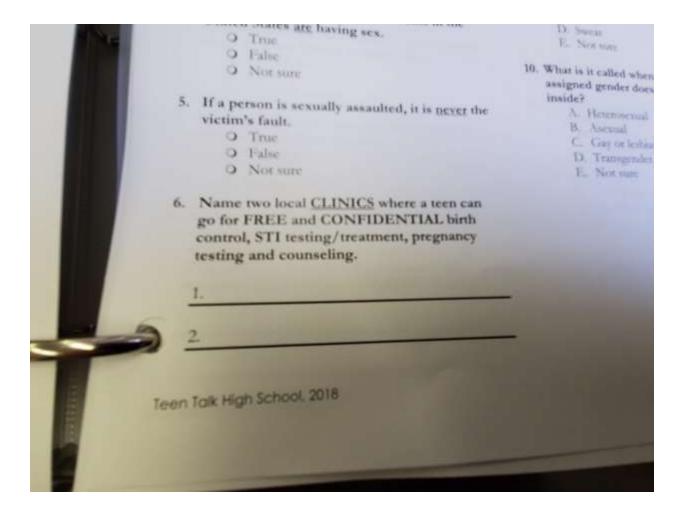
Define consent as: Active ("yes" to sex is given), based on equal power (of consent age, sober, not in a vulnerable position - awake), a choice (not pressured) and a process (on group enversations of what is okay and not okay; able to change their mind at any time).

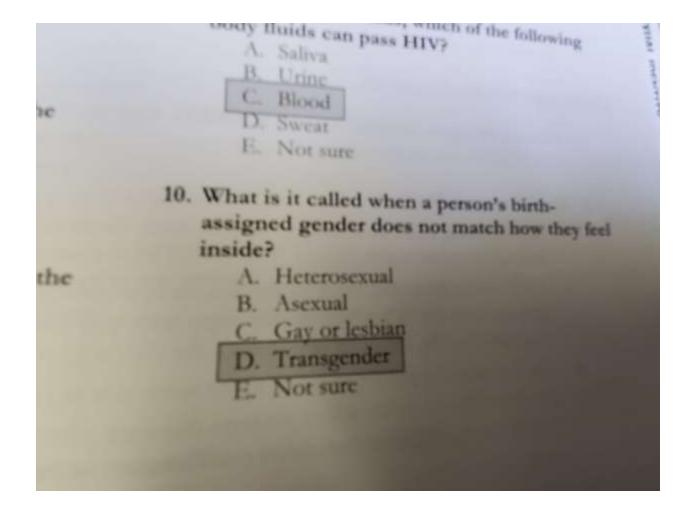
 Communication: Encourage students to practice communicating about these topics with their peers and partners, and to discuss the issues raised in class with their parents/guardians or othe trusted adults. Tell students that parents/guardians are a great resource for values related to se scuality.

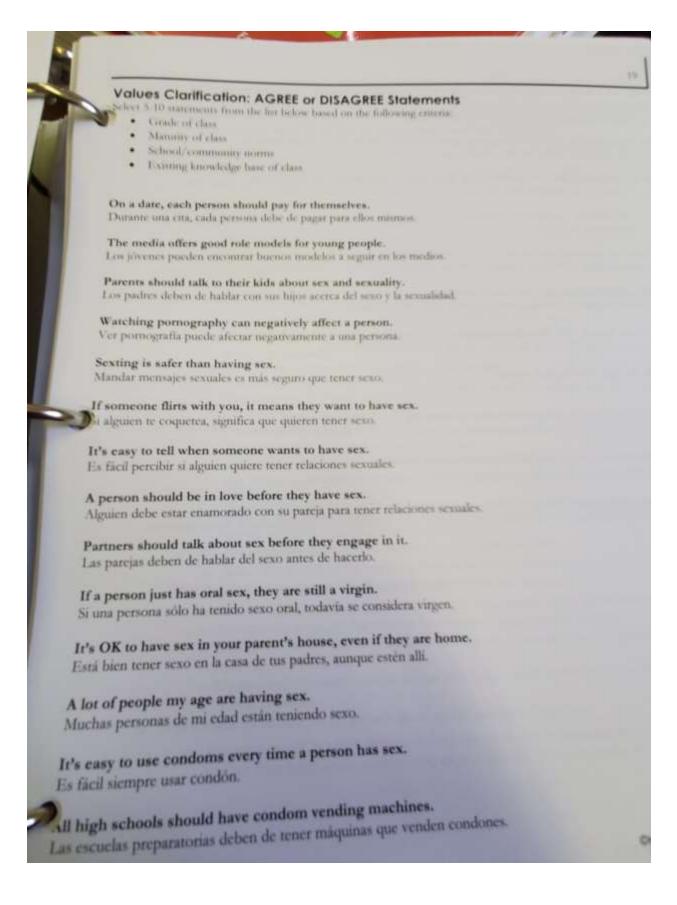


Activity 1, 1: Introducine II Re normalizer Treat Talk HS. Tail senderers that for these intra weaks, the class will be discussing human Durashing Treet Talk HS. Tull sendence that his these data are detailed, the trees will be discussing history barries are accessed with their parents or parents are accessed with their parents or parents are accessed with the source during Treen Talk HS, but for source studierres, this may be brand programs some of the optics we will conce during Treen Talk HS. 2. Describe the class agreements and expectations. Teer Talk 115 works here when understs are shie to Describe the class agreements and expectations, burninged, or laughed at. As you are explaining the explanation of boing pur down, burning are involved at. As you are explaining the explanation of boing pur down, burning the explanation policies, such as any house physical are not evaluated by the group agreements, you have proved on provide the provider. prior account, make new recent Using the group agreements, you have posted on power board or a class arriving surface, explain the following expectations and ground rules Respect: Respect means no pur downs, no hate language, and no one ar words. Linco while the Respect: Respect means to put using. No interruptions. Remember that everyone has the right to nuclear or other environments of an opinions. Talking about brokies, sex, and pregnancy in a classroom, they own values and their own equations. can feel a link word or embarrassing, especially on the first day. Everyone is entitled to have questions and emotives about sexual health. Please be semitive and kind to your classmates, and use language that does not exclude or insult certain identity groups. · Confidentiality: Comments made by students in the classroom should stay in the classroom. No gossping outside of class about a particular question or comment from an individual student. Information even by the teacher can be shared. Frame it as an opportunity for students to be sexual health leaders of their schools. · Reporting: The instructor is required by law to report to Child Protective Services (CPS) if students sur they have been abused, raped, or neglected or they are thinking about suicide - in other words, if someone is hurring them or they are thinking about hurring themselves. Aithough state laws vary, the legal age of consent to have sex in California is 18. In California, a seacher many file a report if a student 13 years old or younger is having sex with anyone older than them. A teacher must file a report if a student is 14 to 15 years old having sex with someone 21 or older. This is not about getting someone "in trouble;" it's about getting them the help that they need. Define consent as: Active ("yes" to sex is given), based on equal power (of consent age,

in the	C. Blood D. Sweat	L IDENTITY
	 E. Not sure 10. What is it called when a person's birth- assigned gender does not match how they feel inside? 	
ver the	A. Heterosexual	1. mmru MANTRA
	B. Asexual C. Gay or lesbian	- 23
	D. Transgender	NTD
	E. Not sure	N
an		
,		
		-







On a date, each person should pay for themselves. Durante una cita, cada persona debe de pagar para ellos mismos.

The media offers good role models for young people. Los jóvenes pueden encontrar buenos modelos a seguir en los medios.

Parents should talk to their kids about sex and sexuality. Los padres deben de hablar con sus hijos acerca del sexo y la sexualidad.

Watching pornography can negatively affect a person. Ver pornografia puede afectar negativamente a una persona.

Sexting is safer than having sex. Mandar mensajes sexuales es más seguro que tener sexo.

If someone flirts with you, it means they want to have sex. It alguien te coquetea, significa que quieren tener sexo.

It's easy to tell when someone wants to have sex. Es facil percibir si alguien quiere tener relaciones sexuales.

A person should be in love before they have sex. Alguien debe estar enamorado con su pareja para tener relaciones sexuales.

Partners should talk about sex before they engage in it. Las parejas deben de hablar del sexo antes de hacerlo.

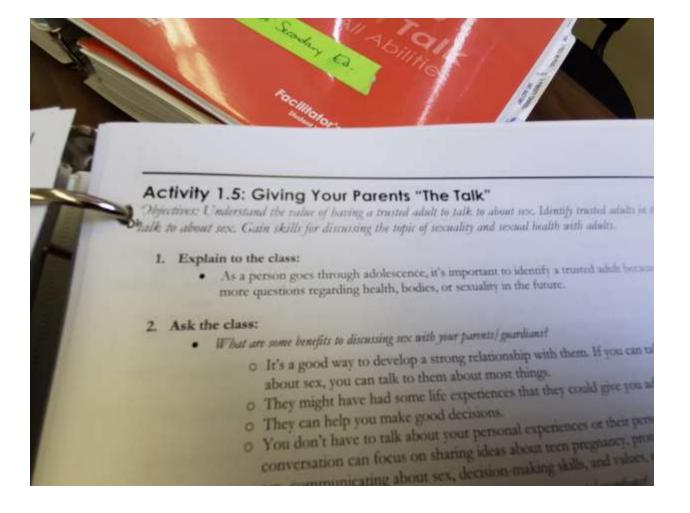
If a person just has oral sex, they are still a virgin. Si una persona sólo ha tenido sexo oral, todavia se considera virgen.

It's OK to have sex in your parent's house, even if they are home. Está bien tener sexo en la casa de tus padres, aunque estén alli.

A lot of people my age are having sex. Muchas personas de mi edad están teniendo sexo.

It's easy to use condoms every time a person has sex. Es fácil siempre usar condón.

Il high schools should have condom vending machines.



Activity 1.5: Giving Your Parents "The Talk"

Objectives: Understand the value of baving a trusted adult to talk to about sex. Identify trusted ad Malk to about sex. Gain skills for discussing the topic of sexuality and sexual health with adults.

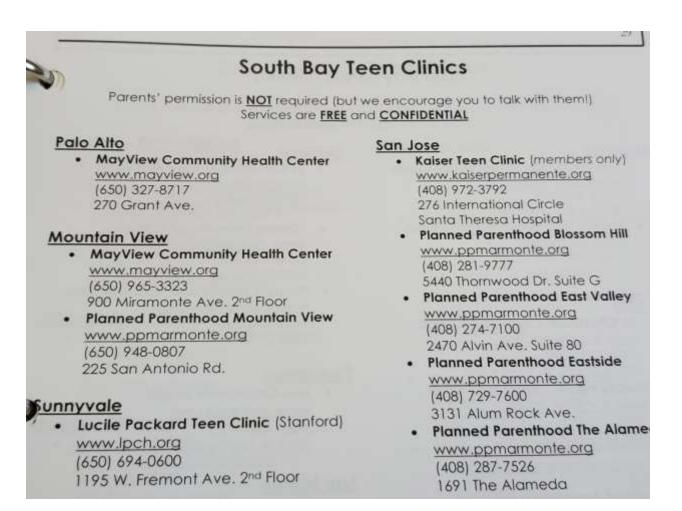
1. Explain to the class:

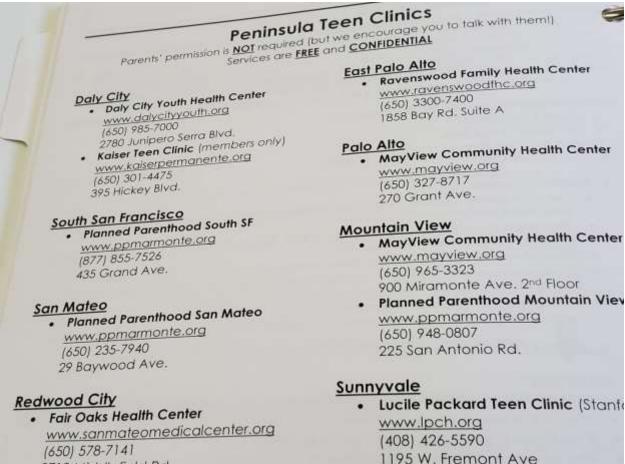
As a person goes through adolescence, it's important to identify a trusted adult h more questions regarding health, bodies, or sexuality in the future.

2. Ask the class:

- What are some benefits to discussing sex with your parents/ guardians?
 - It's a good way to develop a strong relationship with them. If you can about sex, you can talk to them about most things.
 - They might have had some life experiences that they could give you
 - They can help you make good decisions.
 - You don't have to talk about your personal experiences or their per conversation can focus on sharing ideas about teen pregnancy, pro sex, communicating about sex, decision-making skills, and values,
- What are the potential drawbacks to talking about sex with your parents/ guardians?
 - It might be awkward.
 - You might not want to hear your parents talk about sex.
 - They may have the wrong information.
 - They might start to lecture instead of listen.
 - You might not agree with their values.

	LET'S TALK
s: Please interview a po	arent/guardian or an adult you trust over age 21 for th
Manage	Trusted Adult's Name:
Due:	Adult signature:
vas a typical "date" w	about dating when you were in high school? Did yo when you were in high school? erson my age to be in a romantic relationship with s Why? Why not?
How is dating/roman	ce different now, compared to your trusted adult's
Due:	Adult's signature:





2710 Middlefield Rd

Materials Needed

ruy/-

- Anonymous Question Box
- Scratch paper cut into 2" x 2" pieces, one for each student
- Projection technology (projector/laptop or SmartBoard)
- Anatomy diagrams file on TTHS flashdrive
- Male and female internal and external sexual and reproductive anatomy diagrams (project enlarged as laminated poster - 2 ft. x 2 ft.)

Anatomy Coloring Homework

- Photocopies of Male and Female Anatomy Coloring worksheets with male and female for each student
- Colored pencils, pens, or crayons

What's the Story? Homework

 Photocopies of What's the Story? Male and Female worksheets with male and fema student

Preparation

- Screen Anonymous Question Box questions from the previous session and prepa
- As the instructor, you may determine which activities to present during this sessi physical classroom environment, your students' learning style, or available class

Teen Talk High School, 2018

should questions arise while presenting diagrams or the anatomy mus-

Remind students that sexual and reproductive physiology starts to become more mapuberty. Define puberty as a healthy part of adolescent development that most people will that involves physical and emotional changes. Mention to the classes that some of them magone through these changes.

Go through each diagram and their descriptions separately being mindful of previous triggers by not using fingers to point to body locations. It is better to help students locate l diagrams using a pen or pencil as a pointer.

Be inclusive and deliberate in your language about the physical bodies. Make sure sunderstand that we are discussing biological sex and body parts, not gender. Remind stud men are born with female anatomy, some women are born with male anatomy, and some with a mixture of male and female characteristics.

BODIES

-The sex cell that male bodies start producing in the testicles during puberty.

s-The two glands that produce sperm and testosterone. They are located outside of th crotum.

—The pouch of skin that holds the testicles and regulates the temperature of the spen sticles by moving closer and further from the body.

nis—The coiled tube attached to the outside of the testicles. This is where the sperm eir tails.

Vesicle-The gland that produces fluids that mix with the sperm to create semen. T

physiology. There will be a lecture to go along with the diagrams to better locate wor Note to Instructor: The terms below are for instructor use and are written in teen-triendly langua are and how they function.

should questions arise while presenting diagrams or the anatomy match-ups-

- Remind students that sexual and reproductive physiology starts to become more mature during puberty. Define pubers puberty. Define puberty as a healthy part of adolescent development that most people will go through that involves physical and reproductive physica that involves physical and emotional changes. Mention to the classes that some of them may have alread gone through these changes.
- Go through each diagram and their descriptions separately being mindful of previous sexual abust triggers by normalized parts of triggers by not using fingers to point to body locations. It is better to help students locate body parts of diagrams using a pen or pencil as a pointer.
- 4. Be inclusive and deliberate in your language about the physical bodies. Make sure students that understand that we are discussing biological sex and body parts, not gender. Remind students that sor men are born with female anatomy, some women are born with male anatomy, and some people are b with a mixture of male and female characteristics.

ALE BODIES

erm-The sex cell that male bodies start producing in the testicles during puberty.

- sticles-The two glands that produce sperm and testosterone. They are located outside of the male bod scrotum.
- otum-The pouch of skin that holds the testicles and regulates the temperature of the sperm inside of testicles by moving closer and further from the body.
- tidymis-The coiled tube attached to the outside of the testicles. This is where the sperm mature and their tails.

nal Vesicle-The gland that produces fluids that mix with the sperm to create semen. These protein sugars feed the sperm and help them to stay alive inside the vagina, uterus and fallopian tubes.

Deferens-The tubes that run from the testicles to the seminal vesicle. Mature sperm cells travel the these tubes before joining up with seminal fluid in preparation for ejaculation. This is also the tub

ives: Describe sexual and reproductive body part functions and locations. Recognize that way productive body parts among people are normal and do not affect reproductive ability.

Introduce the class by informing them that they will be discussing the sexual and reproductive physiology. There will be all physiology. There will be a lecture to go along with the diagrams to better locate where these body parts re and how they function re and how they function,

Note to Instructor: The terms below are for instructor use and are written in teen-friendly language should questions arise while presenting diagrams or the anatomy match-ups.

mind students that sexual and reproductive physiology starts to become more mature during berty. Define public second and reproductive physiology starts to become more mature during berty. berty. Define puberty as a healthy part of adolescent development that most people will go through and t involves physical and t involves physical and emotional changes. Mention to the classes that some of them may have already c through these changes.

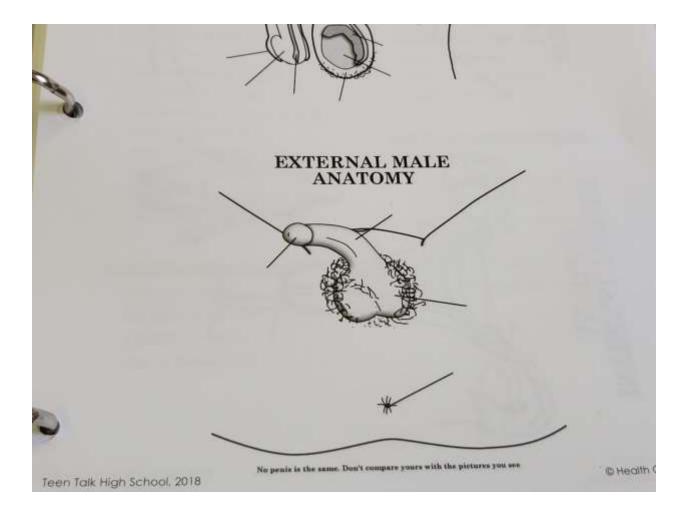
through each diagram and their descriptions separately being mindful of previous sexual abuse ers by not using f ers by not using fingers to point to body locations. It is better to help students locate body parts on the ams using a pen or pencil as a pointer.

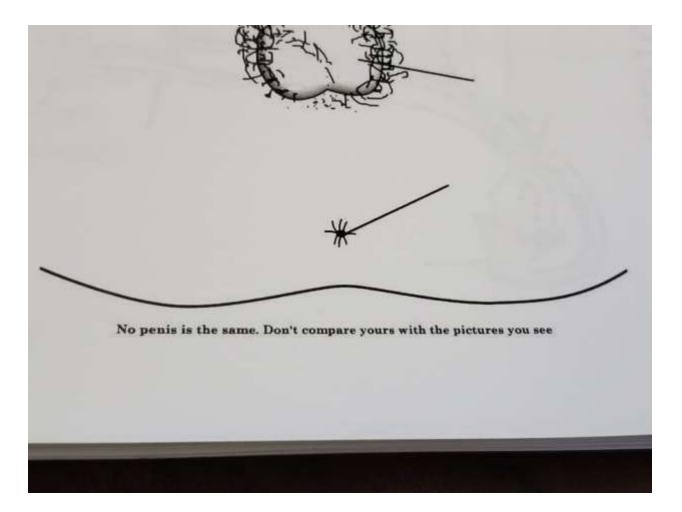
clusive and deliberate in your language about the physical bodies. Make sure students stand that we are discussing biological sex and body parts, not gender. Remind students that some te born with female anatomy, some women are born with male anatomy, and some people are born mixture of male and female characteristics.

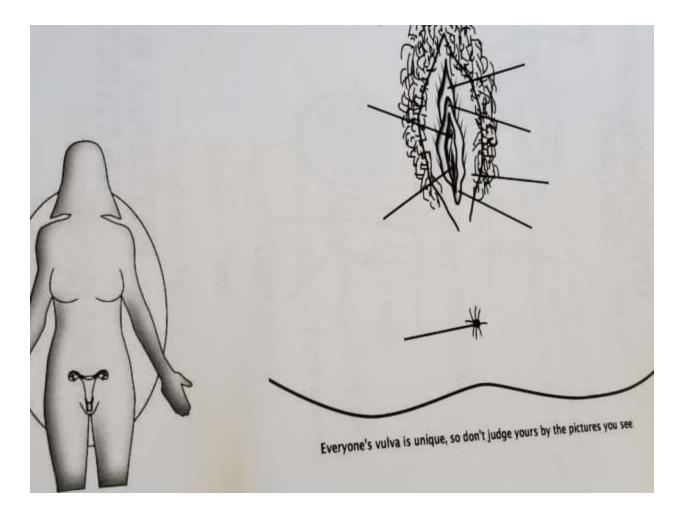
ES

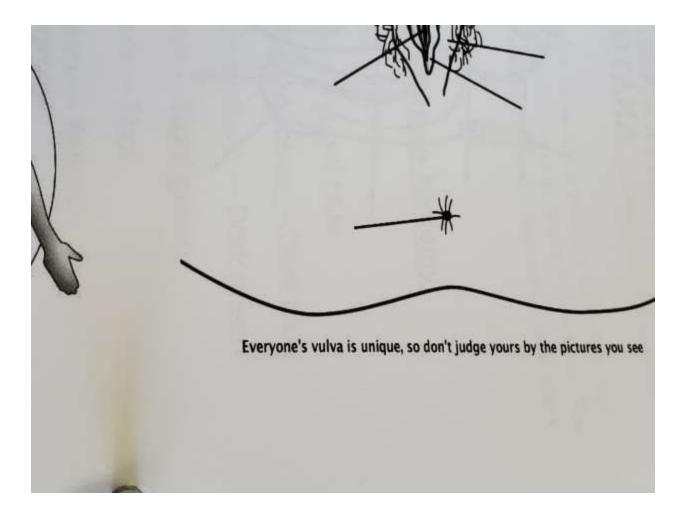
ex cell that male bodies start producing in the testicles during puberty. two glands that produce sperm and testosterone. They are located outside of the male body in

pouch of skin that holds the testicles and regulates the temperature of the sperm inside of the y moving closer and further from the body.









arerials Needed

- Anonymous Question Box
- Scratch paper cut into 2" x 2" pieces, one for each student
- Projection technology (Laptop/projector or SmartBoard)
- A writing surface (e.g. white board, Smartboard)

dentity Spectrums Prezi

Identity Spectrums Prezi on TTSH flashdrive

Photocopies of Identity Spectrums Prezi worksheet, one for each student

Internet to show two videos for the Identity Spectrums Prezi

- For Intersex Slide "What It's Like to Be Intersex": <u>https://www.youtube.com/watch?v=cAUDKEI4QKI</u>
- For Gender Identities Specific to Certain Cultures Slide "The Meaning of Mahu" https://www.youtube.com/watch?v=2pCThN5y46Q

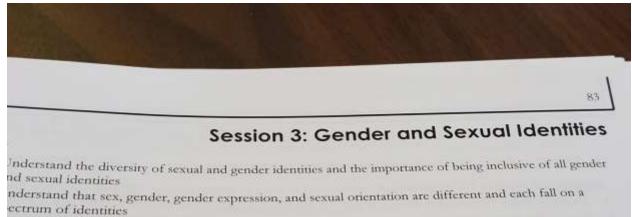
aration

Screen Anonymous Question Box questions from the previous session and prepare resp

tity Spectrums Prezi

ead through the Identity Spectrum Prezi notes prior to presenting material to become ommon sexuality terminology.

igh School, 2018



alyze cultural impacts on attitudes about gender, orientation, and expression

ves

of this session, students will be able to: ine sex, gender, gender expression and sexual orientation. tribe what LGBTQ+ means. ulate their values held about sexual orientation and gender identity. cate for safe environments for all people to feel safe.

s Important?

stablishes a common understanding and language of sexual orientation and gender identity. This rly on in Teen Talk HS to create a foundation of understanding of these topics throughout the ual identity, gender identity and sexual orientation can be uncomfortable topics for some high uss, perhaps because of their personal values or understanding of what specific terms mean.

Activity 3.2: Identity Spectrums Prezi

- Objectives: Understand the topics of: sex, gender, expression, and orientation each lie on individual spectrums. Explain to the class: Now that we have discussed different values regarding sexual health and reviewed male and female
 - reviewed male and female sexual and reproductive systems, we are going to explore the different between sex, gender, explore the between sex, gender, expression, and orientation using a Prezi.

 Describe that a Prezi is a computer program that details information in a more interactive way a PowerPoint. The information program that details information in a more interactive way a PowerPoint. The information will move around as we learn more specific details about certain topic

Slide "Intro/Title"

The Identity Spectrums

- There are four key aspects to understand—Biological Sex, Gender Identity, Gender Expression • Each of the four categories can be viewed on their own individual spectrum.
- ٠
- Most of these spectrums have two opposing ends, but there are many people that tend to fall somewhere in between. It is also possible for people to identify outside of these spectrums.

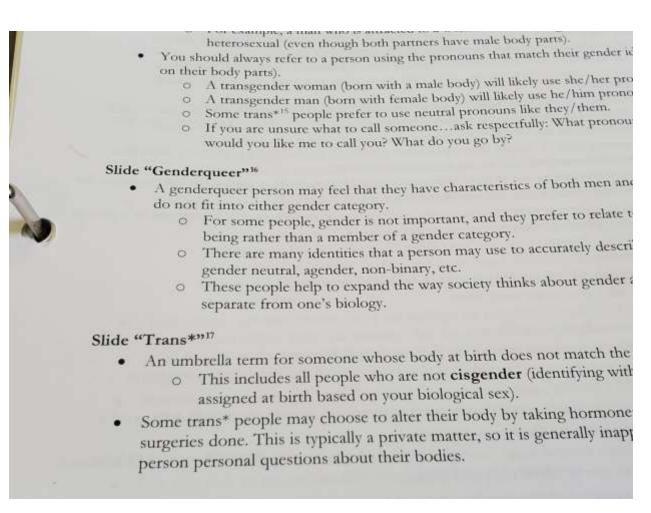
Slide "Sex"12

- Sex and gender are often confused or just lumped together, but they are actually separate pa

 - Your biological sex is your physical body: male, female, or intersex,
 - It is typically determined medically by your genitals, hormones, and DNA.

ide "Intersex Is ... "13

- .
- Someone whose body formed differently than most other male bodies or female bodies. This doesn't mean that people can be born with both sperm cells and egg cells. Intersex p • cannot impregnate themselves. Some ve



Slide "Gender Identity Is ... "

 Your gender identity is what you feel like in your mind, heart, or soul: man, woma gender-fluid, transgender, bigender, genderless, etc. The number of gender identit

Slide "Transgender"

- When a person's gender identity does not align with the gender they were assign their biological sex.
 - Someone with a male body who identifies as a woman.
 - Someone with a female body who identifies as a man.
- Sexual orientation is defined by one's gender identity.
 - For example, a man who is attracted to a woman who is transgender r heterosexual (even though both partners have male body parts).
- You should always refer to a person using the pronouns that match their ger on their body parts).
 - O A transgender woman (born with a male body) will likely use she/h
 - o A transgender man (born with female body) will likely use he/him
 - Some trans*¹⁵ people prefer to use neutral pronouns like they/ther
 - If you are unsure what to call someone...ask respectfully: What pr would you like me to call you? What do you go by?

Some trans* people may choose to alter their body by taking hor surgeries done. This is typically a private matter, so it is generally person personal questions about their bodies.

Slide "Additional Gender Identities That Are Specific to Certain

Some Native Americans identify as Two-Spirit, meaning they equalities.

¹⁵ It's Pronounced Metro Sexual. (2016). What does the asterisk in Trans stand for? http://itspronouncedmetrosexual.com/2012/05/what-does-the-asterisk-in-trans-star Trans Equality. (2016). Transgender terminology. Retrieved from

http://www.transequality.org/issues/resources/transgender-terminology
 ¹⁷ Ibid.
 ¹⁸ Ibid.

Teen Talk High School, 2018

- Traditionally, most Two-Spirits were biologically male, but expressed th androgynous and did both men's and women's work (i.e. hunting and b
 Theorem
- They also were thought to have unique spiritual power since they had t both men and women.
 All three and women.
- All three genders (men, women and Two-Spirit) were respected for the contributions to the tribe.
- Many other cultures have third, fourth, and fifth gender categories too.
- Māhū people in traditional Hawaiian culture are another example of a third g have special roles in society, especially in spiritual and traditional practices.

Slide "Gender Expression"

- How a person communicates their gender to the outside world.
 - They may present in a masculine way, a feminine way, or an androg

Slide "Cross-Dressers"

- "Cross-Dresser" is someone who dresses as a different gender than they id
 Most cross-dressers are heterosexual males—this debunks the myt cross-dresses is probably gay.
- A trans* person feels as though they are another gender. A cross-dresser r another gender sometimes and for many different reasons.
 - Cross-dressing can even be a fashion statement: for example, it us women to wear pants, but now it is more socially accortable.

They may present in a masculine way, a feminine way, or an androgynous way

Slide "Cross-Dressers"

- "Cross-Dresser" is someone who dresses as a different gender than they identify.¹⁹
 Most cross-dressers are heterosexual males—this debunks the myth that som cross-dresses is probably eav.
- A trans* person feels as though they are another gender. A cross-dresser might only another gender sometimes and for many different reasons.
 - Cross-dressing can even be a fashion statement: for example, it used to be women to wear pants, but now it is more socially acceptable.
- "Drag" is an exaggerated performance or characterization of gender, usually perfo who does not typically identify with that gender.

Slide "Sexual Orientation"

- Sexual Orientation refers to the gender(s) to which you are attracted.
 - Everyone has a sexual orientation.

Slide "Sexual Orientation Spectrum"20

- Heterosexual: men attracted or women, or women attracted to men.
 - Try not to use the word "straight" as this word implies that being gay o "crooked,"
- · Hetero-flexible: mostly heterosexual, but may have occasional attractions to the
- Questioning: still figuring out their sexual attraction.
 - It is completely normal to go through a period of questioning in adole
- Bisexual: attracted to two genders: men and women.
- Bicurious: possibly attracted to two genders: men and women.
- · Queer: an umbrella term that a new h

Slide "Sexual Orientation"

Sexual Orientation refers to the gender(s) to which you are attracted.
 Everyone has a sexual orientation.

Slide "Sexual Orientation Spectrum"20

- · Heterosexual: men attracted or women, or women attracted to men.
 - Try not to use the word "straight" as this word implies that being gay or les "crooked."
- Hetero-flexible: mostly heterosexual, but may have occasional attractions to their of
 Onestioning will of
 - Questioning: still figuring out their sexual attraction.
 - It is completely normal to go through a period of questioning in adolescer
- Bisexual: attracted to two genders: men and women.
- Bicurious: possibly attracted to two genders: men and women.
- Queer: an umbrella term that a non-heterosexual person may use to self-identify.
- Pansexual: attracted to people of any gender or any sex.
 - Asexual: not experiencing any sexual attraction.
 - Sexual attraction is separate from romantic attraction. A person who is a meaningful relationships and experience love, but is simply not interested
- Gay or Lesbian: men attracted to men, or women attracted to women.

phounced Metro Sexual. (2016). Comprehensive* List of LGBGTQ+ Vocabulary Definitions. Re pronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/ High School, 2018

de "Can Certain Things Change a Person's Sexual Orientation?"²¹

- · Again, we do not have the answer, but we do know that certain things do NO
 - Most gay parents have heterosexual children. This debunks the idea th their kids gay.
 - Being sexually abused as a child can make you think about sex differe than you normally would, but it does not change who you are natura

Your friends and where you live may influence how you think about sexual change your orientation.

 Marrying someone of the opposite gender may make the outside w heterosexual, but how they feel inside won't change. Example: If a but identifies as bisexual, it does not mean she is sometimes gay at heterosexual, or that while she is dating a male she is no longer bit to two genders.

Your actions are your choice, but your feelings are not. Some LGBTQ+ that does not reflect their true identity. Ask the students why. Some answ from friends and family, wanting to conform to societal norms or familireligious or cultural beliefs.

Students are encouraged to talk to their parents/guardians/trusted adu and define their own values related to these questions.

k ——	L re
The Identity	y Spectrums Prezi Notes
1	Period:Date:
 What's the difference between se Sex: 	
	Gender:
Intersex means being born with	of male and female body parts.
3. What is it called when a person id	entifies as a different gender than they were assigned at bi
4. How can you find out someone's (gender pronouns?
. A trans* person might use	Or
to change the way their bodies loo	ok, feel, and sound.
**Do you think we are born with	n gender or is it something society places on us? W

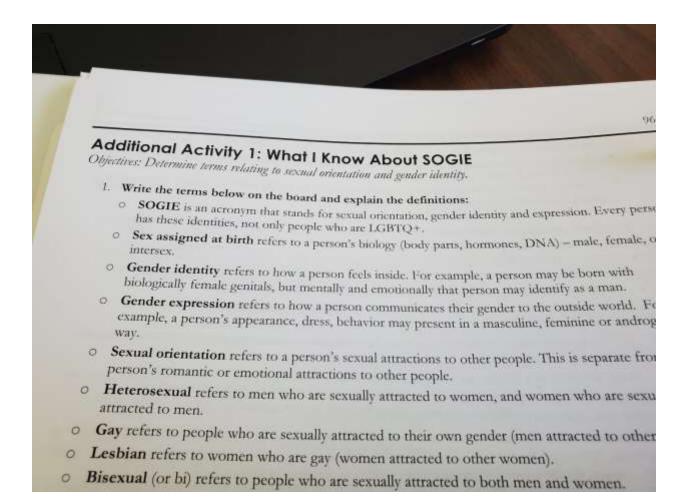
- birth based on their biological sex. biological whose gender identity does not match the gender they were assigned
- Intersex refers to a person who is born with physical characteristics of both males and females.
 Complex refers to a person who is born with physical characteristics of both males and females. Coming out refers to the process of letting other people know that you identify as gay, lesbian
- Homophobia is an irrational fear or hatred of non-heterosexual people based on myth, negative stercotypes, and misinformation.
- LGBTQ+ stands for: Lesbian, Gay, Bisexual, Transgender, Queer, etc. This acronym can of with a blick of the standard with additional letters standing for Questioning, Intersex, Asexual, Pansexual, etc.

The following are common questions and points of contention with students and tips of address them.

What does homosexual mean? - Throughout Health Connected's curricula, we do not term "homosexual" as it is not supported by most LGBTQ+ community members. Expla word used to describe people who are sexually attracted to their own gender, but that tod the word "gay" instead because homosexual can have a hurtful connotation.

What about the word "straight?"-Throughout Health Connected's curricula, we do word straight to define heterosexual people as it implies that other orientations are "cro When you define heterosexual simply say that the common word for this is "straight" ot be using this word for the reasons stated above.

it OK to say "queer"? What does it mean? -Queer is an umbrella term that so erosexual might use if they don't want to label themselves something so specific insgender." "Queer" has been used as a derogatory term, and is still used in that



general rule is a person can self-identify this way, but we should not place this identity onto others as it could be perceived as offensive.

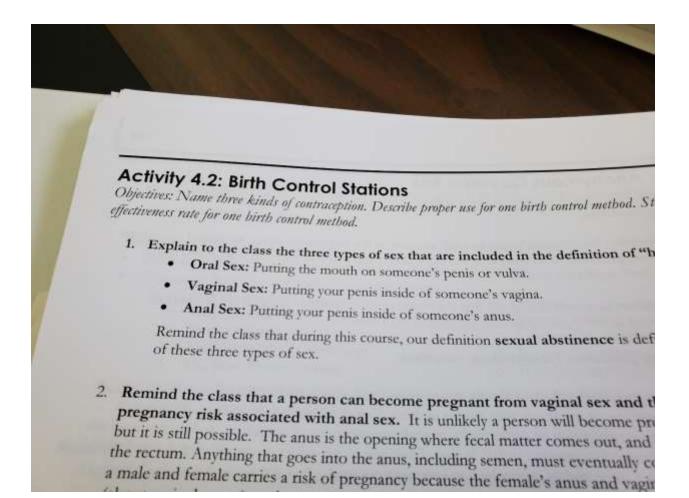
07

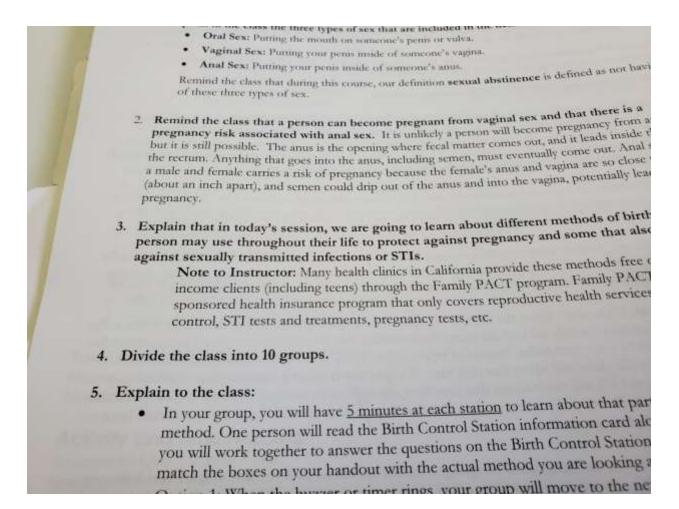
- Is being gay, lesbian, bisexual, or transgender a choice? —This question often confuses students and even other teachers. The answer is no. Who you are naturally attracted to is not a choice. Your actions, however, are your choice. Someone can be naturally attracted to others of their own gender but choose never to act on those feelings. A good question to ask is, "Why might someone who is gay choose to marry someone of a different gender, even if they were not sexually attracted to them?"
- What's wrong with saying "that's so gay" if that's not what it means anymore? —Ask students to think about what it does mean when students say "that's gay." Often they will say things like "that's stupid," "that's lame," or "that's girlie." Ask the students to think about how someone in the class migh feel if they were gay and had to hear other students say that all the time, knowing what it really meant. How might it make girls feel? It might help to compare it to racial discrimination and how it feels to b put down for something you can't help.
- What are some groups/organizations that can support teens who are gay, coming out, or thinking about coming out? —This question provides a great opportunity to refer the students be to their resource lists for the LGBTQ+ resources. It is also a good time to mention that Gay/Strait Alliance Groups exist on many high school campuses. Let students know that they have a right to opinions about gay people and gay relationships, but they do not have a right to discriminate or be others. Explain that some of their classmates might be gay or trans*, but have decided not to discriminate identity to others yet. The take-home point is this: Every student has a right to feel safe school.

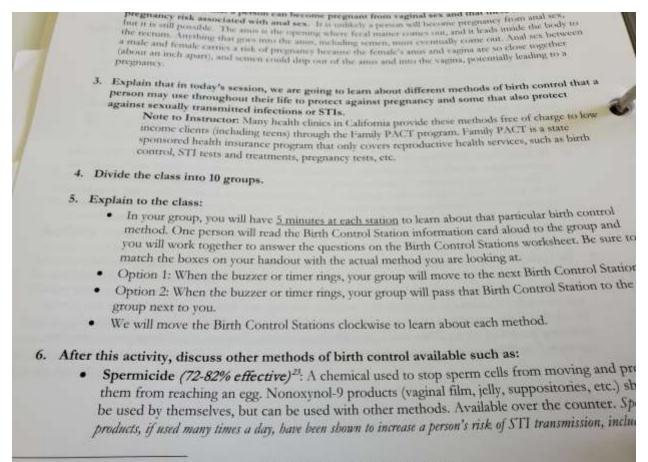
general rule is a person can self-identify this way, but we should not place this identity onto others as could be perceived as offensive.

- Is being gay, lesbian, bisexual, or transgender a choice? —This question often confuses stude and even other teachers. The answer is no. Who you are naturally attracted to is not a choice. You actions, however, are your choice. Someone can be naturally attracted to others of their own gend choose never to act on those feelings. A good question to ask is, "Why might someone who is gay choose to marry someone of a different gender, even if they were not sexually attracted to them?"
- What's wrong with saying "that's so gay" if that's not what it means anymore? —Ask stuthink about what it does mean when students say "that's gay." Often they will say things like "t stupid," "that's lame," or "that's girlie." Ask the students to think about how someone in the c feel if they were gay and had to hear other students say that all the time, knowing what it reall How might it make girls feel? It might help to compare it to racial discrimination and how it put down for something you can't help.

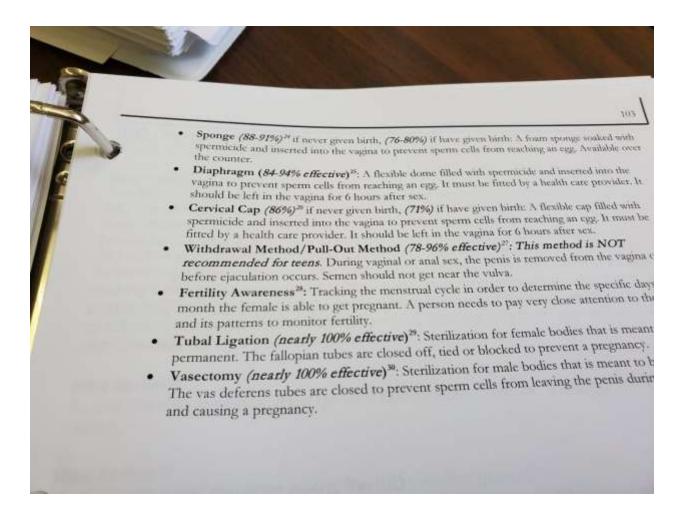
What are some groups/organizations that can support teens who are gay, coming or thinking about coming out? —This question provides a great opportunity to refer the st to their resource lists for the LGBTQ+ resources. It is also a good time to mention that G Alliance Groups exist on many high school campuses. Let students know that they have a opinions about gay people and gay relationships, but they do not have a right to discrimin thers. Explain that some of their classmates might be gay or trans*, but have decided n heir identity to others yet. The take-home point is this: Every student has a right to the hool.

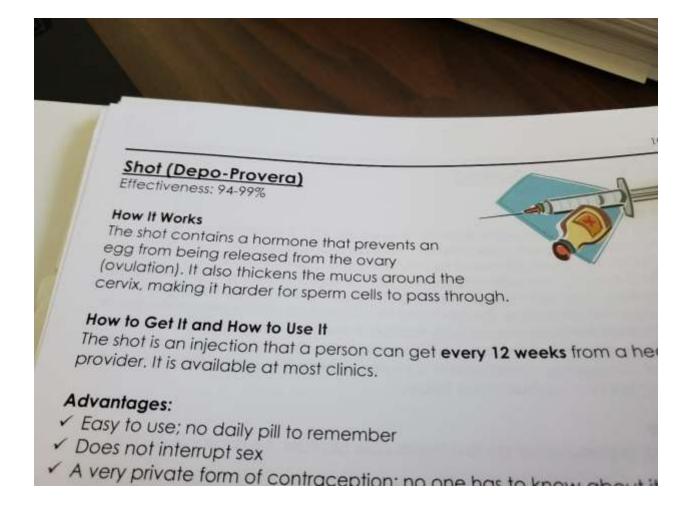


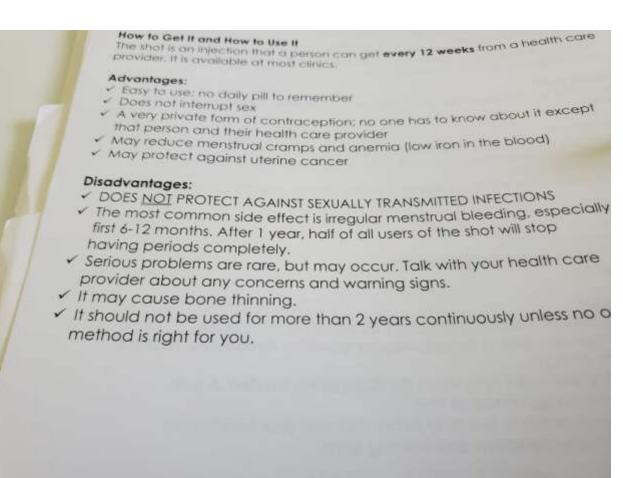


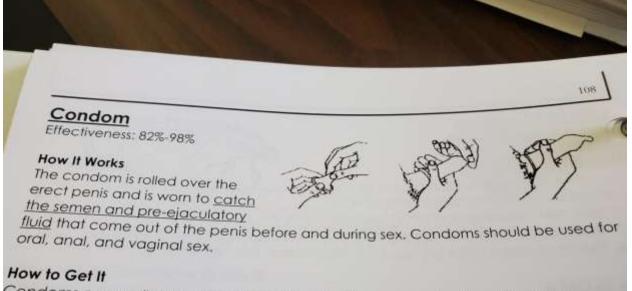


enters for Disease Control and Prevention. (2016). Contraception. Retrieved from





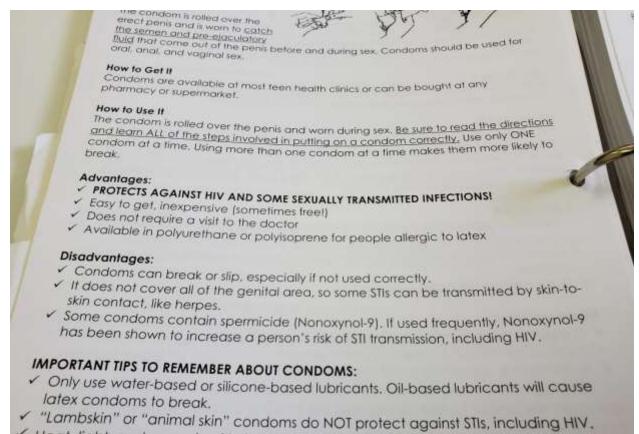




Condoms are available at most teen health clinics or can be bought at any pharmacy or supermarket.

ow to Use It

e condom is rolled over the penis and worn during sex. <u>Be sure to read the dire</u> <u>I learn ALL of the steps involved in putting on a condom correctly.</u> Use only C dom at a time. Using more than one condom at a time makes them more li k.



Heat, light, and excessive friction can make a condom more likely to break.

Birth Control Pills AEffectiveness: 91%-99%

How It Works

Birth control pills contain hormones (estrogen and/or



109

progesterone) that prevent an egg from being released from the ovary (ovulation). They also thicken the mucus around the cervix, making it harder for sperm to pass through.

How to Get It

To get birth control pills, a person must go to a health care provider and get prescription. They are available at most clinics.

How to Use It

You must take one pill every day at the same time.

- Missing a pill, taking it at the wrong time, or combining it with some of
- medications can make birth control pills less effective. A person who has just started taking birth control pills should be sure I mathed for at least the first 4 weeks.

How to Get It

Condoms are available at most teen health clinics or can be bought at any pharmacy or supermarket.

How to Use It

The condom is rolled over the penis and worn during sex. Be sure to read the direction and learn ALL of the store to read the direction of the store only ONE and learn ALL of the steps involved in putting on a condom correctly. Use only ONE condom at a time. Using more than one condom at a time makes them more likely break.

Advantages:

- PROTECTS AGAINST HIV AND SOME SEXUALLY TRANSMITTED INFECTIONS!
- Easy to get, inexpensive (sometimes free!)
- Does not require a visit to the doctor
- Available in polyurethane or polyisoprene for people allergic to latex

Disadvantages:

- Condoms can break or slip, especially if not used correctly.
- It does not cover all of the genital area, so some STIs can be transmitted to skin contact, like herpes.
- Some condoms contain spermicide (Nonoxynol-9). If used frequently, No has been shown to increase a person's risk of STI transmission, including

PORTANT TIPS TO REMEMBER ABOUT CONDOMS:

Only use water-based or silicone-based lubricants. Oil-based lubricant atex condoms to break

Lambskin" or "animal skin" condoms do NOT protect against STIs inc

Not Having Sex Effectiveness: 100%

How It Works

Not having sex prevents pregnancy by not allowing the penis, semen, or pre-ejaculatory fluid to enter the body. You can still show physical affection in other ways, such as hugging, holding hands, touching, cuddling, or kissing. By avoiding vaginal, oral, and anal sex, as well as any skin-to-skin contact between the genitals, not having sex also protects you from most sexually transmitted infections.

How to Use It

You first need to decide that not having sex is the right choice for y your personal values. Discuss your decision with your partner so that they will be clear about your boundaries and support you. Then av contact between the penis, vagina, and anus. <u>58% of high school</u> report never having had sex 32

reing hands, touching, cuddling, or kissing, By avoiding vaginal, oral, and anal sex, as well as any skin-to-skin contact between the genitals, not having sex also protects you from most sexually transmitted infections.

How to Use It

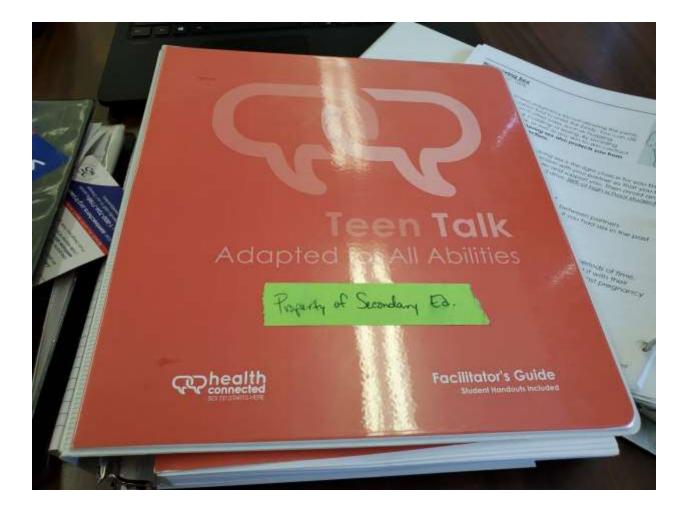
You first need to decide that not having sex is the right choice for you based on your personal values. Discuss your decision with your partner so that you know they will be clear about your boundaries and support you. Then avoid any contact between the penis, vagina, and anus. <u>58% of high school students</u> report never having had sex.32

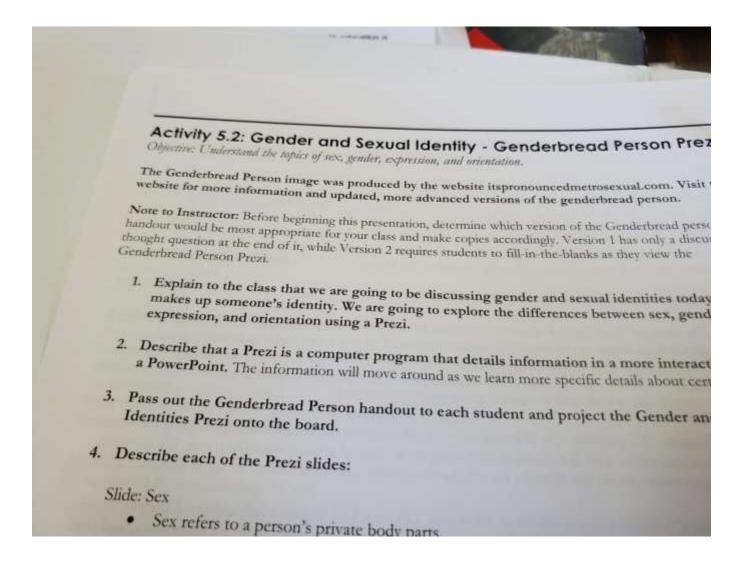
Advantages:

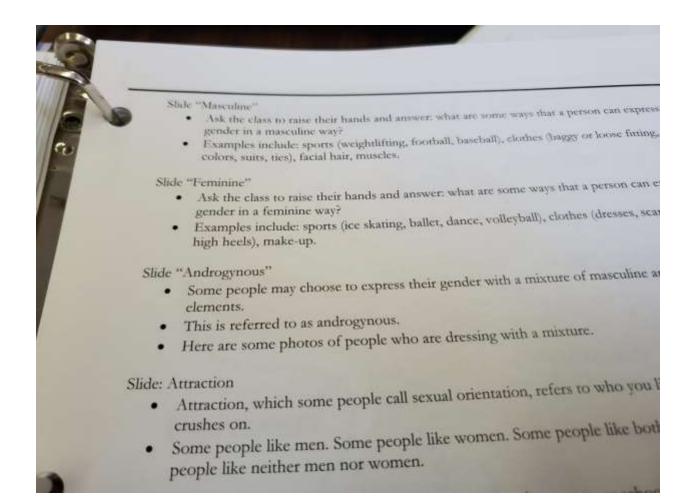
- The only 100% effective birth control method.
- May create greater communication and trust between partners
- Can be started and stopped at any time, even if you had sex in the past
- Does not require a visit to a health care provider
- ✓ No side effects
- ✓ It is completely free

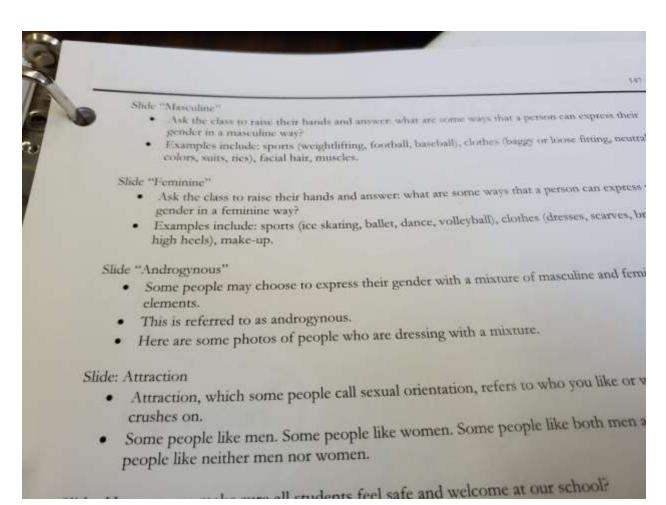
Disadvantages:

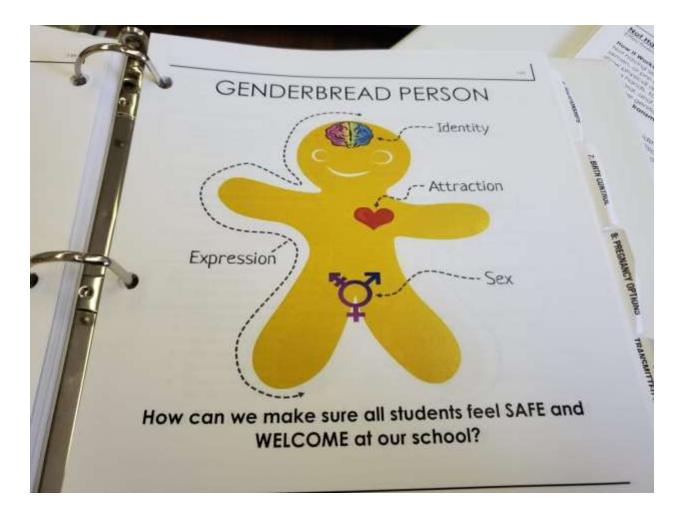
- Some people may find it difficult to not have sex for long periods of time
- People who suddenly decide to have sex without discussing it with the partner first may not be prepared to protect themselves against preg or infection.





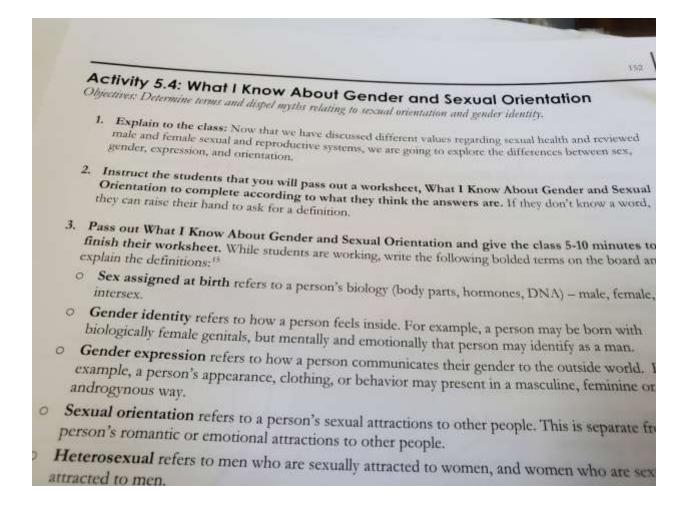


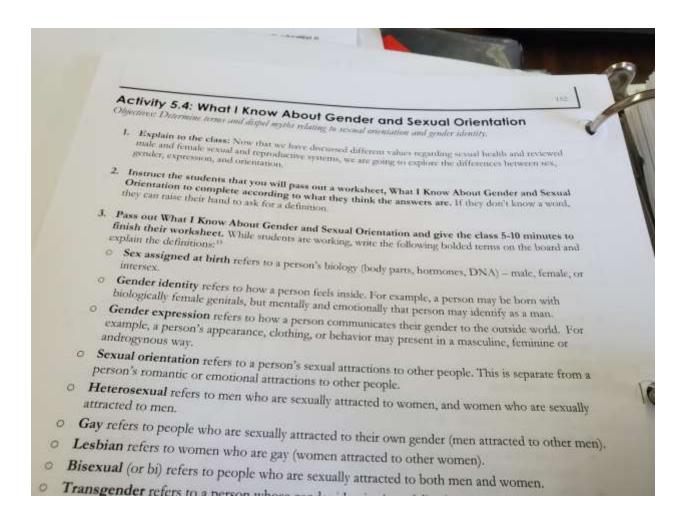




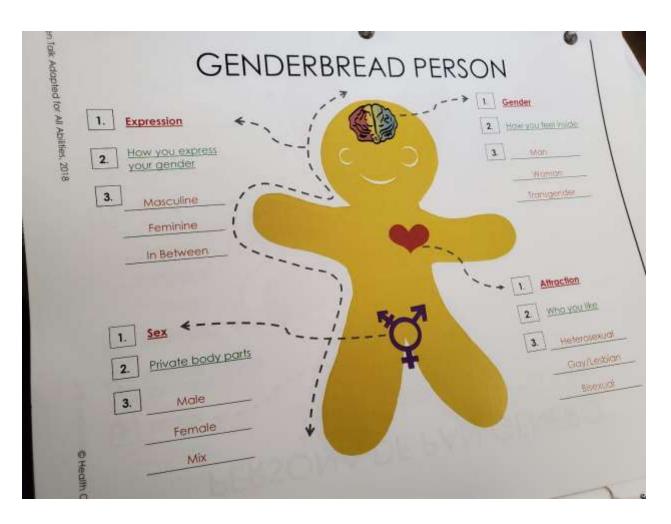
4	<list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item>
¹⁵ It's Pron http://itspr ¹⁶ Trans Equ http://www	ounced Metro Sexual. (2016). Comprehensive* List of LGBTQ+ Vocabulary Definitions. Retrieved from onouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/ ransequality. (2016). Transgender terminology. Retrieved from

een Talk Adapted for All Abilities, 2018









Lead Authors

Kris Popplewell Ahmed, MPH, CHES Shanti Jensen Perryn Reis Anacely Vazquez-Carrillo

Medical Review Team

A review of Teen Talk High School to ensure medical accuracy was completed by:

Sharon Pao, MD

Anne Hsii, MD

Contributing Authors

The following individuals have contributed to the

Contributing Authors The following individuals have contributed to the continued development of Teen Talk High School:

Justin Balido Hannah Brown Leah Chalofsky Christine Clark, MPH Kathryn Davis Hannah Day, MPH, CHES Kehau Gunderson DaShanna Jones, MA Abigail Karlin-Resnick Vanessa Kellam Bianca Maldonado Shelly Masur

Kelly McNinch Creagh M. Miller, MPH, CHES Katie Murphy Wendy Oji-Kaplan, MPH Deanna Quan Jennifer Rogers, MA Jacqueline Samayoa, RN Avry Schellenbach, MA Natalie Scrima Sandra Sotiriadis, MA Nickolas Sumpter, CHES Jason Vaudrey, MPH

© 2018 Health Connected 480 James Avenue Redwood City, CA 94062

a manual or at least 14 days before instruction begins, allowing parents time to revie curricula/teaching materials and decide if their child will participate. If a parent does not want their child participate, it is the responsibility of the patent to notify the school and the child should be given an alt assignment. The law states that districts/schools may not send out a permission slip or "opt-in" letterparent/guardian notification letter that you may adapt is located in the Appendix.

Minors' Sexual and Reproductive Rights in California

At the printing of this edition of Teen Talk HS, minors of ANY AGE in California may consent for t related to the prevention or treatment of pregnancy (California Family Code Section 6925). That inclu consenting to birth control and abortion services. However, minors must be 12 years of age or older their own STI testing and treatment (California Family Code Section 6925). Additionally, public scho California may not require parent permission to excuse a minor during school hours for confidential include appointments for sexual and reproductive services. (66, Ops. California Atty. Gen. 244 (1983 California Atty. Gen 168 (2004).)

Teen Talk HS includes information on youth sexual and reproductive health resources and clinics for geographic regions of the San Francisco Bay Area in California (Peninsula, San Francisco, East Bay It is an essential part of any good comprehensive sexuality education program to provide students y on where to obtain sexual and reproductive health care, such as birth control, pregnancy testing, ST reatment, etc. If you live outside of the Bay Area, please create your own list of local sexual and re rvices (including name, location, phone number, and website if available), while paying close atte endly clinics or clinics that are tailored to the specific needs of adolescents.

California, teens qualify for Family Planning, Access, Care and Treatment, or Family PACT. Fa e-sponsored insurance that provides no-cost family planning services. Be sure to tell your stud re to obtain these services, but also that these services are often free, confidential, and do not

Teen Talk AAA is also based on the large body of research by Douglas Kirby, who identifie consistent among curriculum-based programs that are effective at preventing teen pregnant Connected used Kirby's 17 Characteristics as a guide to develop Teen Talk AAA.

Target Population and Need

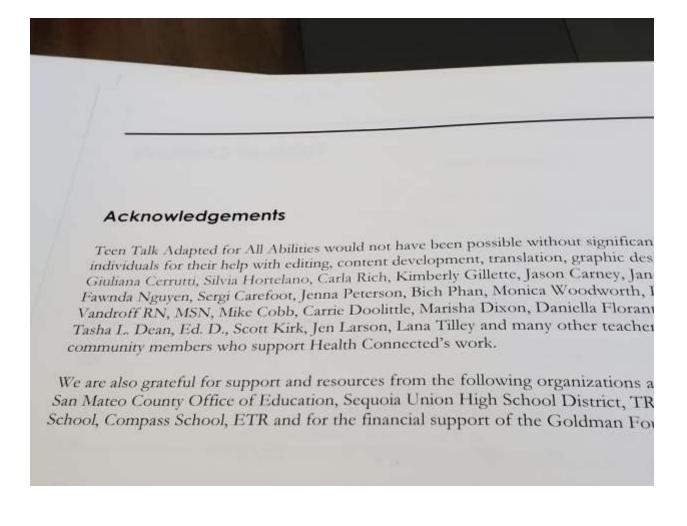
Teen Talk AAA has been developed over many years of working directly with high school County, a large socioeconomically and racially diverse county in the San Francisco Bay that young people have access to medically accurate information that allows them to ma sexuality, Teen Talk AAA seeks to address several important ongoing sexual health cha

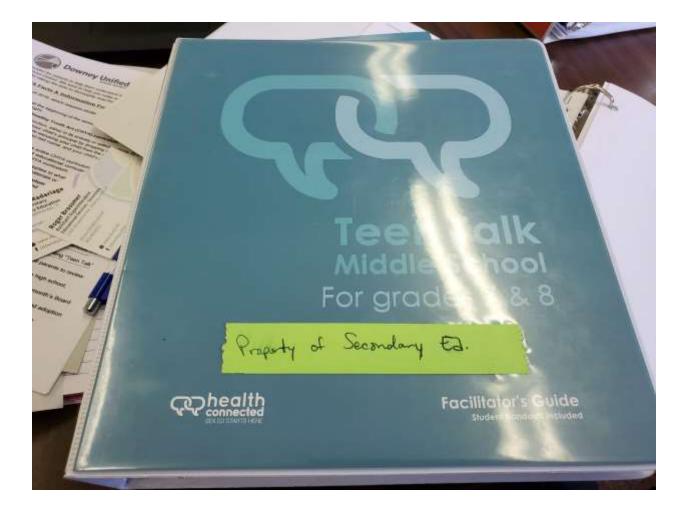
py. D. (2007). Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnanc hington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.

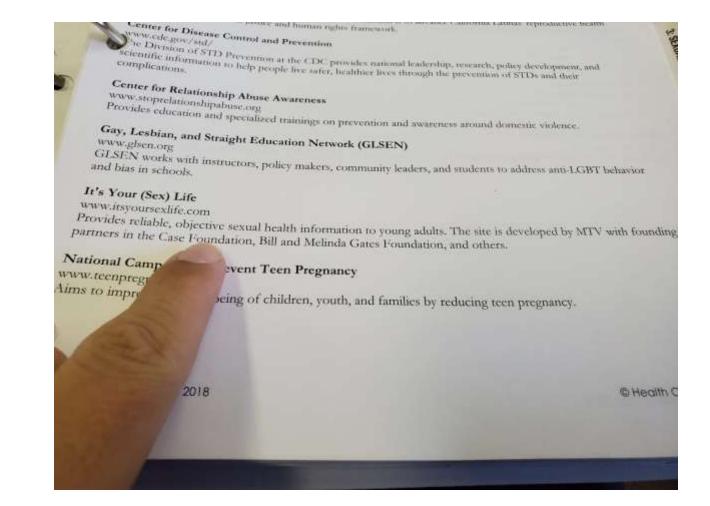
Talk Adapted for All Abilities, 2018

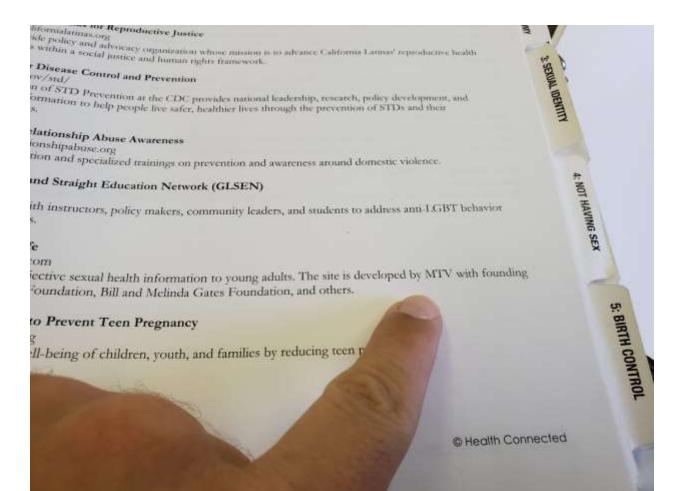
osenstock, I.M., Strecher, V.J. & Becker, M.H. (1988). Social learning theory and the health belief mod

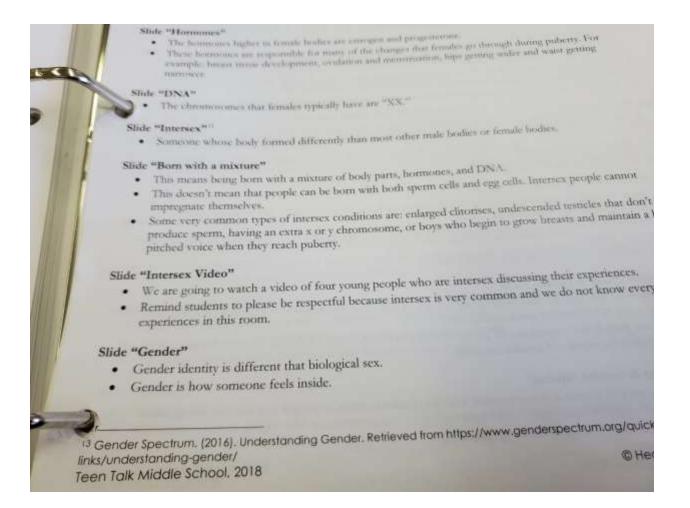
as, J. M., et. al. (1997). Promoting Social and Emotional Learning: Guidelines for Educators. Alexand Curriculum Development.; What is SEL? (2017). In CASEL: Educating Hearts. Inspiring Minds.. Retrie

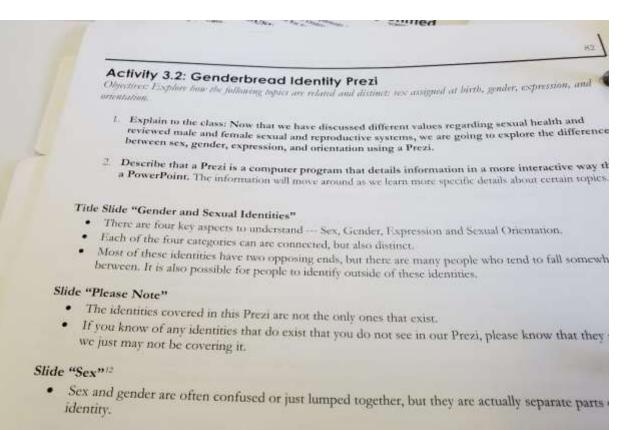












Slide "Body parts, hormones, DNA"

 Your biological sex, or sex assigned at birth, is typically determined medically by your body p and DNA.

- Por example: if someone is horn with female body pairs, hormones, and DNOs man.
- · There are many different ways that people understand their trans* identity. Let's us learn about this more

Slide "Transgender/Trans* Video"

- Note to Instructor: mans* is an umbrella term for transgender-spectrum people; this can include
- people who identify as transmen, transmomen, transmasculine, transferminine, transgender, etc. We are going to watch a video about two young people who identify as trans* and their experiences going school common out of the second se
- school, coming out to friends and family, and learning to be comfortable with themselves.
 Remand students to please be respectful because we do not know everyone's experiences in this room.

Slide "Non-Binary"

- Binary refers to a system of two options. In our society, the two dominant gender options are "man" "woman."
- Non-binary refers to someone who does not fit into this "man-woman" binary because they do not i
 with either of the dominant genders.

Slide "Non-Binary Umbrella"

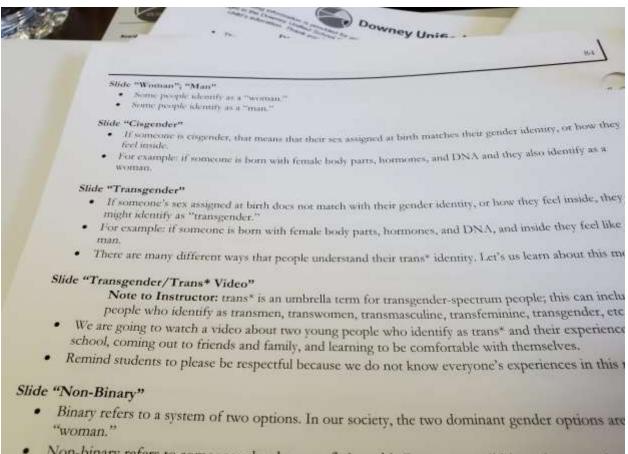
- Non-binary is an umbrella term that includes many different identities; and refers to people who de identify inside the "man-woman" binary.
- Examples of different identities that fall under this umbrella are: gender fluid, gender queer, agend gender neutral.
- Let's discuss a couple of these in more detail.

Slide "Gender Queer & Gender Fluid"

- For some people feel that they have characteristics of both men and women, or that they do not either of the two dominant gender categories.
- For some people their experience of gender changes over time. They might call themselves gen
 refer to their experience of gender changing.

Slide "Agender & Gender Neutral"

- For some people, gender is not important, and they prefer to relate to people as a humans be member of a gender category.
- Some people do not identify with a gender at all.



Non-binary refers to someone who does not fit into this "man-woman" binary because they
with either of the dominant and law

is a word used to describe people who are sexually attracted to their own gender, but that, today, pour the word "gay" instead because homosexual can have a hurtful connotation.

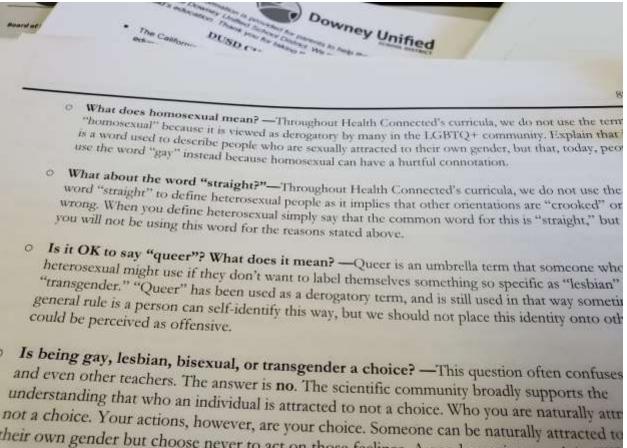
- What about the word "straight?"—Throughout Health Connected's curticula, we do not use the word "straight" to define heterosexual people as it implies that other orientations are "crooked" or wrong. When you define heterosexual simply say that the common word for this is "straight," be you will not be using this word for the reasons stated above.
- Is it OK to say "queer"? What does it mean? —Queer is an umbrella term that someone w heterosexual might use if they don't want to label themselves something so specific as "lesbiar "transgender." "Queer" has been used as a derogatory term, and is still used in that way some general rule is a person can self-identify this way, but we should not place this identity onto a could be perceived as offensive.
- Is being gay, lesbian, bisexual, or transgender a choice? —This question often confu and even other teachers. The answer is no. The scientific community broadly supports the understanding that who an individual is attracted to not a choice. Who you are naturally not a choice. Your actions, however, are your choice. Someone can be naturally attracted their own gender but choose never to act on those feelings. A good question to ask is, " someone who is gay choose to marry someone of a different gender, even if they were attracted to them?"
- What's wrong with saying "that's so gay" if that's not what it means anymore think about what it does mean when students say "that's gay." Often they will say the stupid," "that's lame," or "that's girlie." Ask the students to think about how some feel if they were gay and had to hear other students say that all the time, knowing w How might it make girls feel? It might help to compare it to racial discrimination put down for something you can't help.

Is it OK to say "queer"? What does it mean? —Queet is an umbrella term that someone who is not heterosexual might use if they don't want to label themselves something so specific as "leshian" of "transgender." "Queer" has been used as a derogaroty term, and is still used in that way sometimes. The could be perceived as offensive.

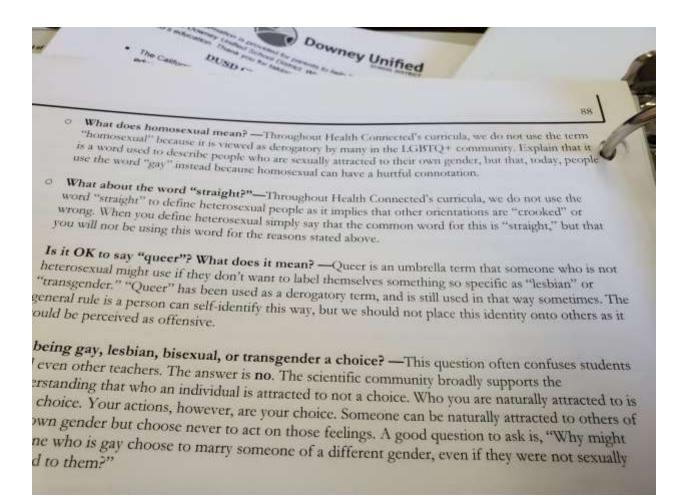
Is being gay, lesbian, bisexual, or transgender a choice? — This question often confuses students and even other teachers. The answer is no. The scientific community broadly supports the understanding that who an individual is attracted to not a choice. Who you are naturally attracted to is not a choice. Your actions, however, are your choice. Someone can be naturally attracted to others of their own gender but choose never to act on those feelings. A good question to ask is, "Why might aftracted to them?"

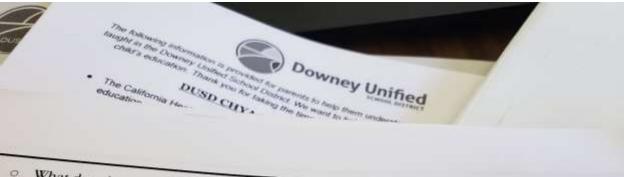
• What's wrong with saying "that's so gay" if that's not what it means anymore? —Ask students to think about what it does mean when students say "that's gay." Often they will say things like "that's stupid," "that's lame," or "that's girlie." Ask the students to think about how someone in the class might feel if they were gay and had to hear other students say that all the time, knowing what it really meant. How might it make girls feel? It might help to compare it to racial discrimination and how it feels to be put down for something you can't help.

• What are some groups/organizations that can support teens who are gay, coming out, or thinking about coming out? — This question provides a great opportunity to refer the students to it back side of their resource lists for the LGBTQ+ resources. It is also a good time to mention that Gay/Straight Alliance groups (now sometimes known as Gender/Sexuality Alliance groups) exist on many high school campuses and some middle school campuses. Let students know that they have a right to their opinions about gay people and gay relationships, but they do not have a right to discriminate or bully others. Explain that some of their classmates might be gay or transgender, but decided not to disclose their identity to others yet. The take-home point is this: Every student ha right to feel safe at school.



their own gender but choose never to act on those feelings. A good question to ask is, "When the one of a different and the second seco





What does homosexual mean? - Throughout Health Connected's curricula, we do not use the ter is a word used to describe people who are sexually attracted to their own gender, but that, today, pe use the word "gay" instead because homosexual can have a hurtful connotation.

What about the word "straight?"-Throughout Health Connected's curricula, we do not use the word "straight" to define heterosexual people as it implies that other orientations are "crooked" vrong. When you define heterosexual simply say that the common word for this is "straight," by ou will not be using this word for the reasons stated above.

t OK to say "queer"? What does it mean? -Queer is an umbrella term that someone w rosexual might use if they don't want to label themselves something so specific as "lesbiat sgender." "Queer" has been used as a derogatory term, and is still used in that way some I rule is a person can self-identify this way, but we should not place this identity onto a be perceived as offensive.

- Redirect: Address every question in some way. Do your best to p miss an opportunity to remind students how diseases are spread, ways to avoid pregnancy, and that people always have to ask permission to touch or do something sexual with someone.
- Be Real: If you don't know the answer to a question, simply say so. You lose credibility if you make up information or only tell half the story. Acknowledge that you cannot completely understand who it's like to be a pre-teen today. Instead of trying to be "cool," ask students for more information about specific slang and issues that they face. If a question is about a situation that would require reporting to CPS, tell the students that they have the right to report that behavior to you or another trusted adult. Remind them that you are there to help protect them and that no one should have deal with that situation alone
- Be Inclusive: Use nonjudgmental language. Answer questions as if you know there is at least or student who: never plans to have kids; never plans to get married; is LGBTQ+; doesn't know the biological parents; is sexually active; has been raped or sexually assaulted, etc. Be aware of your and nonverbal reactions to questions like laughing, shaking your head, or saying "You're too y to ask that." You could be communicating powerful judgments and assumptions. Instead of belittling questions, try to affirm and legitimize the questions. You can say, "Many people ask question," or "This is an important question."

le School, 2018

© Health

Session 4: Not Having Sex: Abstinent

tand what risks can be associated with specific types of sex hat not having sex (abstinence) is the most effective way to prevent against pregnancy and ST

is session, students will be able to: ral, anal, and vaginal sex. articulate at least 2 benefits of abstinence. ays to deal with pressure to have sex and alternatives to having sex.

nportant?

les a basic introduction to three types of sex. It helps to establish these definitions of tly what you are talking about during later discussions. Certainly, there are other w ession, we will focus on these three to discuss how to reduce the risk of pregnanc

to mention that some STIs can be spread even without having sex such as through n-to-skin contact (HPV, genital warts, genital herpes). HIV can be transmitted

NO SEX (abstinence) is the only certain way to prevent unintended pregr

WHA:	IS SEX? Answer K	ley
Type of Sex	is there a risk of pregnancy? (YES / NO)	is there a risk of getting an STI? (YES / NO)
Oral sex	NO	YES
Vaginal Sex	YES	YES
Anal sex	YES*	YES

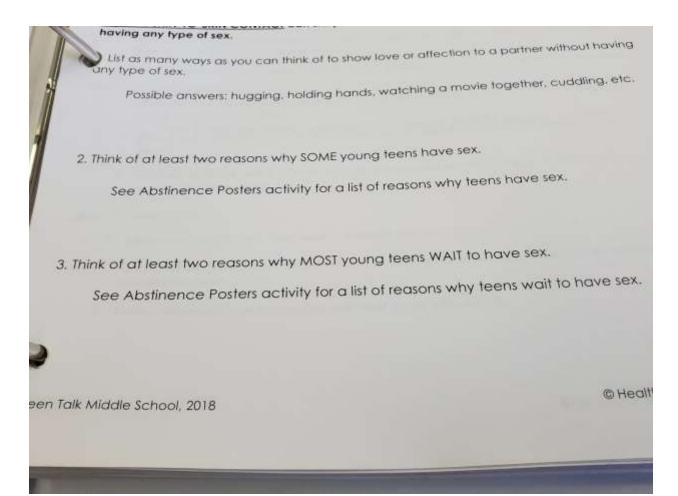
<u>NOT HAVING SEX</u> is the only 100% effective method to prevent pregnancy and/or lower the risk of contracting an STI.

ENITAL SKIN-TO-SKIN CONTACT can still pose a risk for pregnancy or STIs, even without aving any type of sex.

ist as many ways as you can think of to show love or affection to a partner without type of sex.

Possible answers: hugging, holding hands, watching a movie together, cudd

Я Туре	e of Sex	is there a risk of pregnancy7 (YES / NO)	Is there a risk of getting an STI? (YES / NO)
Ord	ul sex	NO	YES
Vagin	al Sex	YES	YES
Anal	sex	YES*	YES
			14
Possible answe	rs: hugging.	holding hands, watching a	tion to a partner without ha
Possible answe	rs: hugging.		movie together, cuddling
Possible answe	rs: hugging. reasons wh	holding hands, watching a	movie together, cuddling re sex.



and avoiding abusive relationships. Have students list people or organizations that they c help if they or someone they know may be in an unsafe relationship. These resources may in nonprofit organizations, parents/guardians, teachers, school counselors, medical providers, trusted adults.

Instructor Notes for some of the behaviors/scenarios:

- Compromise: means working together to come to a decision that is beneficial to all peop exactly what everyone wants, but both people are satisfied with the outcome.
- Spend all your free time together: some students bring up the idea of "free time;" this
 healthy if "free time" means the time after they are done with school, homework, and ex
 activities; this trait might be unhealthy if they are skipping school, homework, and extra
 to spend time with their partner.
- Jealousy: Ask the students if jealousy is a behavior or an emotion? Discuss the differe emotions and behaviors: we may not be able to control how we feel, but we absolutely do. Describe a behavioral response to jealous that is unhealthy (stalking, controlling, n one that could be healthy (communicating feeling insecure).
- Calls to check where you are all the time (constantly): this behavior is a red flag abusive relationship in which the abuser is trying to monitor and control their partner
- Calls/texts every day: students often bring up the idea of long distance relationshibe healthy if this is the primary way they connect because they are dating long distabehavior is healthy or unhealthy depends on the boundaries of those within the relipartner loves to text and the other does not); communication is important to undependent of the statement of the st

Discussion

- Following the Relationship Qualities Spectrum brainstorm, make sure to mention that abusive behaviors:
 - Occur within many types of intimate relationships: friends, partners, roommates, spouses, either current or former partners or or former parmers, etc. Can happen once, occasionally, on and off, or every day,

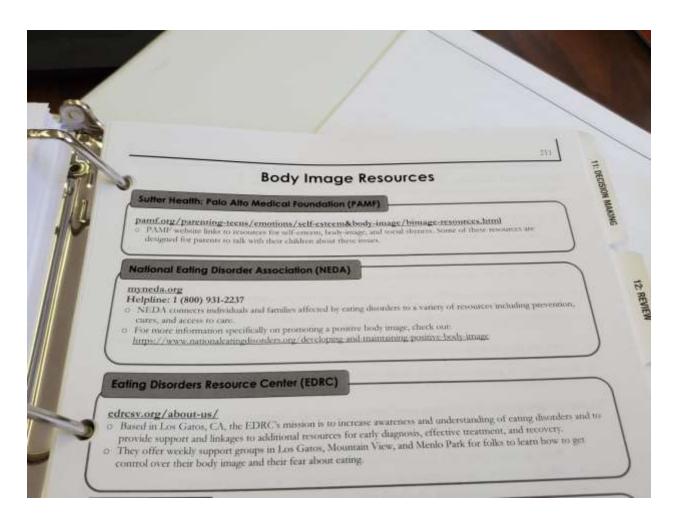
104

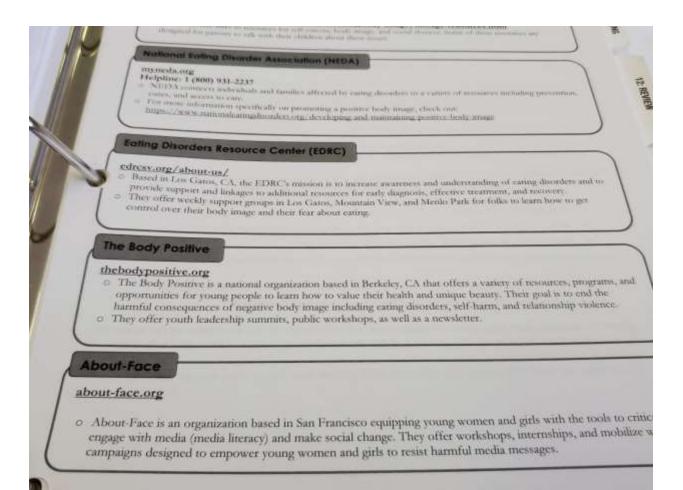
- Are about power and control, whether in person or via technology (phone, texting, email, chat, social media, etc.) Can be: physical, emotional, verbal, sexual, or digital.
- Can happen to anyone regardless of income, age, gender, sexual orientation, or race/ethnicity.
- To include additional points for LGBTQ+ relationships (a good resource is <u>www.loveisrespect.org</u>) you should mention that within a healthy relationship, your partner:
 - · Never threatens to "out" you to people.
 - Never tells you you're not a real lesbian, gay man, trans person or however you identify because you don't have sex the way they want you to.

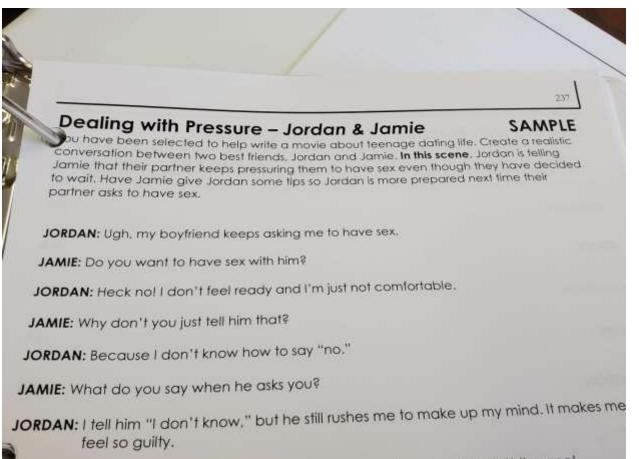
Conclude this activity by telling students they can put what they've learned into practice by ncouraging friends and peers to be "up standers" who stand up for each other and by identifying and avoiding abusive relationships. Have students list people or organizations that they can contact for p if they or someone they know may be in an unsafe relationship. These resources may include hotlines profit organizations, parents/guardians, teachers, school counselors, medical providers, and other

otes for some of the behaviors/scenarios:

omise: means working together to come to a decision that is beneficial to all people; it make no vhat everyone wants, but both people are satisfied with the outcome.







when he sure ain't the one!

JORDAN: Ugh, my boyfriend keeps asking me to have sex.

JAMIE: Do you want to have sex with him?

JORDAN: Heck no! I don't feel ready and I'm just not comfortable.

JAMIE: Why don't you just tell him that?

JORDAN: Because I don't know how to say "no."

JAMIE: What do you say when he asks you?

JORDAN: I fell him "I don't know," but he still rushes me to make up my mind. It makes me feel so guilty.

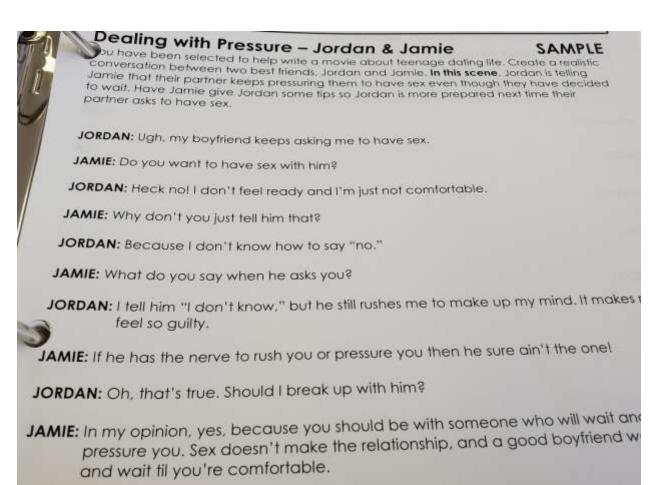
JAMIE: If he has the nerve to rush you or pressure you then he sure ain't the one!

JORDAN: Oh, that's true. Should I break up with him?

JAMIE: In my opinion, yes, because you should be with someone who will wait and not pressure you. Sex doesn't make the relationship, and a good boyfriend would as and wait til you're comfortable.

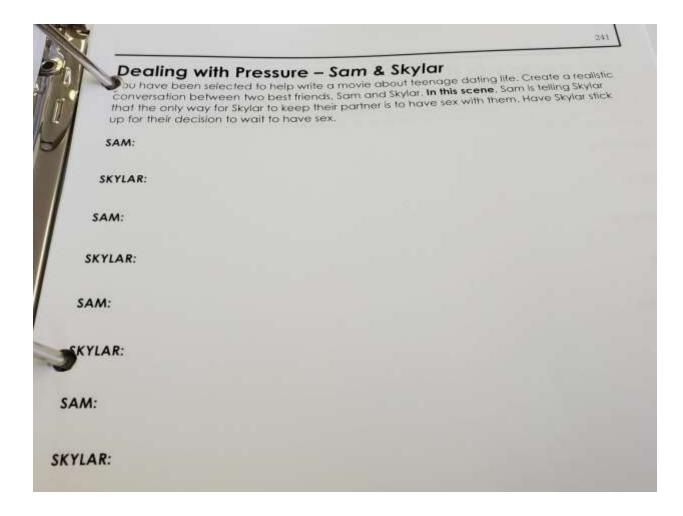
ORDAN: You're right, he's probably not the one. I'm going to break up with him. Than helping me, Jamie, you're an amazing friend.

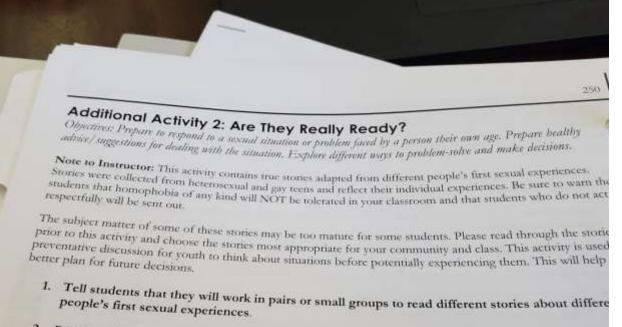
MIE: You know I'm always here for you!



with his

Dealing with Pressure – Sam & Skylar but have been selected to help write a movie about teenage dating life. Create of conversation between two best friends, Sam and Skylar. In this scene, Sam is telling that the only way for Skylar to keep their partner is to have sex with them. Have Sky up for their decision to wait to have sex.
SAM:
YLAR:
и:
AR:



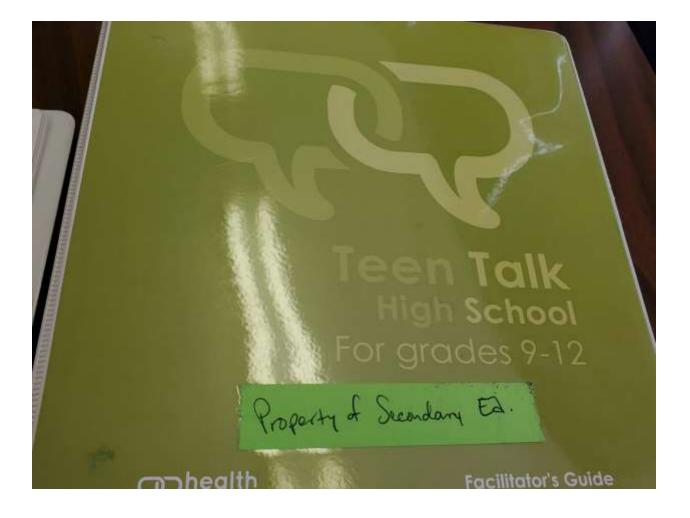


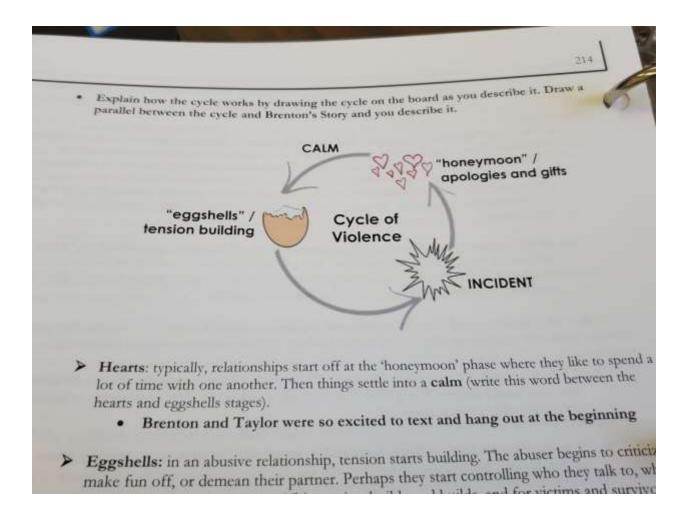
- 2. Break students into small groups of 3-4 students each. Pass out one of the Are They Really Rea stories and a copy of the Are They Really Ready? question sheet to each group.

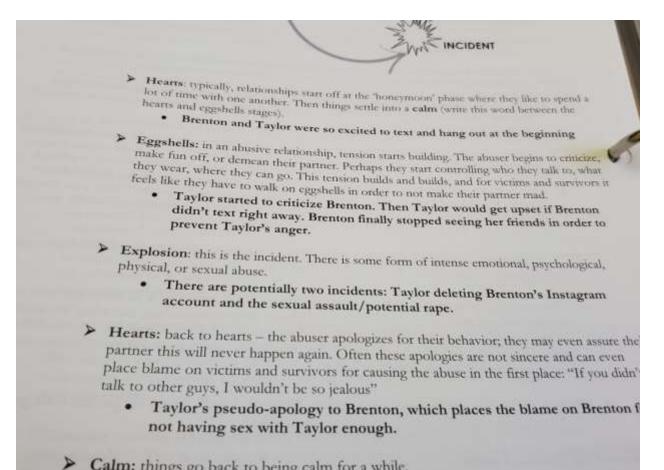
3. One person in each group should read their story aloud to the others, and then the whole group discuss whether the person in the story was ready for sex or not. Students should use the list of qu help guide their discussion.

4. Optional: Ask each group to designate one person to a

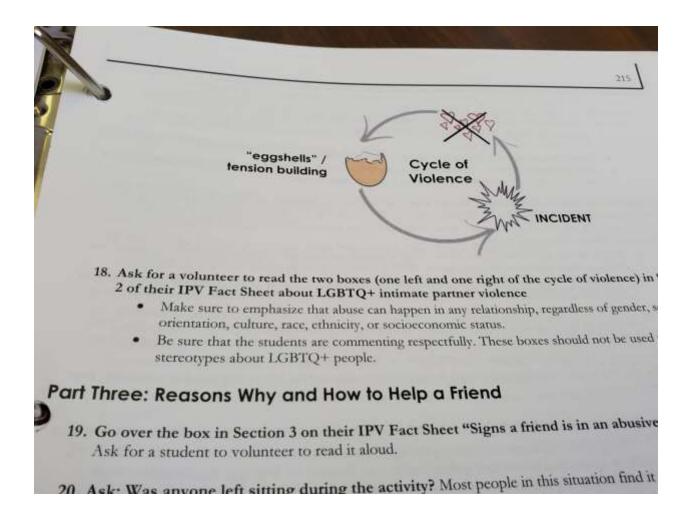
betwee plane for further that the standar model appropriate for your community and class. This activity is used as a performing the formation for propersity of the standard and a standard and a copy of the Are they Really Ready? question sheet to each group. **1.** Tell students into small groups of 3-4 students each. Pass out one of the Are They Really Ready? **3.** Break students into small groups of 3-4 students each. Pass out one of the Are They Really Ready? **4.** One person in each group should read their story aloud to the others, and then the whole group will help due their discussion. **4.** Optional: Ask each group to designate one person to write down the group's answers to each question. **5.** Optional: If you have time, rotate the stories through the groups to allow each group to read several of the story was ready for sex, and several reasons for the group field that the person in the first story they read.



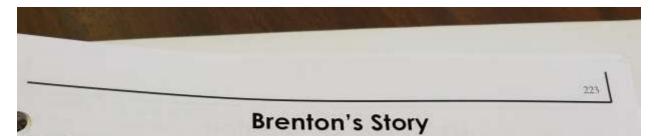




Calm: things go back to being calm for a while.



Be sure that the students are commenting respectfully. These boxes should not be used to rein y, or socioeconomic status stereotypes about LGBTQ+ people. Part Three: Reasons Why and How to Help a Friend 19. Go over the box in Section 3 on their IPV Fact Sheet "Signs a friend is in an abusive relation of the section of the secti Ask for a student to volunteer to read it aloud. 20. Ask: Was anyone left sitting during the activity? Most people in this situation find it difficult 21. Ask: What could make it hard to leave an abusive relationship? Have the students brains and write down three of them on their IPV Fact Sheet handout in the box "Reasons why pee abusive relationship." Discuss as a class. Possible answers include: • Financially dependent • Hope that the abuser will change Isolation from friends, family, community support, resources Fear of retaliation Fear of being alone Threats: the abusive partner may threaten to commit suicide or hurt their partn loved ones and/or pets; threaten to call INS (Immigration and Naturalization . take the children; threaten to "out" their partner to family or coworkers; etc. Lack of resources or information about available resources Love and concern for partner's well-being (fear that the abusive partner will deported, etc.) Embarrassment procession or low self-esteem



I met Taylor my first day of high school. I was immediately attracted to her; she was older and had so much confidence. I've had crushes on other girls before, but never dated one. When she asked me out, I was so excited! On our date, she said she had come out to her amily as lesbian, but they weren't supportive. It broke my heart to see how hurt she was. She hought it was best to keep our relationship a secret from our families and friends.

The first few months were amazing; we texted and hung out all the time. But as we got to now each other, Taylor starting commenting on things about me like "you wear too much akeup," or "your outfit is too sexy." She wasn't saying anything mean, but they weren't impliments either. Then she starting texting me a lot, and would get really mad if I didn't pond immediately. She even accused me of cheating, but I wasn't.

anted so much to prove my love to her. I stopped hanging out with my friends as much ause I was afraid she'd feel left out and get mad. She said she had trust issues from a relationship, so when she asked for the password to my Instagram account I gave it But then one day I logged onto Instagram and my account was deleted! When I conted her about it, she said she did it for my own good—my pictures "were too sex looked like a "slut."

when to turn to especially since I hadn

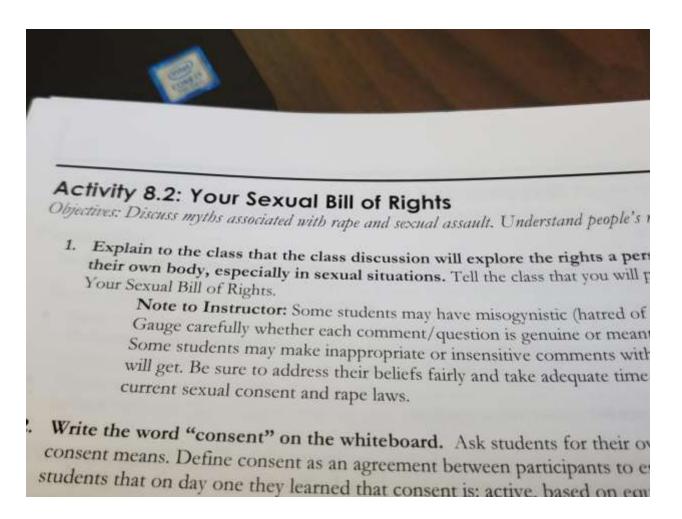
ter months were amazing; we texted and hung out all the time. But as we got to know each other. Taylor starting commenting on things about me like "you wear too much makeup," or "your outfit is too sexy." She wasn't saying anything mean, but they weren't compliments either. Then she starting texting me a lot, and would get really mad if I didn't respond immediately. She even accused me of cheating, but I wasn't.

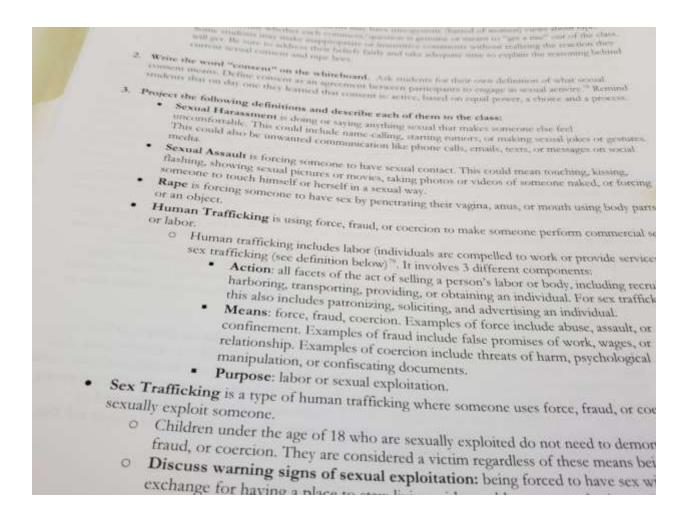
I wanted so much to prove my love to her. I stopped hanging out with my triends as much because I was afraid she'd feel left out and get mad. She said she had trust issues from a past relationship, so when she asked for the password to my Instagram account I gave it to her. But then one day I logged onto Instagram and my account was deleted! When I confronted her about it, she said she did it for my own good-my pictures "were too sexy and I looked like a "slut."

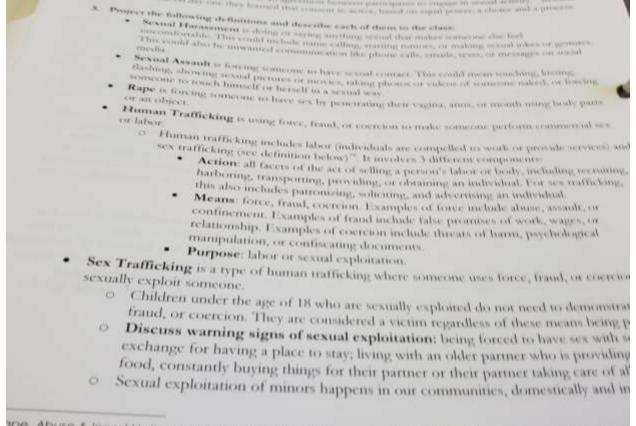
wanted to get some advice, but I didn't know who to turn to, especially since I hadn't , ny family and friends about her.

One day after school, Taylor invited me over to her place when her parents weren't h but I was still upset that she had deleted my Instagram. She pulled me close to her a started kissing me and doing other sexual stuff. I didn't want to, but she said "good t take care of their girlfriend's 'needs'." I felt trapped. Afterward, I told her I didn't like had happened and I didn't give her my consent. She started crying, saying that se only way she knows how to show her love, and if we only had sex more she could didn't want to upset her, but what happened that night made me feel awfull

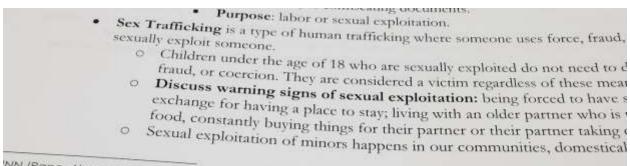
I think I should leave her, but I feel too guilty. What do I do?





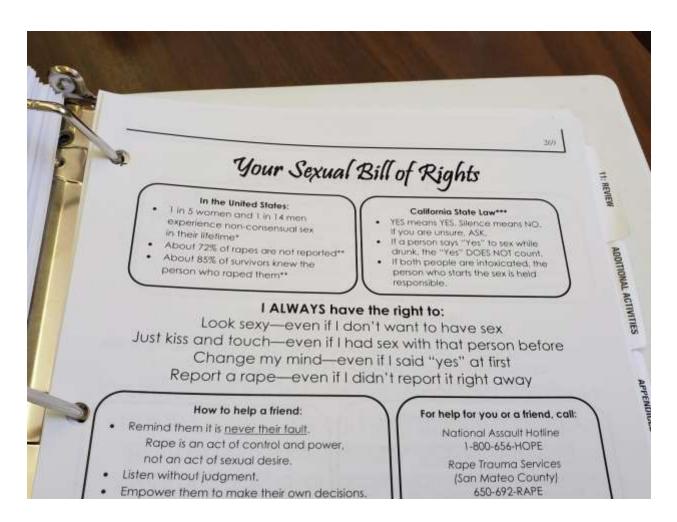


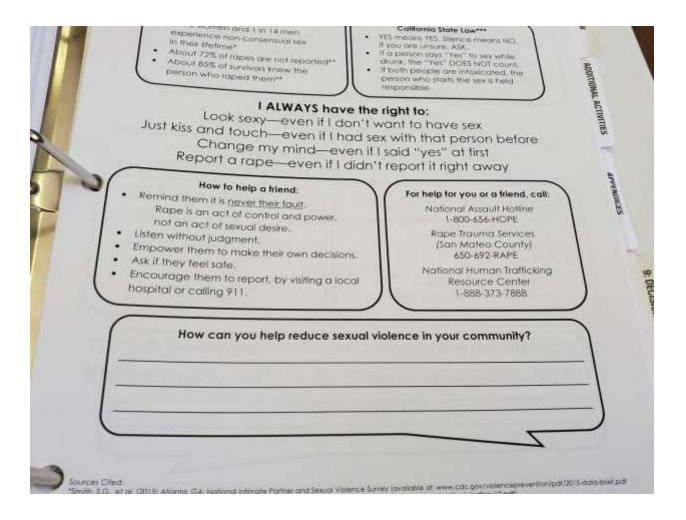
uman Trafficking Hatline. (2017). Human Trafficking. https://www.rainn.org/articles/what gh School. 2018

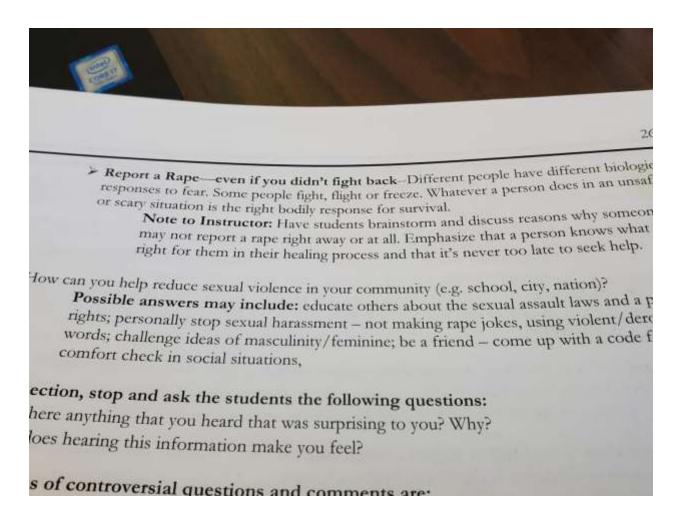


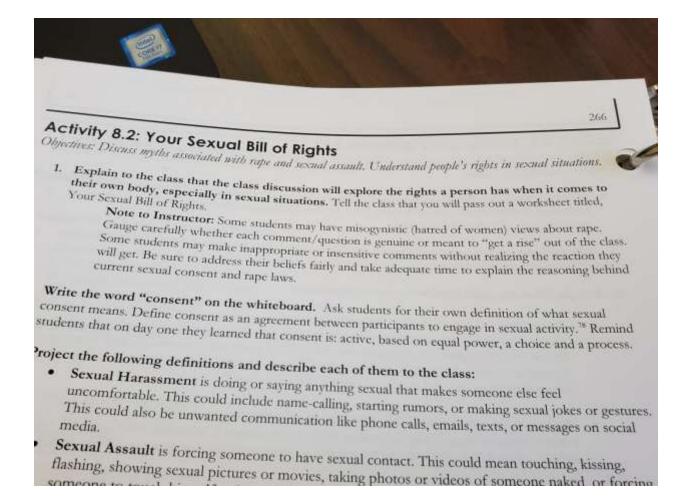
NN (Rope, Abuse & Incest National

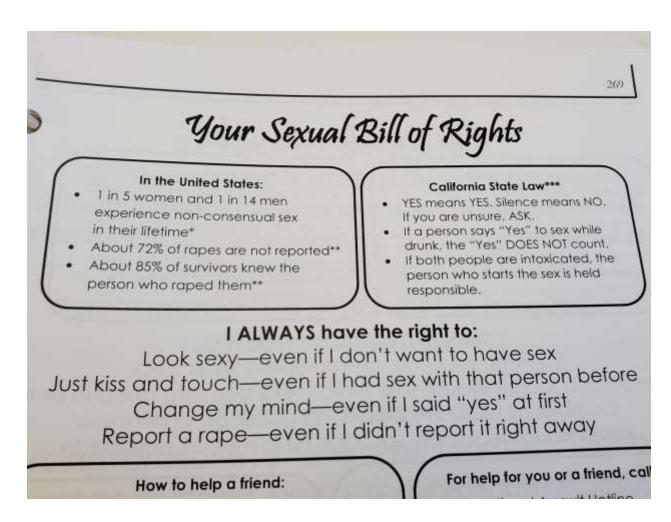
ional Human Trafficking H Talk High School, 2018	ofline. (2017). Human Trafficking. (Consent Looks Like, https://w https://humantraffickinghotlir	ww.rainn.org/artic ne.org/type-traffic
			-
riew que	oresio	in and prepare	
age white	estions from the previous sessio -to-back, one for each student	chart: Birth Control, STIs,	Anatomy, Wild
onymous Quesu	and or display	chart.	











Sexual Harassmentis...

11: HEVIEW

ADDITIONAL ACTIVITIES

doing or saying anything sexual that makes someone else feel uncomfortable. This could include name-calling, starting rumors, or making sexual jokes or gestures. This could also be unwanted communication like phone calls, emails, texts, or messages on the Internet.

Sexual Assault is...

forcing someone to have sexual contact. This could mean touching, kissing, flashing, showing sexual pictures or movies, taking photos or videos of someone naked, or forcing someone to touch themselves.

Rape is...

<section-header><section-header><section-header><section-header><text><text><text><text><text>

where an ugging I knew it was OK.

I couldn't understand why she kept crying when I took her home.

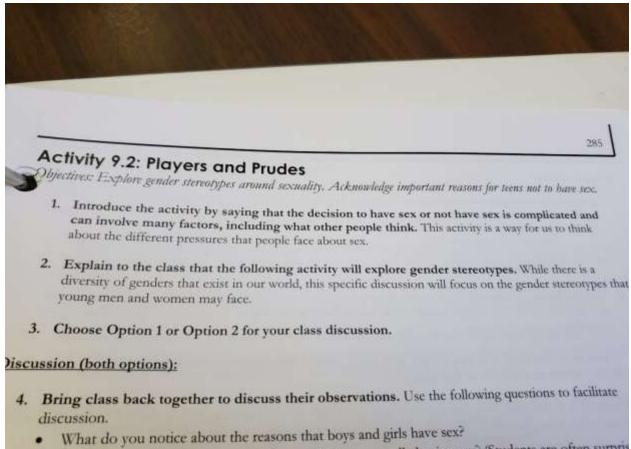
I was pretty sure she'd done it before; she seemed to like me. If she didn't want to have sex why did she agree to go with me? What's the big deal?

Michelle's Story

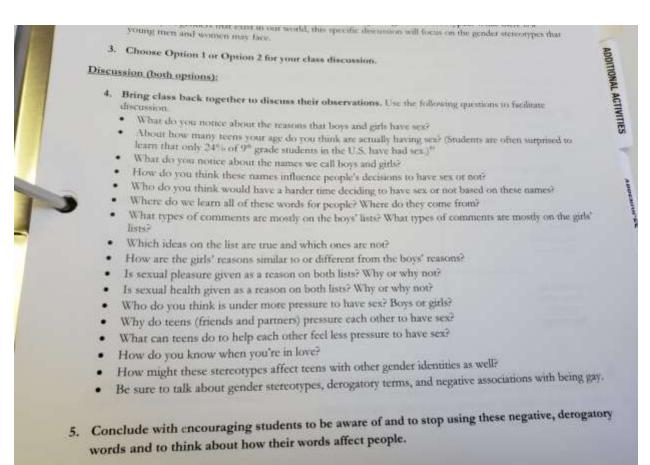
We got together at a school dance. He had been in some of my classes, but I didn't know him very well. I smiled at him when I saw him and later he asked me to dance. We talked for a while and we danced together a number of times that night. It seemed we had a lot in common. I liked him, he seemed real nice. When he asked if he could give me a fide home. I said yes. We stopped for something to eat and everything was fine. We were having a good time together. I was hoping we could see each other again.

On the way to my house he pulled into a side street. He said he wanted to talk a little more. He started to kiss me, which was fine at first, but then it started to go further than I wanted it to go. He started pulling at my clothes. I told him to stop but he didn't seem to hear me. I go' scared and started to cry. He was on top of me and I couldn't get him off. I froze and he raped me.

When it was over and he drove me home, he kept asking me what was wrong, why I kept crying. He had forced himself on me and didn't think that it was a big deal. He even aske he could see me again. I was so upset.



· About how many teens your age do you think are actually having sex? (Students are often surprise



Activity 9.3: What Would You Say?

Supervises: Describe bow and if sexual activity fits into your life. Identify obvious and subtle ways that people pressure ach other to be sexually active. Be prepared to stick up for yourself in the face of pressure. Name 1 response to an objection to using a condom. Practice being a bystander to prevent sexual assault.

1. Explain to the class that this activity will give students a chance to practice communicating about their sexual boundaries. Suggest that they be as realistic as possible without using curse words or violent language.

Note to Instructor: This assignment can also be given out as homework ahead of time, so that students can focus on sharing their responses (instead of generating them) during class time.

- 2. Have students pair up and work together to fill out the What Would You Say? worksheet. Give students 10-15 minutes to write down their responses to the statements on the paper. Focus on positive and encourage students to help each other make their responses stronger if needed.
- 3. Once most students have completed the worksheet, have students volunteer to role-play some their favorite responses. The following are some questions to stimulate discussion.
 - Why do you think teens pressure each other to have sex? Why do they care? •
 - Which of these situations are the most realistic? Why?
 - Now that you have practiced acting out these scenes, do you think it would be easier or har respond to pressure in real life? Why?

Nomes tar those who DON'T have sex 2. Facilitate brainstorming by a Emphasize for this activity only they remain respectful and don't	sking the students to raise their hands for they can use words that are not usually class talk abour a specific person.	ideas for each category.
Teen Talk High School, 2018		© Healt
Jeopano, Optional: large where Optional: large where Optional: large where Screen Anonymous Question Box questions from the prev Screen Anonymous Question, back-to-back, one for each Screen Anonymous Question, back-to-back, one for each	nous session war n student or display chart: Birth Control, STIs, Anat	omy, Wild



Activity 10.3: Sex, Love, Rock & Roll

Objectives: Learn to question and analyze portrayals of sex and gender in the media. Understand bow the main independent of the media. limits our vision of what is attractive and sexy. Understand how the media can influence how we treat roman partners. Understand bow the media can shape our expectations of romantic partners.

- 1. Explain that this activity will help students learn how to analyze the true meanings of som see how songs can affect their values about sex and relationships.
- 2. There are two options of how to do this activity. Choose the option most appropriate for you

Option 1 - In class

1. The day before the activity, instruct students to bring in song lyrics about sex, love relationships as their homework assignment.

2. During the next class session, divide the class into groups of 2-4. Smaller groups an

Pass one Sex, Love, and Rock & Roll worksheet to each group.

Partners, University of the to advance and they formersal of one and gender to the modes. University down the media Partners, University of the second term of terms of ter Explain that this activity will help enderes learn how to analyse the true meanings of songs and to see how songs can affect their values about sex and relationships.

2 There are two options of how to do this activity. On-see the option most appropriate for your class.

Option I - In class

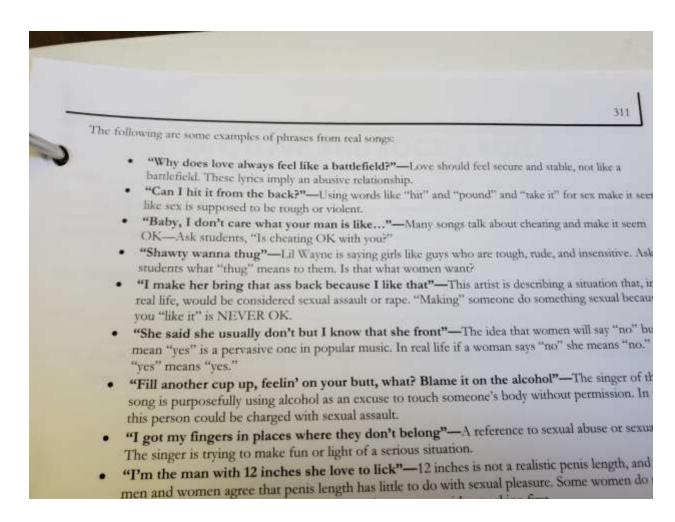
- 1. The day before the activity, instruct students to being in song lyrics about sex, love, or relationships as their homework assignment.
- 2. During the next class session, divide the class into groups of 2-4. Smaller groups are better.
- 3. Pass one Sex, Love, and Rock & Roll worksheet to each group.
- 4. Instruct each group choose one person's song to analyze together. Have one person read the song
- 5. Give students 10 minutes to answer the questions about the song they have chosen.
- 6. It is important to circulate among the groups and to help them answer the questions and to

Option 2 - Homework

1. Explain to the class that their assignment is to choose a song to analyze that is about sex, love, or relationships.

2. Study the song very closely and answer ten questions on the worksheet.

3. Pass out Sex, Love, Rock & Roll worksheet and ask students to attach a copy of the song lyric with the title and author of the song.



- anways teel like a battlefield?"-1 ave should feel secure and stable, not like a
- battlefield. These lyrics imply an abusive relationship.
 - "Can I hit it from the back?"-Using words like "hit" and "pound" and "take it" for sex make it seem like sex is supposed to be rough or violent.

REVIEW

- "Baby, I don't care what your man is like ... "-- Many songs talk about cheating and make it seem OK-Ask students, "Is cheating OK with you?"
- · "Shawry wanna thug"-I al Wayne is saying girls like guys who are tough, rude, and insensitive. Ask students what "thog" means to them. Is that what women want?
- "I make her bring that ass back because I like that"-This artist is describing a simulion that, in real life, would be considered sexual assault or rape. "Making" someone do something sexual because you "like it" is NEVER OK.
- "She said she usually don't but I know that she front"-The idea that women will say "no" but mean "yes" is a pervasive one in popular music. In real life if a woman says "no" she means "no." Only "yes" means "yes."
- "Fill another cup up, feelin' on your butt, what? Blame it on the alcohol"-The singer of this song is purposefully using alcohol as an excuse to touch someone's body without permission. In real life this person could be charged with sexual assault.
- "I got my fingers in places where they don't belong"-A reference to sexual abuse or sexual assault. The singer is trying to make fun or light of a serious situation.
- "I'm the man with 12 inches she love to lick"-12 inches is not a realistic penis length, and both men and women agree that penis length has little to do with sexual pleasure. Some women do not like to give oral sex at all. He cannot assume that she wants to without asking first.
- · "When it comes to love I'm like a surgeon, I'm fully qualified"-This song is from a female perspective. It sends the message to women that they have to know what they are doing sexually or men won't want them. In reality, sex is a learning process for both men and women. Nobody knows exactly what to do the first time they do anything sexual.
- "No time to waste girl you know what we came to do"-This is sending the message that sex has to . be rigid or mechanical as opposed to relaxed and comfortable. Or the man is in charge and the woman has to perform on command.
- "You're freaking like a pro"-The implication is that the woman knows what she is doing so well that she is having sex like a prostitute. This is another example of putting pressure on women to

- what thug means to them. Is that what women wante a, rude, and insensitive. Ask • "I make her bring that ass back because I like that"-This artist is describing a situation that, in
- real life, would be considered sexual assault or rape. "Making" someone do something sexual because you "like n" is NEVER OK.
- "She said she usually don't but I know that she front"-The idea that women will say "no" but mean "yes" is a pervasive one in popular music. In real life if a woman says "no" she means "no." Only
- "Fill another cup up, feelin' on your butt, what? Blame it on the alcohol"-The singer of this song is purposefully using alcohol as an excuse to touch someone's body without permission. In real life this person could be charged with sexual assault.
- "I got my fingers in places where they don't belong"-A reference to sexual abuse or sexual assault. The singer is trying to make fun or light of a serious situation.
- "I'm the man with 12 inches she love to lick"-12 inches is not a realistic penis length, and both men and women agree that penis length has little to do with sexual pleasure. Some women do not like to give oral sex at all. He cannot assume that she wants to without asking first.
- "When it comes to love I'm like a surgeon, I'm fully qualified"-This song is from a female perspective. It sends the message to women that they have to know what they are doing sexually or men won't want them. In reality, sex is a learning process for both men and women. Nobody knows exactly what to do the first time they do anything sexual.
- "No time to waste girl you know what we came to do"-This is sending the message that sex has to be rigid or mechanical as opposed to relaxed and comfortable. Or the man is in charge and the woman has to perform on command.
- "You're freaking like a pro"-The implication is that the woman knows what she is doing so well that she is having sex like a prostitute. This is another example of putting pressure on women to know exactly what they are doing sexually so that men will want them.

