



Planned Parenthood of the Great Northwest
and the Hawaiian Islands

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Topic	Healthy Sexuality Series: Abstinence and Birth Control Methods
Audience	High School
Materials	<ul style="list-style-type: none"> ✓ White board or graffiti sheets ✓ Abstinence Beach Ball ✓ Birth Control Kit ✓ BC Fact Sheets ✓ BC Scavenger Hunt worksheet ✓ Get Real Teen Council led Condom Instruction Video (optional) or ✓ AMAZE Condom Instruction Video (optional) ✓ Condom Line-Up Cards ✓ Uterus Diagram Floor Sheet ✓ Props for sperm, egg, and giant birth control methods ✓ Anonymous Question Papers
Enduring Understanding	I have access to a wide range of effective and safe birth control methods, including abstinence.
Essential Questions	<ol style="list-style-type: none"> 1. What is abstinence and when might I choose to use it? 2. How safe and effective are birth control methods and how would I access them? 3. What are the correct steps for condom use? 4. What are some considerations for talking about birth control with a partner?
Assessments	<ol style="list-style-type: none"> 1. Abstinence Mixer Debrief 2. Scavenger Hunt Worksheet and Discussion 3. Condom Line-up 4. Scenario share-back
Overview	<ol style="list-style-type: none"> 1. Review anatomy and reproduction 2. Brainstorm types of birth control 3. Talk about abstinence 4. Birth control methods overview 5. Steps to using a condom 6. Conclusion

Time	Activity	Materials
10 min	<p>Introduction</p> <p>Say, “Today’s topic is birth control methods, including abstinence. Some people will need to know this soon. Some people won’t need to know it for years. Some people will only use this information once or twice for themselves. Some people will want to use it to tell their friends. No matter how this information will be used in someone’s personal decision making, we know this lesson is important for everyone.”</p> <p>Option 1: Review and Brainstorm Discussion Activity</p> <p>Start by asking the class to answer some questions about reproductive anatomy and how a pregnancy happens. This can be done as a review from the anatomy lesson or to lay a foundation for this lesson. Questions might include:</p> <ul style="list-style-type: none"> • What two cells need to meet for a pregnancy to happen? • Where are the sperm cells produced? • Where are the egg cells stored? • Where does the sperm and the egg meet for fertilization to happen? <p>After a quick review, ask students to brainstorm birth control methods they have heard of that will prevent the sperm and the egg from meeting in the fallopian tubes. Write these methods on the board as students call them out, sorting them into 3 unlabeled columns (barrier, hormonal, and behavioral). After students are done brainstorming, add any missing methods you may talk about that day in class. Make sure to address any myths that may come up during this brainstorm. Label the columns and explain how barrier, hormonal, and behavioral methods work to prevent the sperm and the egg from meeting. Let the class know that we will be talking more about these different methods throughout the day.</p> <p>Option 2: Review & Brainstorm Theatrical Activity</p> <ul style="list-style-type: none"> • Place the uterus diagram sheet on the floor ensuring all students can see it. Ask students to name off the two cells needed for a pregnancy (sperm, egg). • Ask for three volunteers <ul style="list-style-type: none"> ○ 1 - will be the sperm (provide the prop - you can have more than one sperm if you want) ○ 1- will be the egg (provide them the prop) 	<p>White board or graffiti sheet</p> <p>markers</p> <p>uterus diagram floor sheet</p> <p>BC, sperm, and egg props</p>

	<ul style="list-style-type: none"> ○ 1- will be the Birth Control (you can use props for BC if they are available) ● Have the egg and sperm volunteers go to their respective areas on the diagram. (egg in ovary, sperm waiting outside the vagina) ● Ask students to brainstorm birth control methods. Say, <i>“You all have named several birth control options. There are a lot of options out there but all can be categorized as either a barrier method, a hormonal method, or behavioral method. We are now going to demonstrate them in action.”</i> ● You will repeat this exercise three times showing three different categories of BC. <ul style="list-style-type: none"> ○ Have the BC volunteer sit or stand on the cervix. Next, have the sperm volunteer enter the vagina and show how the sperm can’t enter the cervix. Say, <i>“This is an example of a barrier method which prevents the sperm from being released into the body.”</i> (You can list different types of barrier methods now or later) ○ Have the BC volunteer sit or stand on the top of the ovary. Next, have the egg volunteer try to leave the ovary, and show how the egg can’t leave the ovary. Say, <i>“This is an example of how many hormonal BC options work- by preventing ovulation.”</i> (You can list different types of hormonal BC methods now or later) ○ Have the BC volunteer sit or stand in the middle of the uterus. Next, have the sperm enter the vagina and go through the cervix. Have the BC volunteer act like they have a sword, or some other way to fight the sperm so it can’t swim any further. Say, <i>“This is an example of how the non-hormonal copper IUD works- by making it so the sperm is unable to swim to the egg.”</i> (You can explain how the sperm reacts negatively to the copper now or later) 	
<p>10 min</p>	<p>Abstinence Activity Say, <i>“Now that we’ve brainstormed many different ways a person can prevent pregnancy, let’s talk about the only 100% effective method. Which is that? (Abstinence)”</i></p> <p><i>“Here are three things we want you all to know about Abstinence:</i></p> <ol style="list-style-type: none"> 1. <i>Abstinence means ‘to not do’ something. Sexual abstinence can be a lot of things, anywhere from refraining from any sexual contact at all, to refraining from only certain sexual activities.</i> 2. <i>People can abstain from sexual activity at any point in their life, at any time, for any reason, and it could be about their health, their values, their experience, their relationship, etc.</i> 3. <i>People practicing sexual abstinence do not always call it that.</i> 	<p>Abstinence beach ball</p>

	<p style="text-align: center;"><i>Often they say ‘I’m choosing to not have sex.’”</i></p> <p>Introduce the activity. Say, <i>“We are going to do an activity where you will hear what your classmates think about sexual abstinence. There are no right or wrong answers, so please be respectful of everyone’s opinions and beliefs. Here I have a beach ball, and on each colored stripe of the beach ball there is a question about abstinence. We are going to gently throw the ball and you will get to answer the question that your thumb lands on. Feel free to pass or you can ask the person standing near you for help answering the question. Does everyone understand?”</i></p> <p><u>Abstinence Mixer Instructions</u> You can ask students to raise their hands to opt in or simply say pass and throw the ball to another classmate.</p> <p>Facilitate a discussion about abstinence by going over the questions on the ball keeping the conversation abstinence-positive. The questions that will be written on the ball are as follows:</p> <ol style="list-style-type: none"> 1. What are some benefits of abstinence? <ol style="list-style-type: none"> a. Possible answers include: It’s free and always available; It’s 100% effective, but only if people abstain from all risky activity; People can choose abstinence at any point in their lives for any reason 2. What are some challenges of abstinence? <ol style="list-style-type: none"> a. Possible answers include: Peer pressure, requires good communication and planning, attraction 3. Why might someone choose to be abstinent even if they weren’t concerned about pregnancy or STDs? <ol style="list-style-type: none"> a. Possible answers include: Their religious or cultural beliefs; They’re not ready to have sex; They don’t feel like their relationship is ready; Past Experiences; Health reasons 4. What is one skill someone would need in order to practice abstinence effectively? <ol style="list-style-type: none"> a. Possible answers include: Know yourself and your boundaries; Communication; Honesty; Respect each other’s limits; Planning; How to protect yourself if you stop abstaining 5. How do you bring up the topic of Abstinence with your partner(s)? <ol style="list-style-type: none"> a. Possible answers include: be honest and upfront, talk before the moment arrives, speak in a private place and when you feel heard. 	
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	<p>Finish the game by debriefing any final points that need to be made about abstinence, how to use this method effectively, and how important it is to communicate with a partner about the choice to use abstinence.</p>	
<p>25 min</p>	<p>Option 1: Birth Control Scavenger Hunt</p> <p><i>Say, "In a minute, you will all have an opportunity to learn about different kinds of birth control methods by visiting the different stations around the room in groups. After folks have completed their worksheets, we will ask you to share some of what you have learned."</i></p> <p><u>Handout and Worksheet Instructions</u> If folks don't already have a writing utensil out, invite everyone grab a pen or pencil. Give each student a Birth Control Scavenger Hunt worksheet. Give students a total of 15 minutes to rotate through all of the birth control stations.</p> <p><u>Worksheet Share Backs</u> Using the birth control fact sheets, guide students through a review of their findings. Invite several students to share what information they recorded about the individual methods they learned about today. Be sure to confirm the students' findings using the information on the fact sheets. As time allows, cover as many methods as possible. Ask for final questions. Watch time closely throughout this activity.</p> <p>Option 2: Birth Control Bingo</p> <ol style="list-style-type: none"> 1. Give each student the Birth Control Chart and/or Fact Sheets and a Bingo Card with bingo chips (small sticky notes can be used if bingo chips are unavailable). 2. Students need to get 3 in a row in order to win! <ol style="list-style-type: none"> a. Option: have the students brainstorm an alternative word to yell when they win related to the lesson vs bingo. For example: Hormones! Condoms! Uterus! 3. Instruct students to put a chip on the square that matches the BC method you explain. Read off the explanations for each BC method until a student gets a "Bingo." 4. Check to make sure the BC methods they have covered match the methods you have said. 5. Give the winner(s) a prize! (Check with the teacher/school to see what kind of prize would be appropriate or use an existing reward system the teacher has in place. A piece of candy, a plastic gold metal, etc.) 	<p>Select based on activity chosen</p> <p>Birth control scavenger hunt worksheets & birth control fact sheets</p> <p>Birth control bingo cards & bingo chips</p> <p>Uterus diagram sheet, sperm and egg props & birth control kit</p>

	<p>Variations:</p> <ul style="list-style-type: none"> • This is meant to teach the students about BC methods while they play the game. If used for review, consider not allowing students to use the Birth Control Chart or Fact Sheets. • Have the students work in teams. This can be especially helpful in a quiet class. • Create one Bingo Card big enough for the entire class to see. Read (or have students read) the explanations out loud and have students say the answer out loud. This can be done in two teams, or as a class. This option works best in smaller classes OR when there is limited time. <p>Option 3: Birth Control Theatre Activity</p> <p>When short on time, this activity will educate students on the different types of birth control methods quickly and clearly. Bring out a birth control kit and explain each method in the kit as timing allows. As you hold up each method and explain how it works, call on a few students to help you “act it out” using the uterus diagram sheet as well as props (a sperm, an egg, and oversized birth control method props). For example, as you explain how the IUD works, have one student be a sperm and another be an egg while another student holds up a large IUD prop and acts out how the method prevents pregnancy. Be sure to mention how each form of birth control works, how a person can access this form of birth control, how effective it is, and if it prevents against STDs.</p>	
<p>10 min</p>	<p>Condom Line Up Activity</p> <p>Say, “Now we are going to talk a little more about condoms. What’s extra special about condoms?”</p> <p>After class has answered, say, “Condoms are barrier methods that can prevent pregnancy and STDs. They’re relatively easy to find and inexpensive. They can even be free at some clinics and offices.”</p> <p>Say, “Latex and non-latex polyurethane condoms can reduce the risk of becoming pregnant and the transmission of HIV and other STDs. We want to specify that when we talk about using condoms to prevent the transmission of STDs we are only talking about latex and polyurethane condoms. Natural membrane, or lamb skin, condoms are not recommended for use in the prevention of STDs and HIV.</p> <p>It is important to remember that while latex and polyurethane condoms can reduce the risk of pregnancy and STD transmission, it does not eliminate the risk completely.</p>	<p>Condom line-up cards</p> <p>Unopened condom</p>

When used consistently and correctly, latex and polyurethane condoms are highly effective in reducing the risk of transmitting HIV, which is the virus that causes AIDS. Consistent and correct use of latex and non-latex polyurethane condoms also reduces the risk of transmitting other STDs—this includes those that are spread through genital fluid (such as pre-ejaculatory fluid, semen, vaginal secretions and rectal fluid), and to a lesser degree those that are spread through contact with genital sores.

Instructions

This activity is all about how to properly use a condom. Volunteers from the class are handed a card with one of eleven steps for using a condom properly. After receiving a card, volunteers stand at the front of the room and arrange themselves from first step to last step. Audience members are instructed to make sure the line-up is in correct order.

When volunteers are in line, check with the audience. Ask, *“Are there any changes you want to make?”* Make any additional needed adjustments to line-up. When the order is correct, ask each volunteer to read their card aloud. As students read through, facilitator adds additional information as needed to clarify each step. Make sure to address the following debrief points:

1. **Get consent.** – *“This step can actually happen before every single step on this list, including during intercourse. What is consent and why is it so important?”*
2. **Check expiration date.** -Have student check the expiration date of the condom. Ask, *“Where can a person store condom safely?”*
3. **Check for air pocket.** -Have student test this out on the condom. *“This step is important to make sure there are no holes in the condom.”*
4. **Carefully open package.** - Say, *“Be Careful not to rip the condom – push it aside when opening. What are some things a person should not use to open a condom?”*
5. **Pinch tip of condom.** - Say, *“This keeps air out of the tip of the condom, leaving room for semen after ejaculation.”*
6. **Roll condom down erect penis.** - Say, *“Once the penis is erect, roll the condom down to the base of the penis.”*
7. **Intercourse – with condom.**
8. **Ejaculation – with condom.**
9. **Hold condom onto penis while pulling out of sexual partner.** – Say, *“This is to make sure that the condom does not slip off the penis.”*

	<p>10. Take condom off penis. -Say, "A person might want to turn away from their partner while doing this to prevent any semen from spilling out onto the other person's body."</p> <p>11. Throw condom in the garbage. -Say, "This is the only place a used condom should go. Where should a person not put a used condom?" Confirm that students know not to flush a condom down a toilet.</p> <p>Variations Have the students 1st watch one of the following videos followed by passing out the cards and lining themselves up based on what they learned. Follow the steps above to ensure accurate information.</p> <p>Video Options</p> <ul style="list-style-type: none"> • Get Real Teen Council led Condom Instruction Video (optional) (~ 4mins) <ul style="list-style-type: none"> ○ Only show the section on the external condom or • AMAZE Condom Instruction Video (optional) (~3 mins) 	
<p>5 min</p>	<p>Resources</p> <p>Write this information on a graffiti sheet so everyone can see.</p> <ul style="list-style-type: none"> • Where can people get condoms/BC in their town? • Are there free resources? • Where can teens access condoms/BC and/or information about them? • Who is good to talk to when thinking about BC options? <p>Say, "So what's the best birth control method? (get answers from the class). <i>There's actually no one right answer. What we know is that the best birth control method for any person is actually the one they will use correctly and consistently and that truly fits with their life and values. People get to decide that individually.</i>"</p> <p>Ask students to write either a question they have from class or one thing they learned from class today. Collect these and answer questions as time allows. Otherwise, inform the class you will send answers to their anonymous questions to their teacher.</p>	<p>White board or graffiti sheets</p> <p>anonymous question papers</p>

BIRTH CONTROL BINGO

Bingo Cards are created using an online generator after you enter the following terms.

1. Implant
2. External Condom
3. Internal Condom
4. Abstinence
5. Shot
6. Patch
7. Hormonal IUD
8. Copper IUD
9. Pill
10. Diaphragm
11. Spermicide
12. Withdrawal
13. Ring
14. Emergency Contraception

CONDOM LINE UP CARDS

Consent	Have intercourse- with condom
Check expiration date	Ejaculation – with condom
Check for air pocket	Hold condom at base of penis while pulling out of sexual partner
Carefully open condom package	Take condom off penis
Pinch tip of condom	Throw condom in the garbage
Roll condom over erect penis	

BIRTH CONTROL FACT SHEETS

The Birth Control Pill

How the birth control pill works:

- The user swallows a pill once a day to prevent pregnancy.
- It is made of hormones just like the ones that occur naturally in the user's body.
- The pill prevents pregnancy mainly by stopping the ovaries from releasing an egg (also called ovulation) each month.

Birth control pill facts:

- It is 99% effective when used consistently and correctly.
- This method is best for people who can remember to take a pill at the same time every day.

- A person needs to go to a health care provider to get a prescription for the pill. There are many different types of birth control pills and a health care provider can help decide which one will be the best fit for each person. After getting a prescription, the pill can be bought at a pharmacy or health clinic.
- The pill can reduce period cramps and give the user shorter, lighter, and more regular periods.
- The pill can help prevent cancer of the ovaries and uterus, makes bones stronger, and help acne.
- It does not prevent against STDs or HIV.
- Parental consent is not required to get a prescription for the pill in Alaska regardless of age. There is no minimum age requirement to get and use the birth control pill.

The Depo Shot

How the Depo shot works:

- The Depo-Provera shot is given to the user by a doctor in their arm or hip.
- Each shot prevents pregnancy for 3 months.
- It is made of a hormone similar to one that occurs naturally in the user's body.
- The shot prevents pregnancy mainly by stopping the ovaries from releasing an egg each month.

Depo shot facts:

- The Depo shot is 99% effective when a person consistently uses it.
- The shot is convenient – a person only needs to get a shot four times per year.
- The user needs to go to the doctor to get each shot.
- Many users have little to no period after the first 6 months of getting the shot.
- The shot is private and no one can tell if a person is using it.
- The shot does not protect against STDs or HIV.
- Parental consent is not required to get the Depo shot in Alaska regardless of age. There is no minimum age requirement to get the shot.

The Implant

How the implant works:

- The implant is a soft tube that goes under the skin in a user's upper arm. It can be kept in for up to 3 years of pregnancy prevention.
- It is made of a hormone, similar to one that occurs naturally in the user's body. The hormone is slowly released out of the tube and into the body.

- The implant prevents pregnancy by making it hard for sperm to get through the cervix and by preventing the ovary from releasing an egg each month.

Implant facts:

- The implant is 99% effective.
- It is convenient – the user does not have to do anything daily, weekly, or monthly while using it.
- A person can become pregnant as soon as they have the implant taken out.
- It only takes a few minutes for a doctor to insert the implant and to get it removed, and there are no stitches.
- The implant is private and no one can tell if a person is using it.
- The implant does not protect against STDs or HIV.
- Parental consent is not required to get the implant in Alaska regardless of age. There is no minimum age requirement to get the implant.

Condoms

How the condom works:

- The condom is used by unrolling it over an erect penis.
- When putting on a condom, the tip of the condom should be squeezed to push out any air so there is room for semen when the wearer ejaculates. When a person pulls their penis out of their partner's body, they must hold the condom at the base of the penis so it won't slip off and spill semen.
- Each condom is used only once, and is then thrown away.

Condom facts:

- Condoms are one of the easiest birth control methods to get and do not require a visit to a doctor or a prescription.
- Condoms are cheap and often free.
- Condoms are 98% effective at preventing pregnancy and very effective at preventing STDs and HIV when used consistently and correctly.
- Using a condom together with another birth control method gives even more protection against pregnancy in case the condom breaks.
- Condoms are made of latex, but come in vinyl or polyurethane if a person has a latex allergy.
- Using a water based lubricant can help users to avoid breakage and can increase pleasure.
- Parental consent is not required to buy condoms in Alaska regardless of age. There is no minimum age requirement to buy condoms.

Emergency Contraception

How Emergency Contraception works:

- Emergency Contraception (or EC) is a pill that users take to prevent pregnancy after unprotected sex.
- EC is much more effective the sooner it is taken. It can prevent pregnancy if taken up to five days after intercourse.
- It prevents pregnancy by delaying or stopping the ovaries from releasing an egg.

Facts about Emergency Contraception:

- It is the only way to prevent pregnancy after having unprotected sex.
- The most common brands are Plan B and Ella. It is sometimes known as the “morning after pill”.
- All brands of EC, except Ella, can be bought by anyone of any age or gender at a pharmacy or health clinic without a doctor’s prescription.
- A person can buy it in advance and keep it at home just in case they need it.
- It can be expensive, especially if purchased over the counter.
- If someone is already pregnant, taking EC will not harm the pregnancy. It can not be used to end a current pregnancy.
- It does not protect against STDs or HIV.
- Parental consent is not required to buy emergency contraception in Alaska regardless of age. There is no minimum age requirement to buy or use EC.

The IUD

How the IUD works:

- The IUD, or Intrauterine Device, is a small T-shaped object that goes inside the uterus. It is inserted by a health care provider.
- The hormonal IUD contains a hormone similar to the one that occurs naturally in the user’s body. The hormone is slowly released out of the tube and into the woman’s body. It prevents pregnancy by making it hard for sperm to get through the cervix and by preventing the ovary from releasing an egg each month.
- The copper IUD is wrapped in copper and is hormone-free. It prevents pregnancy mainly by making it hard for sperm to get through the cervix.

Facts about the IUD:

- It is one of the most effective forms of birth control and can prevent pregnancy for 3-12 years depending on the brand.
- It is convenient – the user does not have to do anything daily, weekly, or monthly while using it.
- A person can choose to have a health care provider remove their IUD at any time. The user can get pregnant as soon as they have the IUD removed.
- It does not protect against STDs or HIV.
- Parental consent is not required to get an IUD in Alaska regardless of age. There is no minimum age requirement to get an IUD.

Withdrawal

How withdrawal works:

- Withdrawal is another word for “pulling out”.
- It is when a person pulls their penis out of another person’s vagina before ejaculating. It works by keeping the semen outside of a person’s vagina.
- A person must use withdrawal correctly every single time. It takes a lot of experience and self control to be able to pull out completely in time.

Facts about withdrawal:

- Withdrawal is about 78% effective. It can be more effective if a person is able to consistently and correctly use this method.
- Withdrawal is free and does not require a prescription or a visit to a health care provider.
- Withdrawal lowers the chance of getting HIV and some STDs, but it does not fully protect against these methods.

Birth Control Methods Scavenger Hunt

Directions: Find each method around the room. Fill in all the information for each method of pregnancy prevention before moving on to the next method listed.

	How does this method work?	How effective is this method?	Where can a person get this method?	Who can buy/use this method?	How long does it work?	Can it prevent STDs?
Abstinence	<i>A person decides to not do something sexually for a period of time of their choosing</i>	<i>100%</i>	<i>Abstinence is a personal choice and does not cost money</i>	<i>Abstinence can be used by anyone of any age or gender</i>	<i>As long as a person chooses</i>	<i>Yes</i>
The Pill						
The Shot						
The Implant						

The IUD						
The Condom						
Withdrawal						
Emergency Contraception						

Do Not Copy



Topic	Healthy Sexuality Series: Anatomy and Reproduction
Audience	Middle and High School
Materials	<ul style="list-style-type: none"> ✓ Slideshow ✓ Props (optional) ✓ Flyswatters (optional) ✓ Flyswatter Game Term List (optional) ✓ Anatomy Labeling Worksheets (optional) ✓ Anatomy Floor Diagram (optional) ✓ Pregnancy Line Up Cards (optional)
Enduring Understanding	Understanding sexual anatomy, the menstrual cycle and how pregnancy happens will help me make more informed decisions.
Essential Questions	<ol style="list-style-type: none"> 1. What are the basic functions of human reproductive organs? 2. How does pregnancy happen?
Assessments	<ol style="list-style-type: none"> 1. Review Activity 2. Classroom discussion
Overview	<ol style="list-style-type: none"> 1. Introduction 2. Slideshow 3. Review Game 4. Closure

Time	Activity	Materials
3 min	<p>Introduction</p> <p>Introduce yourself, TC and Topic.</p> <p><i>Say, "In order to be sexually healthy we need to have basic information about our bodies. Today we will look at reproductive anatomy. We will also learn about the different functions of reproductive systems."</i></p>	
20 min	<p>Anatomy & Reproduction Slideshow</p> <p>Introduce the slideshow presentation. <i>Say, "It is important to know the basics about bodies, especially the organs and parts that you may not be able to see from the outside. Understanding how our bodies work helps us be healthy and take care of ourselves. We also want you to know the look, size, shape and color of genitals vary greatly from person to person. These variations are normal, especially for teenagers because their bodies are still growing and developing."</i></p>	<p>Slideshow or</p> <p>Diagrams and props</p>

	<p>Review slide show with students or use the alternative activity to review anatomy, menstruation, and how a pregnancy happens.</p> <p>Alternate Activity to Slideshow</p> <p>Presenters may choose to draw reproductive systems and use interactive lecture to cover the material.</p>	
<p>10 -15 min</p>	<p>Review</p> <p>Using one of the following options to assess the students learning and clarify as needed.</p> <p>OPTION 1: Anatomy Worksheet</p> <p>Pass out blank anatomy worksheets and ask the students pair up (or work with their table mates) and label the diagrams understanding not everything is represented in the diagrams. If time allows, ask the students to identify anything that may be missing such as the Cowper’s Glands. Review the correct labeling together.</p> <p>OPTION 2: Pregnancy Line Up</p> <p>Explain that the group is now going to line themselves up in order of each of the steps in the process to pregnancy. Each student (pair or small group, depending on how many students total) will receive a card that describes one of the steps necessary for a pregnancy to occur. When everybody has a card the group will silently line up in the correct order. Facilitator corrects if necessary, and then reviews the steps. Invite questions.</p> <p>OPTION 3: Whole Class Kinesthetic Review</p> <p>Do this activity as an entire class. Hand out props or use the anatomy floor diagram and ask for volunteers to play the egg and sperm(s). If using props, have the students map out the ovarian system using the provided props or classroom materials such as tables, chairs, etc. Otherwise, lay the diagram on the floor and have the volunteer egg and sperm(s) stand in the appropriate location.</p> <p><u>Round one: Ovulation</u>—Ask the egg to move out of the ovary and down the fallopian tube. Explain that the egg does not meet any sperm, so it travels through the uterus and exits through the vagina.</p> <p><u>Round two: Ovulation, Fertilization and Implantation</u>--Repeat the process and</p>	<p>Anatomy Labeling Worksheets</p> <p>Pregnancy Line Up Cards</p> <p>Anatomy Floor Diagram Props</p>

	<p>add ejaculation so the sperm need to find their way to the egg. Once the sperm have found their way to the egg, the egg and sperm need to attach to the uterine wall.</p> <p>Be sure to name each step of the process as they go. When the egg is released in round one, indicate that this is ovulation. When the egg meets sperm in round two, indicate that this is fertilization. When the fertilized egg attaches to the uterine wall, indicate that this is implantation.</p> <p>After round two is complete, invite students to put tables and chairs back and take a seat. Ask the students to review the game by soliciting definitions of ovulation, fertilization and implantation from a few different students.</p> <p>OPTION 4: Flyswatter Game</p> <p>Display a list of reproductive anatomical terms in the room. Divide the class into two teams.</p> <p><i>Say, "In just a moment, each team will be given one flyswatter. I will then read a definition aloud. Each team must send one teammate with a flyswatter up to the board to swat the word that corresponds with the definition I read aloud. The teammate who swats the correct word first gets one point. Once the teammate is sent to the board, their team may not shout out the answer. The teams can, however, help each other before sending someone up to the board."</i></p> <p>Read out a definition from the definitions sheet. Repeat until all words have been correctly defined. Keep track of the team's points and celebrate the winning team at the end of the game.</p>	<p>Term List Flyswatters</p>
<p>10 min</p>	<p>Closure -Anonymous Questions</p> <p>Pass out paper. Ask students to write either a question regarding today's lesson or one thing they learned. Collect these and answer questions as time allows. Otherwise, inform the class you will send answers to their anonymous questions to their teacher.</p>	<p>Anonymous question paper</p>

HANDOUTS/ACTIVITY MATERIALS

Floor Diagram Sheet



Flyswatter Game Anatomy and Reproduction Terms and Definitions

This is a pouch of skin that holds the testicles and regulates their temperature: **scrotum**

This term describes the monthly shedding of the uterus lining. It is also known as a period: **menstruation**

This is the entrance into the uterus: **cervix**

This tissue can partially cover the vaginal opening. It can be stretched or torn during intercourse, tampon use, masturbation, or other physical activities: **hymen**

These organs produce sperm cells, testosterone and other hormones: **testes or testicles**

This is the organ where sperm cells mature and develop and are stored in the body: **epididymis**

The release of semen from the penis: **ejaculation**

This is the muscular opening to the rectum: **anus**

This is the folds of skin (or lips) of vulva: **labia**

This bundle of nerves is a major source of sexual stimulation for many people: **clitoris**

This carries sperm from the testicles to the penis: **vas deferens**

These are the tubes where the sperm and egg meet: **fallopian tubes**

These organs produce a fluid that nourishes the sperm. It makes up 70% of semen: **seminal vesicles**

These organs release egg cells, produce estrogen and other hormones: **ovaries**

This organ creates fluid that contributes to sperm mobility. It makes 30% of semen: **prostate**

This stretchable canal connects the vulva to the cervix. It lubricates and expands during arousal: **vagina**

This term describes when a fertilized egg cell attaches itself to the lining of the uterus: **implantation**

This organ temporarily stores solid waste: **rectum**

These small organs make pre-ejaculate that lubricates and decreases the acidity in the urethra:
Cowper's glands

This organ temporarily stores liquid waste: **bladder**

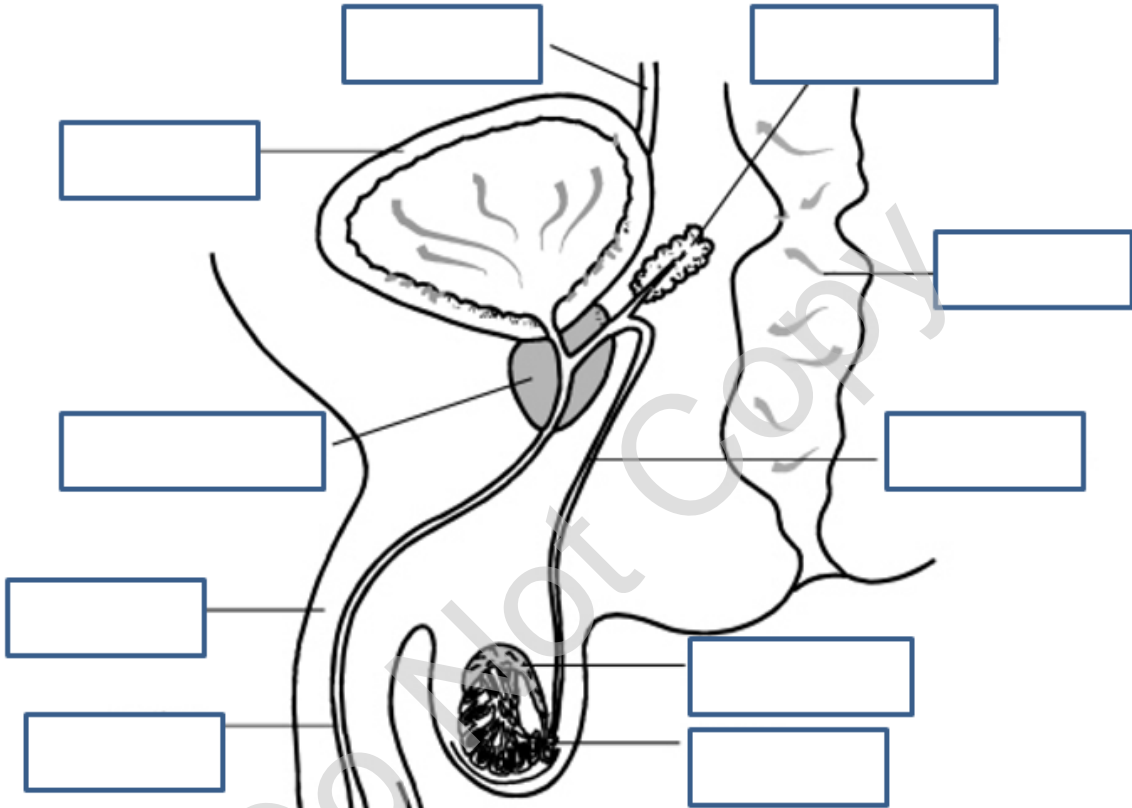
The lining of this organ sheds once a month if there is no pregnancy: **uterus**

The term that describes when an egg cell and a sperm cell join: **fertilization**

Anatomy Labeling Worksheets -Ovarian System and Testicular System

OVARIAN SYSTEM

Ovary	Urethra
Fallopian tube	Pubic bone
Uterus	Cervix
Vagina	
Bladder	



TESTICULAR SYSTEM

Anus	Seminal Vesicles
Bladder	Testicles
Cowper's Gland	Scrotum
Prostate Gland	Vas Deferens
Penis	Epididymis

Pregnancy Line Up Cards

1. Sperm is produced in the testicles and an egg ovulates from one ovary
2. Sperm mixes with fluids from the prostate gland and seminal vesicle to make semen
3. Semen enters the vagina, travels through the cervix, through the uterus, and into one fallopian tube
4. One sperm fertilizes the egg
5. The fertilized egg implants in the lining of the uterus
6. The pregnancy is established

Do Not Copy



Anatomy and Reproduction

Puberty

Abstinence
and
Birth Control

Sexually
Transmitted
Diseases

Relationships
and
Consent

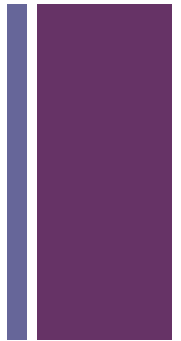
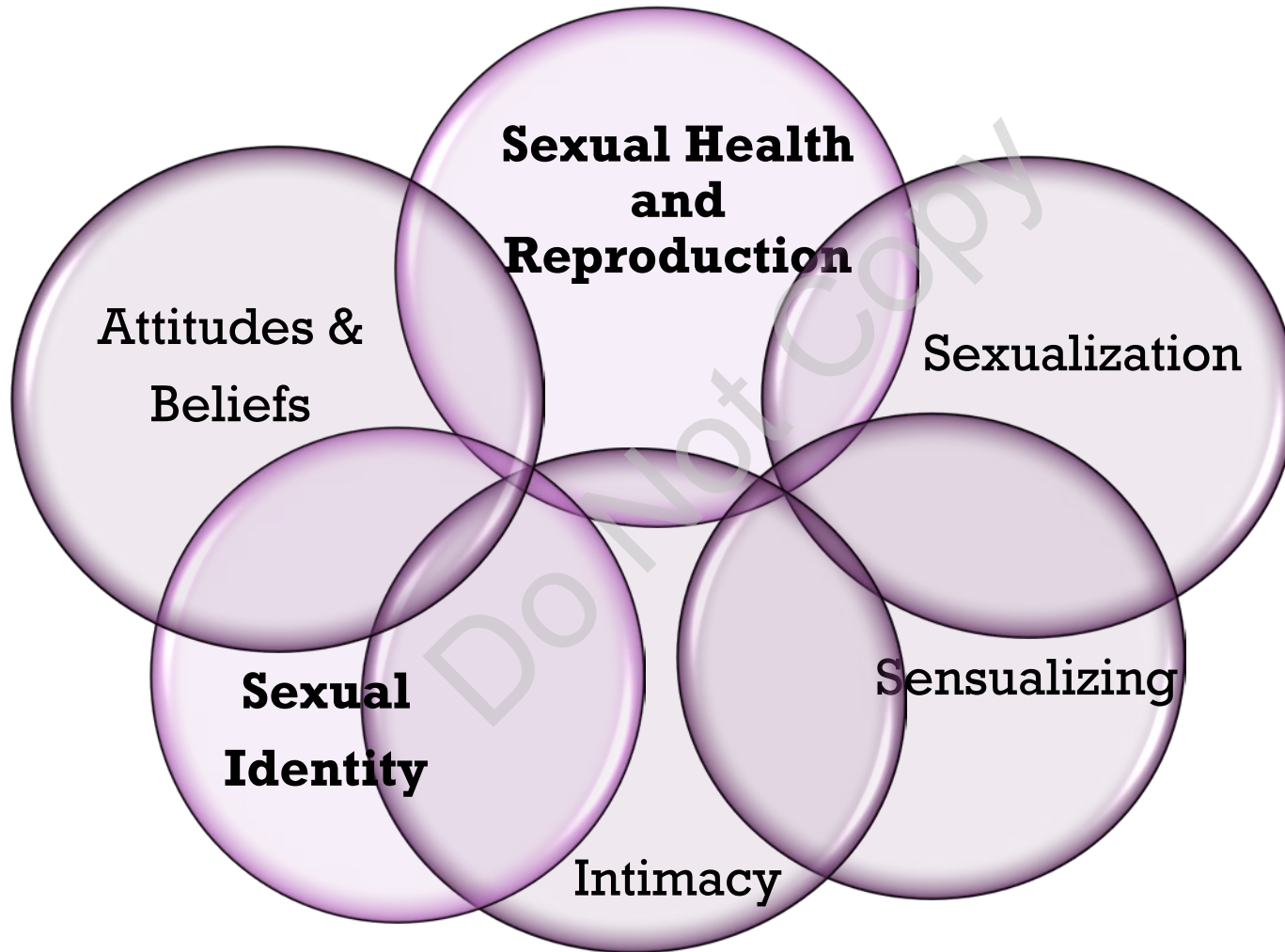
Anatomy and Reproduction



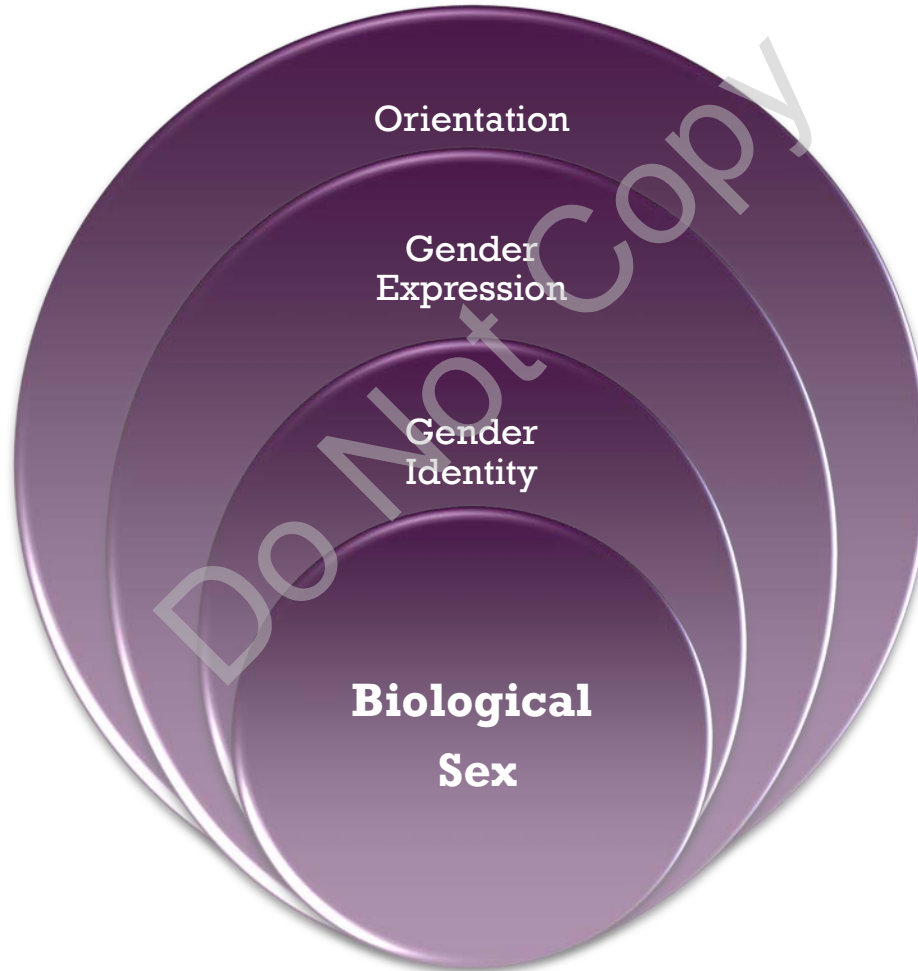
Planned Parenthood of the Great Northwest
and the Hawaiian Islands

A Human Sexuality Lesson brought to you by the Education Team of
Planned Parenthood of the Great Northwest and Hawaiian Islands

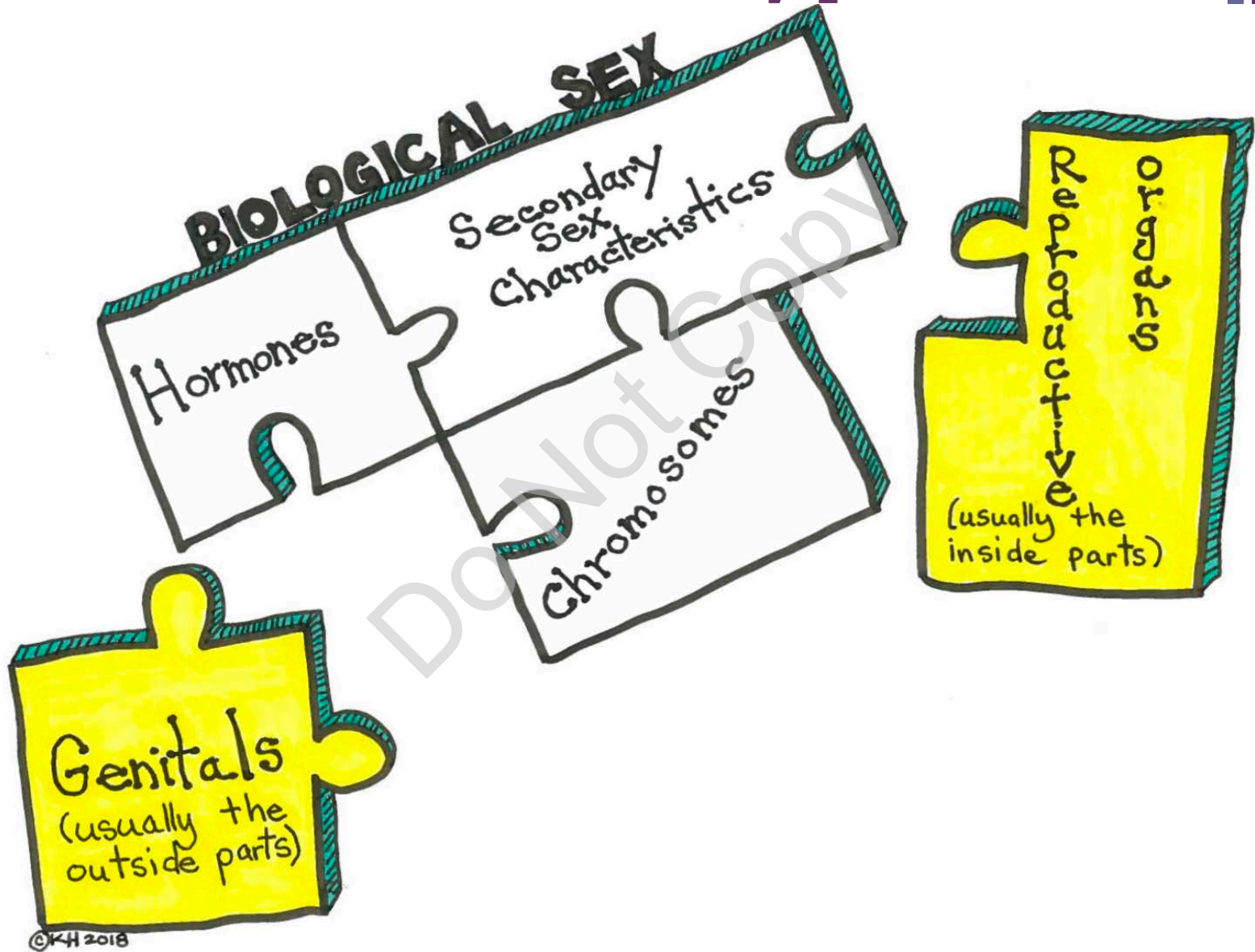
+ Some aspects of sexuality are...



+ Components of **Sexual Identity**



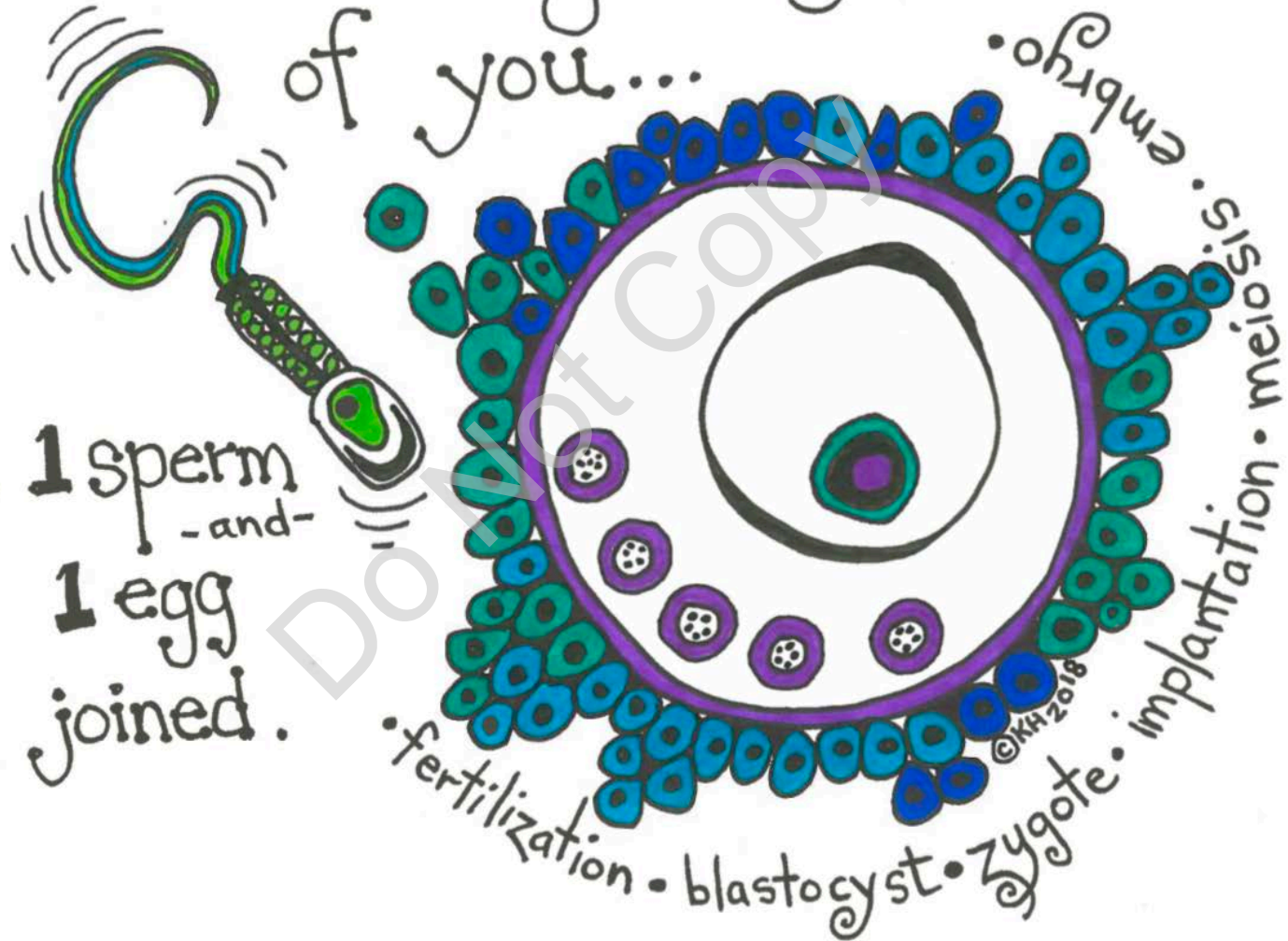
+ Bio sex is more than “body parts” ...





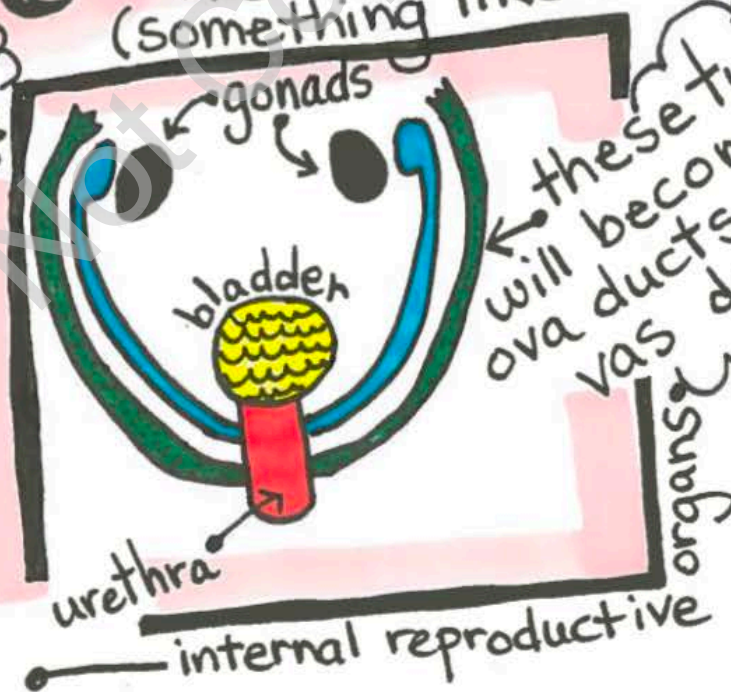
In the beginning
of you...

... 1 sperm
-and-
1 egg
joined.



Both XX and XY embryos'

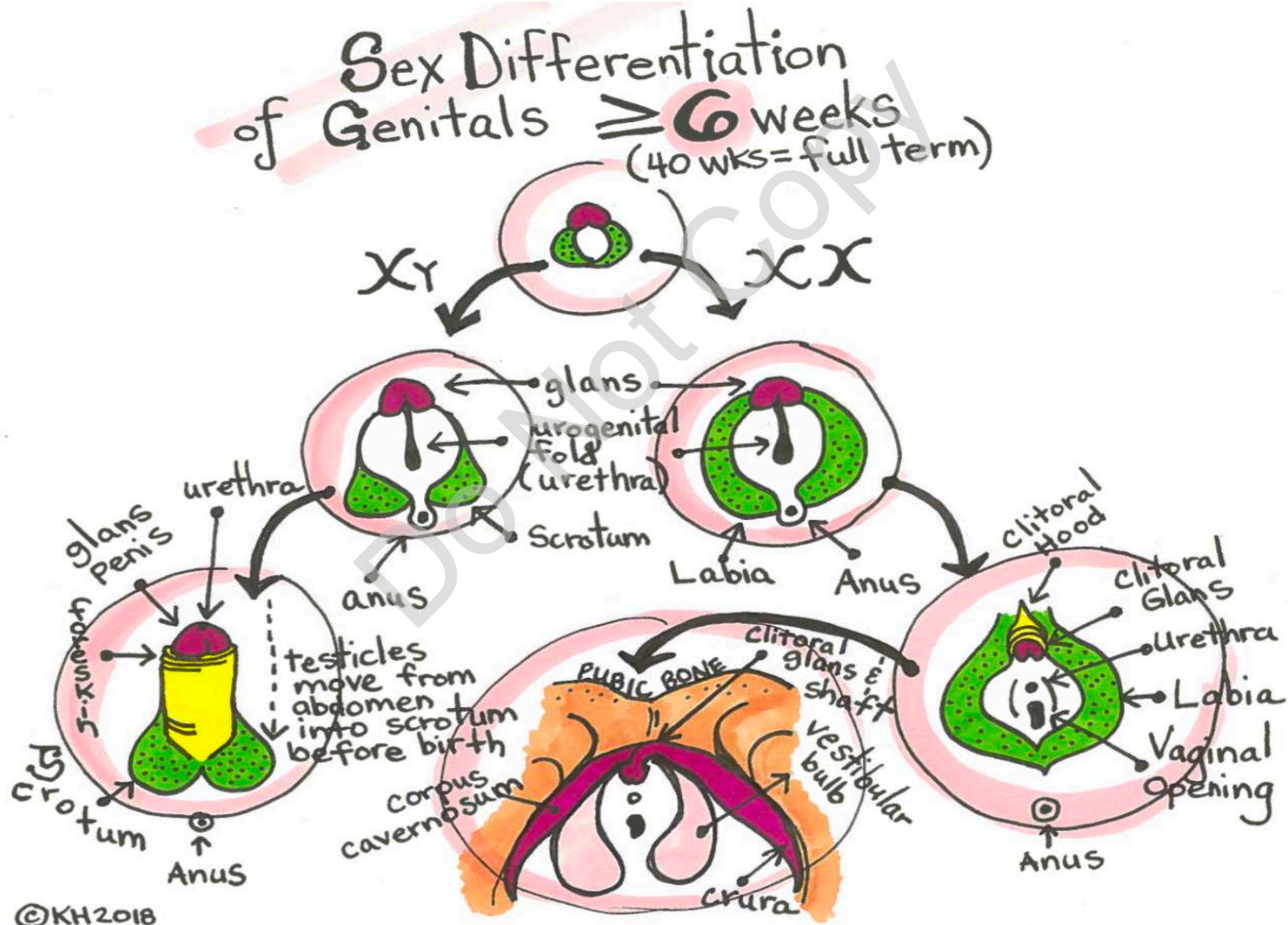
genitalia and reproductive organs look the same until around the 6th week:



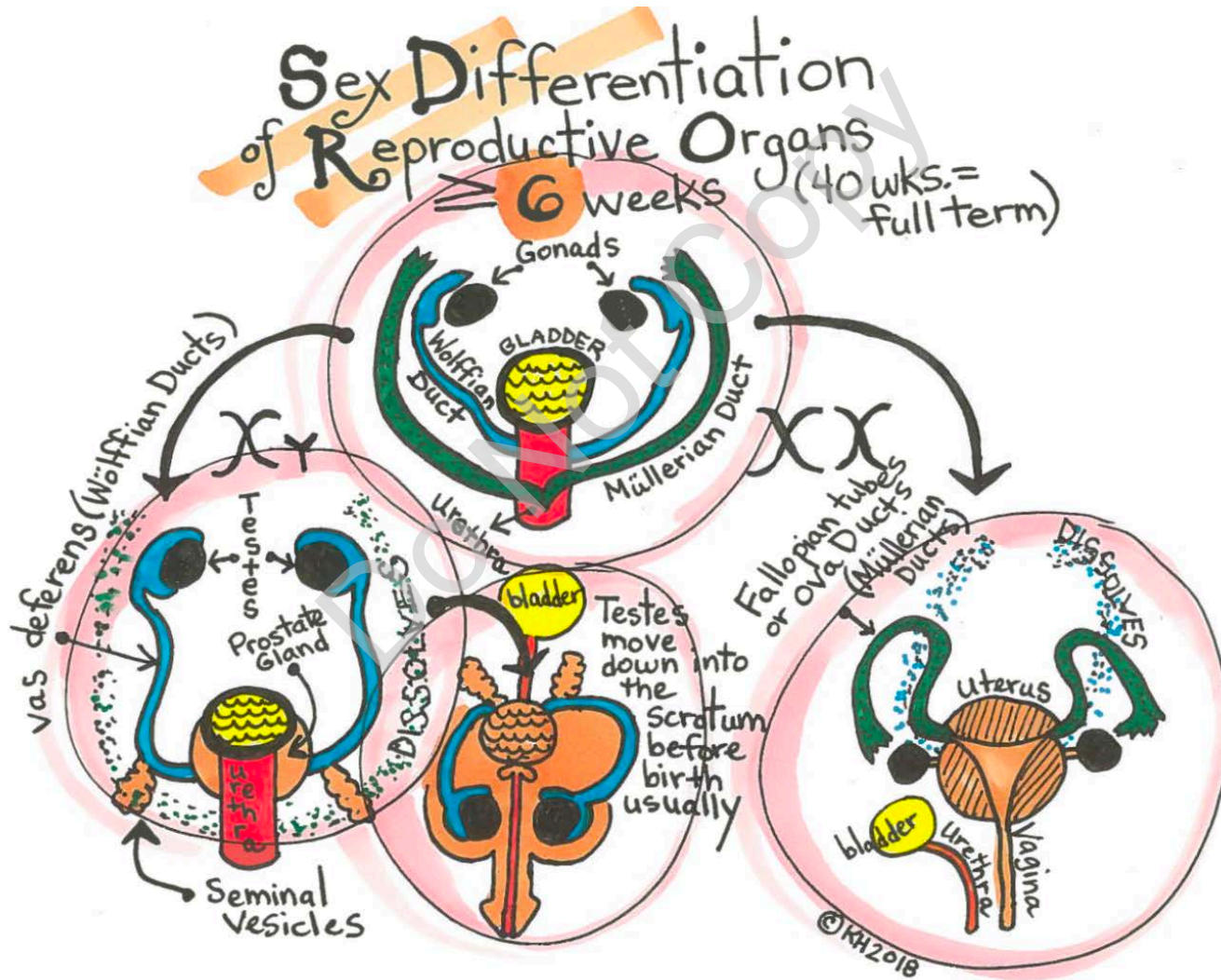
these tubes will become either ova ducts or vas deferens

©KH2018

+ After 6 weeks, **genitals** react to sex chromosomes and **change!**



† After 6 weeks, **reproductive organs** react to sex chromosomes and **change!**



Details of the Ovarian System

(and "the journey of the egg")



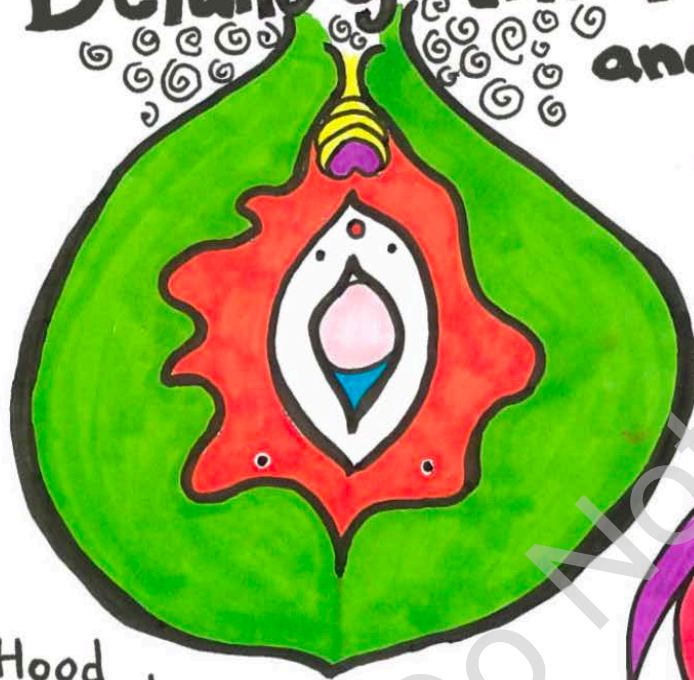
Uterus
Ovaries
Ova Ducts
(or Fallopian
Tubes)

Egg (or Ova)
Vagina
Cervix
Ovulation
Fimbria
Cilia
Endometrium

Details of the Vulva

and

Clitoris



- Pubic Hair
- Clitoris
- Clitoral Hood
- Labia Minora & Majora
- Vestibule
- Urethra
- Vaginal Opening *
- Hymen
- Anus
- Bartholin's & Skene's Glands

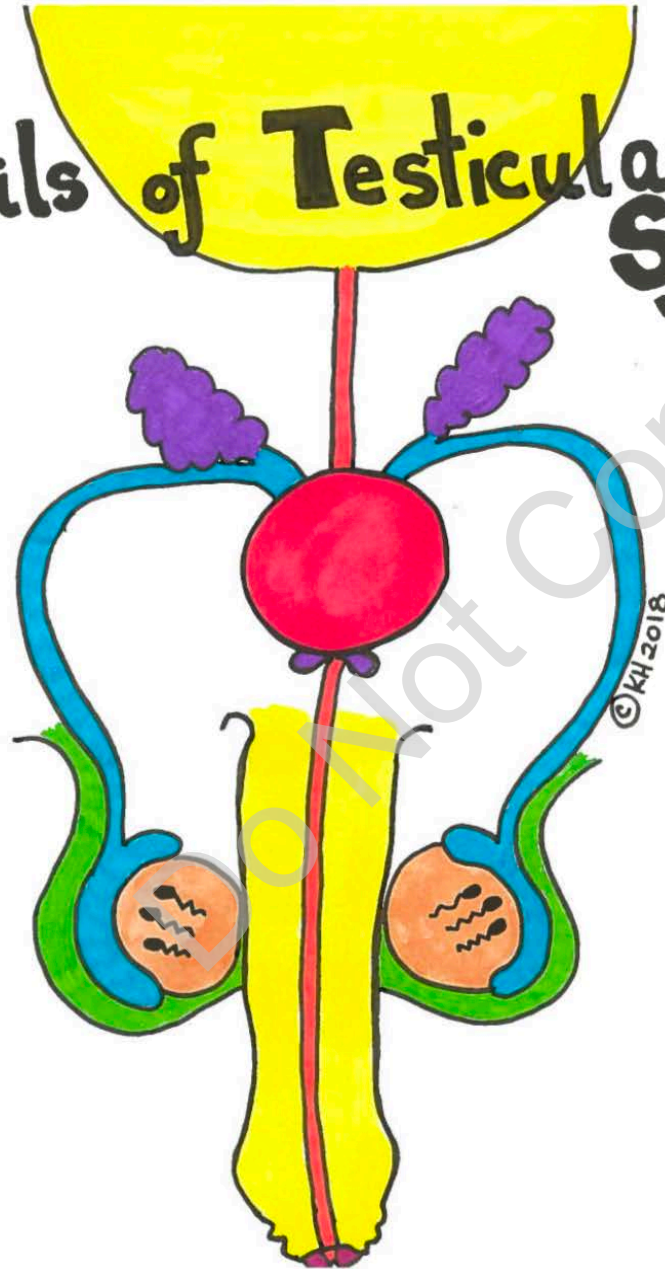


- Clitoral Glans and Shaft
- Pelvic Bone

- Corpus Cavernosum
- Crura
- Vestibular Bulbs



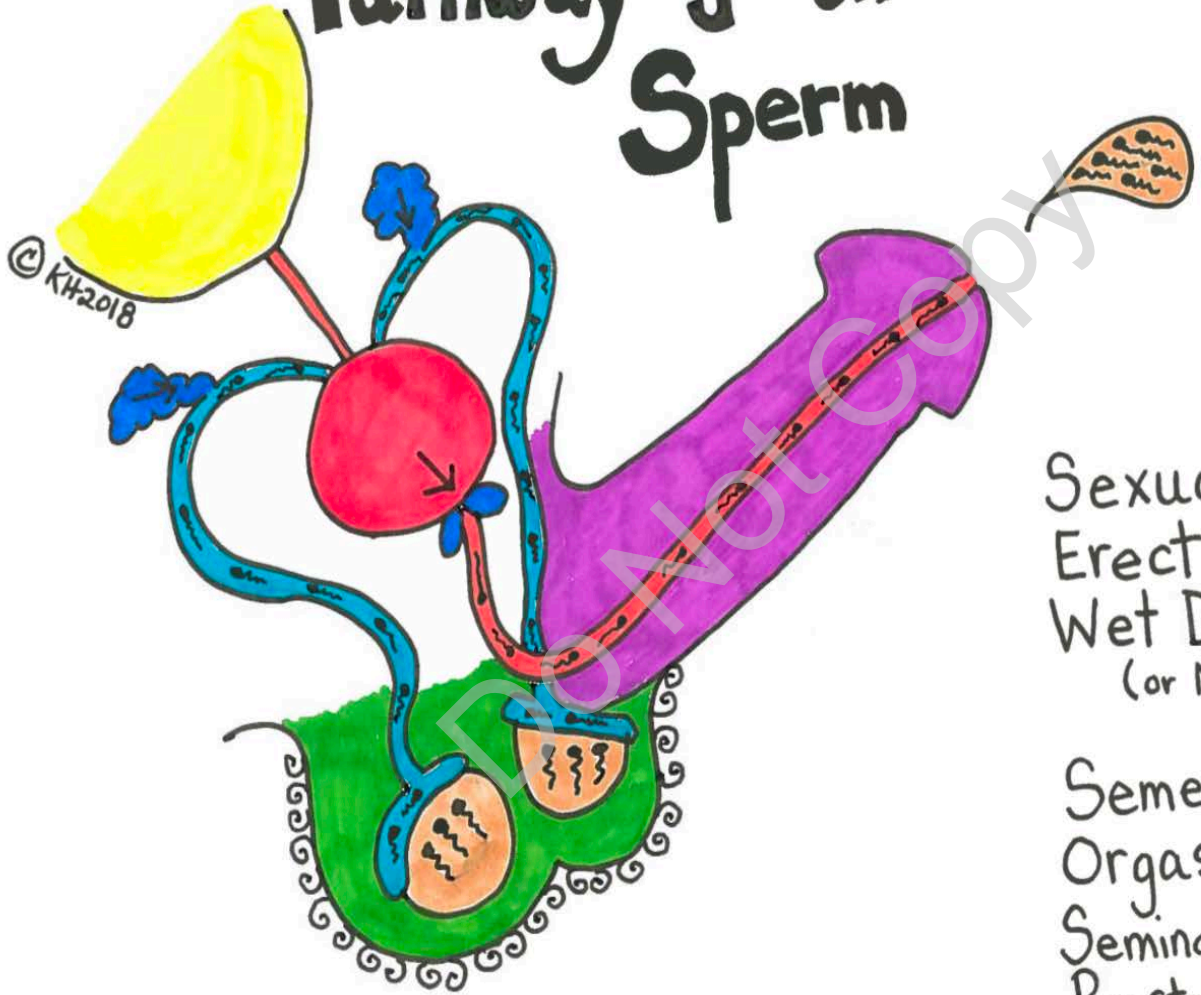
Details of Testicular System



- Bladder
- Seminal Vesicles
- Prostate Gland
- Cowper's Glands
- Urethra
- Vas Deferens
- Testicles (gonads)
- Scrotum
- Penis (glans & shaft)
- Foreskin
- Sperm
- Semen (ejaculate)
- Pre-Ejaculate
- Epididymis



Pathway of the Sperm



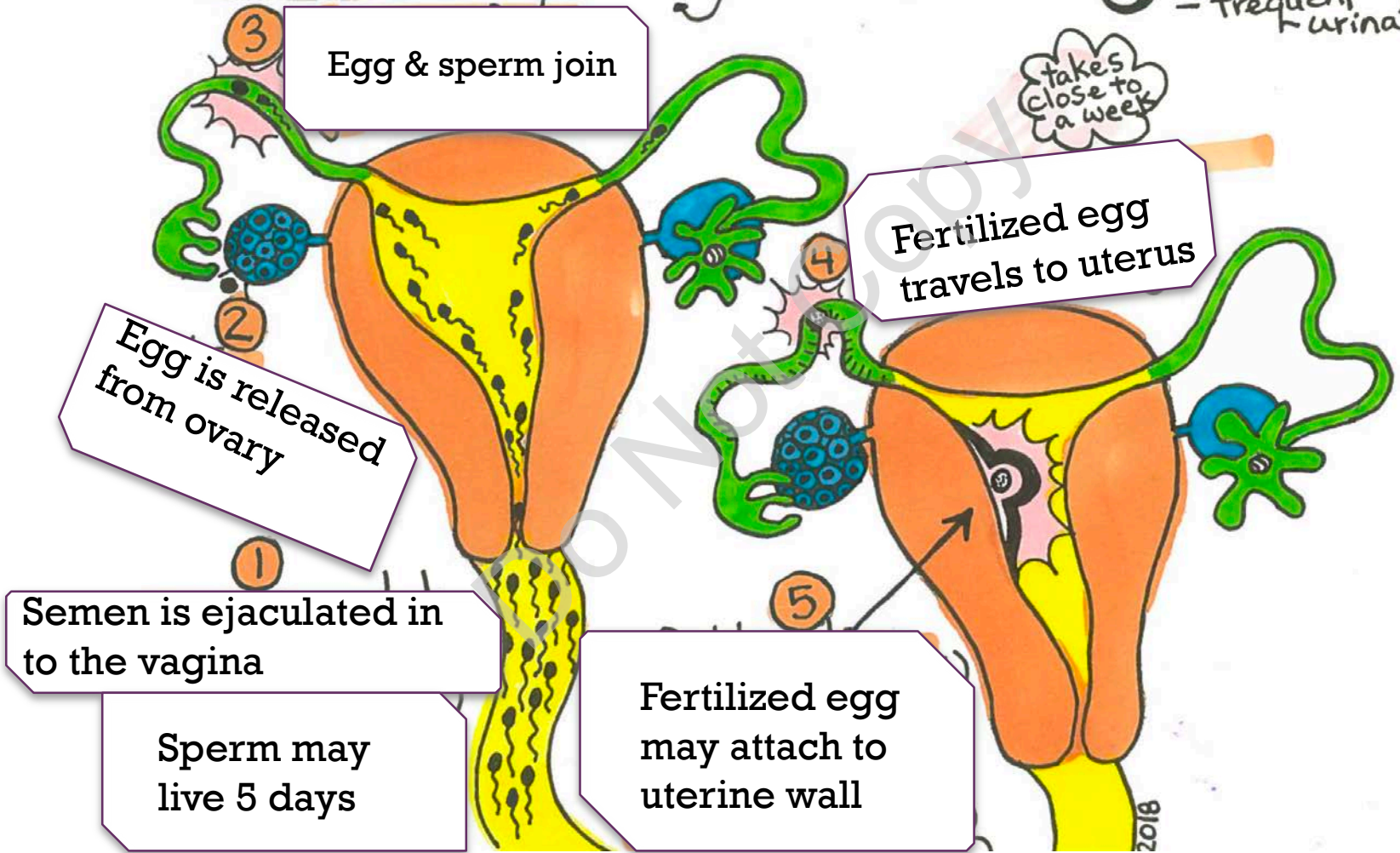
Sexual Response
Erection
Wet Dreams
(or Nocturnal
Emissions)

Semen
Orgasm
Seminal Vesicle Fluid
Prostate Gland Fluid
Pubic Hair

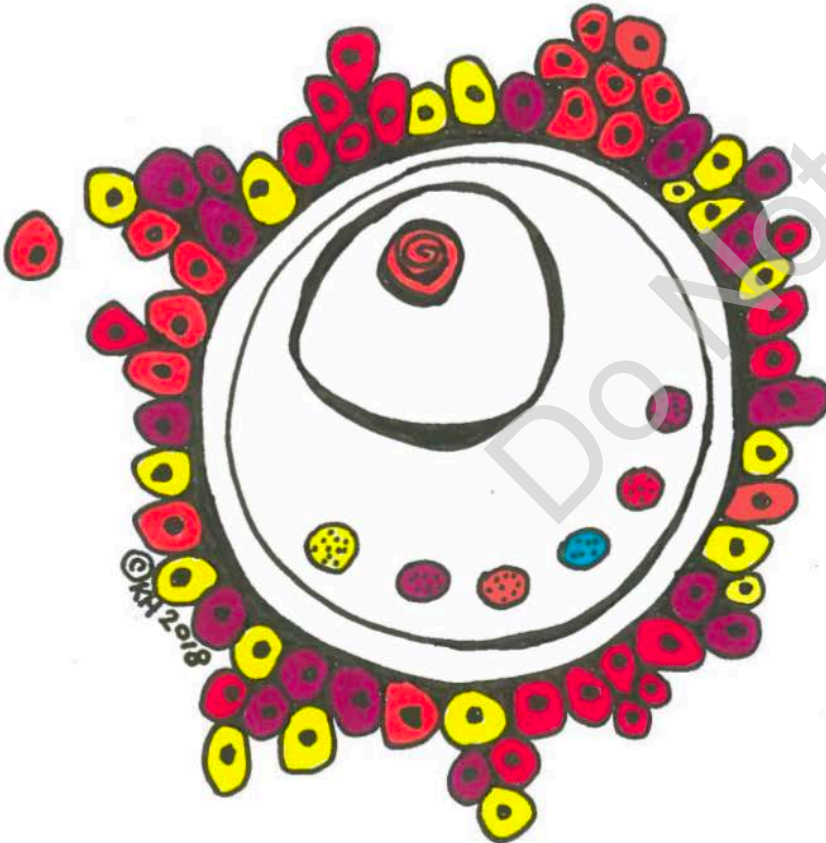


How Pregnancy Happens!

- SIGNS OF PREGNANCY:**
- period stops
 - breasts tender
 - frequent urination



... another beginning!



Topic	Healthy Sexuality Series: Consent
Audience	High School
Materials	<ul style="list-style-type: none"> ✓ Four Corners Posters ✓ Sorting Posters and Sexual Consent Cards ✓ Student handout- Strategies for Protecting Self and Others (1 copy per student) ✓ Anonymous Question Paper
Enduring Understanding	I know how to recognize, ask for, and express consent.
Essential Questions	<ol style="list-style-type: none"> 1. What is consent? 2. How do I know when someone is giving consent? 3. What are ways I can show consent?
Assessments	<ol style="list-style-type: none"> 1. Participation in discussion during Four Corners Exercise about why each group chose their definition of consent. 2. Contributions to follow-up discussion during Sexual Consent Cards Activity
Overview	<ol style="list-style-type: none"> 1. Introduction 2. Four Corners Activity 3. Sexual Consent Sorting Activity 4. Closure

Time	Activity	Materials
5 min	<p>Introduction</p> <p>Tell participants that we will be talking about sexual consent today. Review the group's ground rules, including respect, and remind people that this is not the time for personal disclosure. Say, <i>"If someone in the class has experienced sexual assault or pushed someone further than they wanted to go, they deserve to have real support, which we are not equipped to do during class. However, please see me or your teacher after class as we have resources available to help you or a friend."</i></p>	
15 min	<p>Super Powers 4 Corners Activity</p> <p>Tell participants that this activity is to get them to move around the room to describe their opinion on the topic. Remind them that this is</p>	Consent Cards

	<p>not a debate, and all answers are correct. Wherever they move is okay.</p> <p>The first move is meant to be light hearted and fun to get the students moving. Read the statement aloud, and ask the participants to move to the response they identify with the most.</p> <p><i>If you could have one superpower, which one would you choose?</i></p> <ul style="list-style-type: none"> • The power to pause time • Ability to repel rain, snow, and cold without a jacket • Communicate with animals • Fly anywhere on earth <p>Ask the participants to spend one minute discussing with the individuals at the same poster following questions:</p> <ul style="list-style-type: none"> • Why they chose that poster and not another? • What is a benefit from your super-power? <p>Ask for a representative from each group to share back some of their answers to each of the above questions.</p> <p><i>Say, "On the back of each of your Super Powers are statements about sexual consent. I am going to ask for a volunteer at each corner to read it to the class. Once we have heard all of them then you I will ask you to move to the statement you feel best defines sexual consent."</i> Have students turn their super power posters over. Repeat the same activity with the following statement:</p> <ul style="list-style-type: none"> • Sexual Consent is when: simply, both people are into what's happening sexually • Sexual Consent is when: there is a verbal (communicated) "yes" from both people • Sexual Consent is when: body language (nonverbal cues) are clear • Sexual Consent is when: it's a process, always a question, consent of one thing does not equal consent of something else <p>Remind the group that there is no right answer. Once the participants have chosen their preferred statement, ask them to discuss with the others at the same poster OR in pairs, the following questions:</p>	
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	<ul style="list-style-type: none"> • Why they chose that poster and not another? • Consider asking, “Why might someone choose this statement?” if no one is standing at a poster. <p>Optional: If helpful, utilize the “FRIES” acronym to help students understand different pieces of consent. This information can be shared verbally, by displaying a poster, or writing this information on the board. Consent FRIES mean that consent should be:</p> <p style="padding-left: 40px;"> F: Freely given R: Reversible I: Informed E: Enthusiastic S: Specific </p> <p>To conclude, thank the students for participating and reiterate the theme for the lesson.</p>	<p>FRIES Poster</p>
<p>25 min</p>	<p>Sorting Activity</p> <p>Hang up the following posters on the board: Consent, Unsure, and Not Consent.</p> <p>Split students into small groups or have them work with their desk mates. Explain to participants that you are going to pass out cards that have statements that might reflect things people could or might say when sexually involved. They will then have the opportunity to place the cards beneath one of the headings on the board: Consent, Unsure, Not Consent.</p> <p>Debrief by reading each card aloud and see if the class agrees on its placement. Adjust cards if needed. Think about using these debrief questions:</p> <ul style="list-style-type: none"> • What does this behavior look like or mean like to you? (for example: what does “closed body language” mean?) • How might this behavior look different to different people? • What are some ways culture may influence this behavior? • What can you do if you’re the one in this situation? • What can you do if you see a friend in this situation <p>Explain that if any card is still under the “unsure” heading, or people feel unsure about any of them it means: <u>slow down and check in with the other</u></p>	<p>Sorting Posters</p> <p>Sexual Consent Cards</p>

	<p><u>person—that’s what seeking consent is all about.</u></p> <p>Note to facilitator: consider adding additional cards to this activity that resonate with the school or community that you’re teaching in.</p>	
<p>5-10 min</p>	<p>Closure</p> <p>Discussion (optional)</p> <p>If time allows, facilitate a brief debriefing activity using the following questions. You may facilitate this activity using different multiple intelligences, including: large or small group discussion, pair share, or journaling.</p> <ul style="list-style-type: none"> • What can you do if you’re not sure if you have consent from someone? • What do we hear and learn about consent from the media? • How can you share this information with your friends? • What are some local resources should you want to learn more? <p>Anonymous Questions</p> <p>Pass out paper. Ask students to write either a question regarding today’s lesson or one thing they learned. Collect these and answer questions as time allows. Otherwise, inform the class you will send answers to their anonymous questions to their teacher.</p>	<p>Anonymous questions paper</p>

HANDOUTS/ACTIVITY MATERIALS

FOUR CORNERS POSTERS

Poster 1

Side 1: The power to **PAUSE** time.

Side 2: Consent is when there is a **verbal YES** from all parties involved.

Poster 2

Side 1: Ability to **COMMUNICATE** with animals.

Side 2: Consent is when both **people are into** what is happening sexually.

Poster 3

Side 1: Ability to **REPEL** rain and snow without a jacket

Side 2: Consent is when **it is a process** involving a question & understanding consent of one thing does not = consent of something else.

Poster 4

Side 1: **FLY** anywhere on Earth.

Side 2: Consent is when **body language** (nonverbal cues) is clear.

SORTING POSTERS

CONSENT

NOT CONSENT

UNSURE

SEXUAL CONSENT CARDS

- | | |
|--|---|
| <ul style="list-style-type: none"> • SILENCE- (not saying anything) • "...No" • "...Yes" • "Maybe" • -Pushing Away- • Closed body language • A verbal "no" after a "yes" was given earlier
"...that feels nice..." • "May I touch you here?" • STOP • "...wait" • "Are you feeling good?" • A verbal "...yes" while one person is age 15
and the other is age 19 | <ul style="list-style-type: none"> • Hesitant or uncomfortable body language • "Have you ever...?" • "Would you like to try it with me?" • "Can we talk?" • "Can we slow down?" • "...is this ok?" • "more" • Verbal "Yes" (under the threat of any
violence) • A verbal "...yes" while someone is under the
influence (alcohol/ drugs) • "Can I kiss you?" • "I would love to..." |
|--|---|

STUDENT HANDOUT

Protecting Self - Protecting Others

Strategies for Protecting Self:

- ✓ Get to know someone before being alone with them
- ✓ Talk openly about sexual histories—you deserve to ask the questions you want to ask
- ✓ Trust your instinct and feelings about someone
- ✓ Know what the laws are about consensual sex and age differences
- ✓ Think about how far you are willing to go sexually, then practice how and when you can communicate this to someone
- ✓ Know it is always ok to ask, ‘can we slow down’ or, ‘stop’ or ‘let’s talk for a moment’
- ✓ If you are interested in someone, think about respectful ways you might seek consent
- ✓ Hang out with people you trust, especially if you are in a place where people may be engaging in alcohol or drugs

Strategies for Protecting Others:

- ✓ If you see someone who needs help (at a party, school activity, etc.) —do something about it. You could pull this person aside and try your best to make sure that person is safe and knows what they are doing or seek out a trusted person nearby to assist you or that person.
- ✓ If it’s the opposite situation—a friend of yours is trying to get with someone who has been drinking, try to pull them aside and remind them someone under the influence is unable to give consent. Talk with your friend about what is going on.
- ✓ Have conversations with your friends about seeking consent.
- ✓ Know about local resources that you can refer a friend to if they need someone to speak with or would like to learn more about consent.

Healthy Sexuality Series

STDs & HIV



Image source: studentaffairs.jhu.edu

Goals for STD & HIV Education

- **Prevent** STDs & HIV
- **Reduce** shame and stigma about STDs & HIV
- **Preventing and treating** STDs is a routine part of caring for one's sexual health.



Categories of STD's

Bacterial Infections

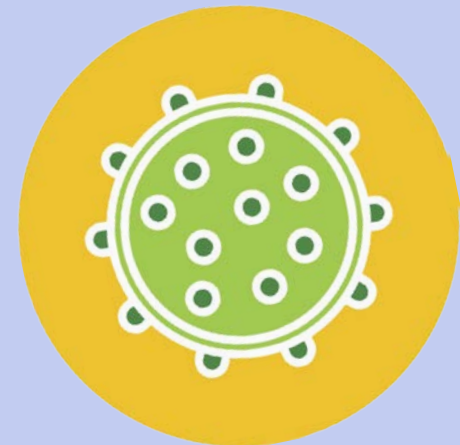
- Gonorrhea
- Syphilis
- Chlamydia

Parasitic Infections

- Pubic Lice/Crabs
- Scabies
- Trichomonas Vaginalis (Trich)

Viral Infections

- Herpes
- HIV
- Hepatitis B & C
- Human Papilloma Virus

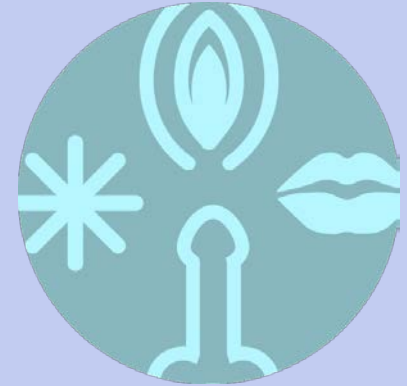


Transmission

Skin to Skin

Infected skin + Susceptible skin

Example: herpes sore touches labia



Body Fluids

Body Fluids + Point of Entry

Example: semen from a person with chlamydia into partner's vagina



Transmission

Bacterial Infections

- Gonorrhea
- Syphilis
- Chlamydia

Viral Infections

- Herpes
- HIV
- Hepatitis B, C
- Human Papilloma Virus

Parasitic Infections

- Pubic Lice/Crabs
- Scabies
- Trichomonas Vaginalis (Trich)

Can be passed skin-to-skin

Treatable vs Curable

Bacterial Infections

- Gonorrhea
- Syphilis
- Chlamydia

Parasitic Infections

- Pubic Lice/Crabs
- Scabies
- Trichomonas Vaginalis (Trich)

Viral Infections

- Herpes
- HIV
- Hepatitis B, C
- Human Papilloma Virus



Know Your Status

The most common
symptom of an STD is

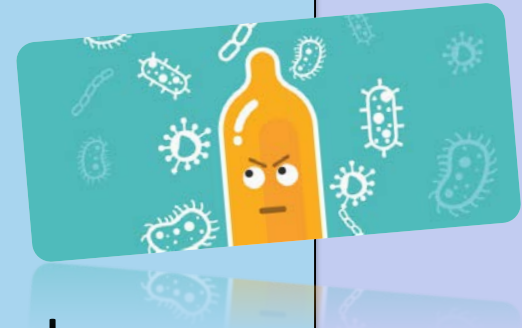
_____.



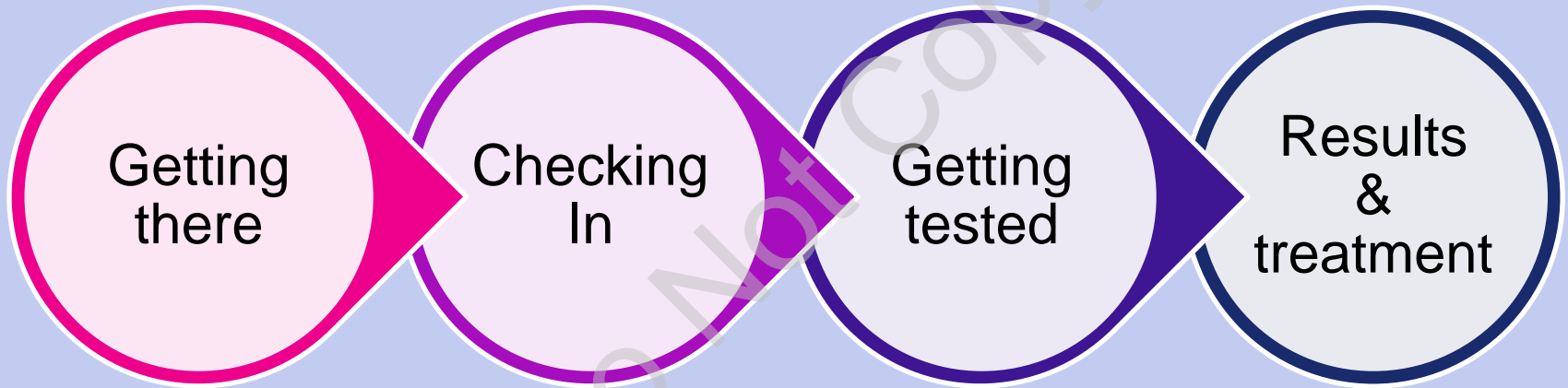
Prevention

STDs can be prevented!

- Avoid or reduce risky behaviors
- Use barrier methods
- Get vaccinated
- Get tested, and – if needed – treated.
- Talk with partners
- Consider PrEP or PEP for HIV
- Reduce stigma and shame

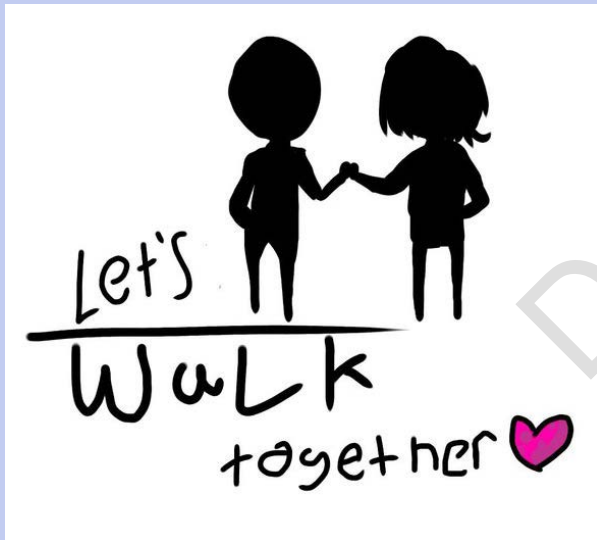


I think I might have an STD...



Step 1: Getting to a Clinic

Where and how?

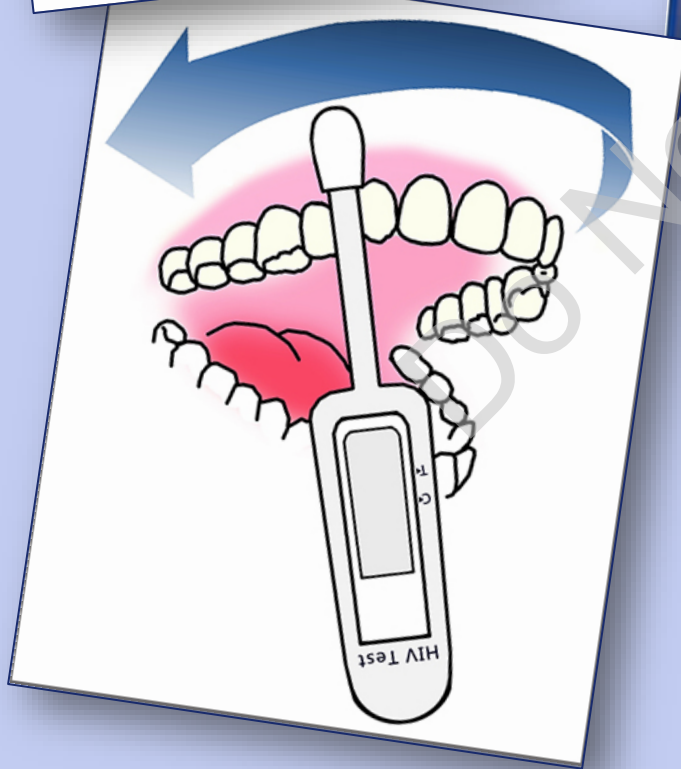
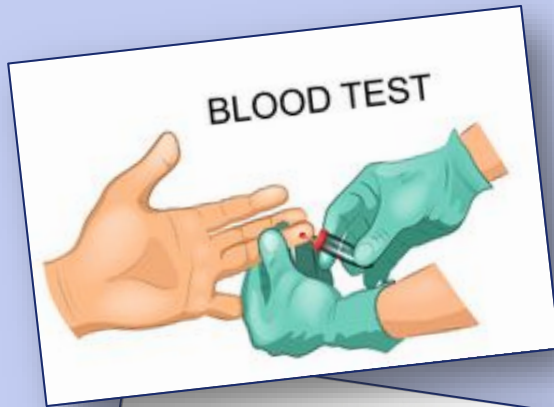


Step 2: Checking In

What to bring? This is a lot of paperwork...



Step 3: Getting Tested



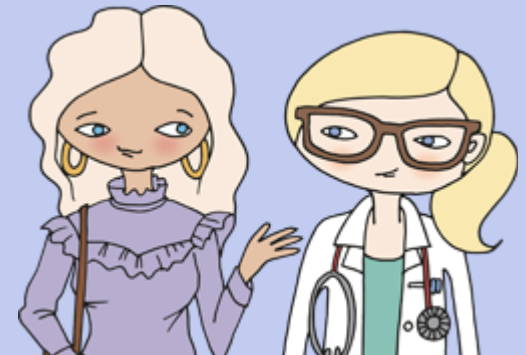
Step 4: Results & Treatment

No STD:

- What is your plan to continue to prevent STDs & HIV?

Yes STD:

- Follow the treatment plan
- Talk with partner(s).
- What is your plan going forward?



REVIEW

Do Not Copy

Resources

- Planned Parenthood
- Iknowmine.org
- STDCheck.com
- The STD Project
- Local clinics such as ...
 - What resources are available in your community that have not been mentioned today?

Topic	Sex Ed Review
Audience	Middle and High School
Materials	Select based on chosen activity <ul style="list-style-type: none"> ✓ Game Board ✓ Game Cards ✓ Trivia questions ✓ Answer Key(s) ✓ Timer
Purpose	This maps out several options to deliver an engaging review after a series of sexual health lessons.
Note	Discuss with the classroom teacher appropriate prizes for the winning team such as candy, pencils, stickers, etc. Consider adding key concepts from any sex ed lessons delivered by the classroom teacher.

Time	Activity	Materials
30 -45 min	<p>Sex Ed Review Gameshow</p> <ol style="list-style-type: none"> 1. Tape the Game Board up in front of the class or use PPT 2. Divide students into 4 large groups (may be easiest to split the class up into quads) 3. Read the following instructions <ol style="list-style-type: none"> a. Let's test everyone's knowledge on [insert topic] by playing a fun review game. Before we start a few ground rules. <ol style="list-style-type: none"> i. Only one group goes at a time and has 20 seconds to answer. If the group is correct they get a point and get to go again. No points are deducted for wrong answers. ii. If an answer is wrong I will review the right answer then move on to the next group to select a category. iii. Randomly select a number from a hat to choose the starting team or flip a coin. iv. Winner- highest points at end of game. You can remove some options if time is constrained. For example, only offer up to the \$300 category instead of \$400.00 	Game Board Answer Key Timer Prizes

<p>30 -45 min</p>	<p>Sex Ed Catch Phrase</p> <p>Use a mix of terminology students learned throughout the lesson(s). Place the terms in something for the students to pass around as they select a word such as a bowl or box. Either split the class into two different teams or consider having simultaneous competitions with smaller groups.</p> <p>Explain, <i>“Each player takes turns trying to get their team to guess a given word without actually saying it or using any hand gestures. Once the word has been guessed the bowl/box is passed to the next team as quickly as possible. The catch is, there is a timer. If you or anyone on your team still has the bowl/box in their hands when the timer goes off, that individual is out and the teams start to shrink. Whoever is the last one remaining wins the competition for the team.”</i></p> <p>Do a practice round to make sure everyone understands and inform them if they do not know a word they can put it back in the bowl/box and select another one. Students should also have the right to pass.</p>	<p>Sex Ed Terms Timer Box or Bowl Prizes</p>
<p>30-45 min</p>	<p>Sex Ed Trivia</p> <p>Develop trivia questions from delivered approved lessons. Break students up into teams of 4-6 students each. Provide a Game card and writing utensil for each team.</p> <p>Say, <i>“You all have learned a lot of great health information. Now let’s see test your knowledge trivia style! In a moment I will put you into teams and provide you a game card. I will read off 5 trivia questions and as a team you record what you believe is the correct answer. After all questions are read then you will pass your game card to another team to be scored as we go over the answers together. We will play [insert 3] of rounds and the team with the most points after the final round wins a prize!”</i></p> <p>Consider asking 5 questions and playing multiple rounds as time allows. During the scoring clarify any incorrect answers and elaborate as needed.</p>	<p>Game Card Trivia questions & Answer Key Prizes</p>

HANDOUTS/ACTIVITY MATERIALS

GAMESHOW GAME BOARD TEMPLATE

Insert Category*	Insert Category*	Insert Category*	Insert Category*	Insert Category*
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500

**selected from approved lesson previously used from the class*

TRIVIA GAME CARDS TEMPLATE

Trivia Team Name: _____

Round 1

1. _____
2. _____
3. _____
4. _____
5. _____

Round 2

1. _____
2. _____
3. _____
4. _____
5. _____