

Resiliency Informed

Sexual Health and Wellness

Lesson Package

An Adult/Peer-to-Peer Education Approach to
Comprehensive Sexual Health Education in Alaska



Correlated to KPBSD, CDC, and FOSE National
Sexuality Education Standards and Skills

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An Adult/Peer-to-Peer Education Approach to
Comprehensive Sexual Health Education in Alaska

Developed and Compiled by the
Homer Peer Education Team of
Kachemak Bay Family Planning Clinic's R.E.C. Room

*The R.E.C. Room (youth Resource and Enrichment Co-op) mission is to
facilitate healthy relationships, health education and
healthy choices for youth in and around Homer.*

Acknowledgements

The Resiliency Informed Sexual Health and Wellness Lesson Package was developed by the Kachemak Bay Family Planning Clinic's R.E.C. Room and its Youth Health Education and Program Manager Anna Meredith B.A., Peer Coordinator Doug Koester B.S., and Peer Educators: Lilli Johnson, Shenandoah Lush and Zane Boyer. Currently on staff are Anna Meredith, Peer Coordinator Connor Schmidt and Peer Educators: Sayora Van Reed, Ethan Smith and Lia Jacobsen.

This Lesson Package is for use by peer educators and peer facilitators working with youth in Alaska who are committed to reducing unintended teen pregnancies and promoting healthy life choices. We feel that young people can be trusted with the information needed to reduce their health risks.

The authors gratefully acknowledge the contributions to the research and peer education provided by all of our past Peer Educators: Zoe Story, Trevor Waldorf, Dylan Wylde, Kate Kerns, Sierra Moskios, Hailey Hughes, Jonas Noomah, Ren Carroll, Kaylynn Bunnell, Mina Gherman, Shenandoah Lush, Zane Boyer, Kaylynn Bunnell, Cassidy Lush, August Kilcher, Nina Ellington, Cassidy Wylde, Sierra Wylde, Angelo Amarello, Ciara Cordes-Walker, Parker Gibson, and Chloe Pleznac.

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Much gratitude is extended to our co-workers at Kachemak Bay Family Planning Clinic. Thank you for always being there for our team. Special thanks to Rose Wohlgemuth, Clinic Assistant, who has developed and co-facilitated the contraception lessons with our Peer Education team.

The Peer Educators receive over a hundred hours of training which include but is not limited to: Leadership skills, Public speaking, Presentation and small group facilitation skills, Classroom management and facilitation skills, Resilience and Adverse Childhood Experiences Education, Question Persuade Respond/Gatekeeper Suicide Prevention, Green Dot Violence Prevention, Human Subjects Research: Collaborative Institutional Training Initiative, Trauma Informed Care and Stewardship, Human Trafficking in Alaska, Adolescent Brain Development, Substance Abuse and Dating Violence Prevention, Mandatory Reporting, Positive Youth Development, Peer to Peer Education, Sexual Anatomy and Contraception, Sexually Transmitted Infections (STIs) Myth and Facts, Gender Norms, Circle of Sexuality, Best Practices in Communication,

Alaska Native Cultural Competency, Energizers, Debriefing, and Icebreakers, Healthy Relationships, Assessing Community Resources, Self-Care and Stress Management, Technology, Bullying Prevention and Awareness, LGBTQ inclusivity and support, Youth Mental Health First Aid, and Capacitar Healing Skills.

Welcome to Resiliency Informed Sexual Health and Wellness Lesson Package!

Thank you for reviewing the Resiliency Informed Sexual Health and Wellness Lesson Package. We know that providing instruction about healthy relationships, growth and development, sexuality and resiliency can be challenging. We have embraced this challenge and have devoted ourselves to making lesson plans that are relatable and practical for young people to understand and grow with as well as accessible for facilitators to implement. The intention of this lesson package is to provide young people with the skills necessary to assess risk and make safe and healthy choices. The goal of the professional and effective facilitation of this lesson package is to reduce the incidence of unintended teen pregnancies and STIs, while developing the communication skills necessary for healthy consensual relationships.

We believe that students need more than meaningful and quality information delivered in a way that allows them to learn. Research shows they also need committed, supportive adults around them to help make them make choices that maintains their personal and family's values as well as protects their physical, emotional, mental and spiritual well being. This Lesson Package purposely provides the opportunities for open, honest and straightforward communication between the students and their parents/guardians or safe adults. Research shows that open communication with at least one safe adult can help young people make responsible and healthy choices when faced with decisions pertaining to sexual behavior and other important issues.

It is important for us to state that we do not teach a system of values and morals concerning sex and sexuality. We feel that those important lessons should come from the parents and safe adults in the lives of the students. Comprehensive Sexual Health Education serves to support the parent/guardians in providing evidence based information. Family rules come first.

The one value that we do require is respect for self and others. We manage our classroom in a way that ensures a safe place for everyone. All students' personal views and values are respected and honored unless people speak about others in a discriminatory or demeaning way.

Historically, teaching Sexual Health has probably never been easy. In today's world there is such an intense spotlight on issues related to sex and sexuality. This is making the task of education more challenging than ever. In addition, there are many more complexities concerning sexual health than ever before. Sexting, easy access to pornography, and social media are just some of the new and potentially difficult issues teens face in today's world.

Due to the ever-changing digital and social environments young people are faced with today is why we have chosen to create an evidenced-informed lesson package rather than evidence-

based curriculum. An evidence-informed approach allows us to stay true to scientific theories and principles while giving us the flexibility to make it successful amongst diverse populations of students and issues. For example there is not a lot of scientific research concerning the effects of pornography on young people. However, there is enough concern among professionals to warrant mentioning its possible addictive and harmful effects. If the conversation strays too far outside of evidence-based discussion from the students we redirect the flow of conversation back to evidence-based statistics and medically accurate information- which is what we, as the facilitators, are there to provide.

This lesson package is also informed by many years of experience and local research. From 2011-2015, our Peer Education team was supported by and participated in the Alaska Promoting Health Among Teens grant research project from the State of Alaska, Division of Public Health. From 2015-2018 the program was funded by the Teen Unintended Pregnancy Prevention grant also from the State of Alaska, Division of Public Health. This grant was renewed in July 2018 to last through June 2021. All of these programs operated with a peer-to-peer education model. This peer education model informed and influenced this Lesson Package by enabling young people who are professionally trained peer health educators to assist in the development process. This ensures that the language is youth-relevant and applicable. This Lesson Package combines teaching the skills of decision-making, self regulation, assertive communication, and reproductive life planning.

This lesson package is informed by the following evidence-based curricula and resources: *Alaska Promoting Health Among Teens!* Pub. Select Media, Inc., *The Fourth R: Healthy Relationships Plus* Pub David A. Wolfe, PH.D., *The Mind Up Curriculum* Pub Scholastic Inc., *Reaching Teens* Pub. American Academy of Pediatrics, *F.L.A.S.H.* King County Family Planning Program, *Supporting LGBTQ Youth* Pub. ETR Associates, *Guiding Adolescents to Use Healthy Strategies to Manage Stress* Pub. American Academy of Pediatrics, *Advocates For Youth: A Lesson Plan from Life Planning Education: A Youth Development Program*, *Advocates for Youth: Rights, Respect, Responsibility: A K-12 sexuality education curriculum*, *The Center for Sex Education*.

The 12 lessons in this Lesson Package are designed to be co-facilitated with one adult educator and at least one peer educator. There is always a certified teacher present in the classroom and we encourage other teachers, nurses and administration to come and observe or participate. The more safe and trusted adults in a student's life that they can discuss these topics with, the better.

The following is a condensed version of our scripted high school 12-day Lesson Package. All supplemental materials are included in this condensed version of the Lesson Package and all content covered in the rural adaptation, 7th and 8th grade lesson packages are within this submitted bundle. Materials are also available in hard copy at District office at 148 N. Binkley St., Soldotna.

Please feel free to speak with us if you have any questions or would like more information.

Kindly,

The Homer Peer Education Team
www.HomerRecRoom.org
Welcome to the R.E.C. Room!
recroom@kbfpc.org
907-235-3436

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Day 1 - Intro and Welcome to Sexual Health and Wellness

Targeted Audience: 9th - 12th grade

Time: 50 minutes

Overview and Goals for this lesson:

- Identify personal responsibility in making choices about sexual health
- Understand what body regulation is and how it affects decision making
- Increase student “investment” into their personal health
- Establish group agreements
- Build group cohesion, comfort, and feelings of safety and trust
- Increase students’ knowledge of their own personal values
- Overview of following lessons

Key Terms:

- Resiliency
- Abstinence
- Protected/Safer sex

Materials:

- Activity 1: Personal connection story
- Activity 2: Self regulation music
- Activity 3: White board space and/or large post it paper, marker
- Activity 4: Copies of [pre-test](#)
- Activity 5: Room on board to make three lists (make lists # 1 and #3 on same board)
- Activity 6: Outline of lesson package on [the powerpoint](#)

Retrospective question of the day (3 minutes):

- Introduce Retrospective Questions. Students will spend 3 minutes reflecting Questions for today:
 - *Why do you think it's important for teenagers to learn about sexual health?*
 - *What specifically would you like to learn more about that has to do with sexual health?*
 - *How many people in your life have you discussed sex or sexual health with before now?*

Students will spend 3 minutes reflecting on posted question via writing in journals.

Main Lesson

Activity 1- Welcome and Overview (5-7 minutes)

Purpose: To introduce our Peer Education team and explain why we're here talking to the students.

Materials: None needed

- A. Introduction to R.E.C. Room youth services

- Who we are, what we do, why we do this (personal connection story)
- Why learning sexual health is important
- R.E.C. Room/KBFPC referrals
- [Can the US End Teen Pregnancy](#)

Activity 2- Body Regulation Activity (5-8 minutes):

Purpose: Introduce body regulation activities, why they work for humans, and how practicing these skills can enhance decision making skills

Materials: None needed

- A. Introduce body regulation activities and why they work for humans

- Stress reduction and decision making via body regulation activities.
- Up regulation, down regulation
- Review of breathing techniques from 8th grade health class
- Introduce and give examples of resiliency
- Explain how all young people are resilient
- Introduce and lead core practice
 - Feet on the ground and knees roughly right above your feet.
 - Keep a straight back, but a comfortable back as well!
 - Figure out how you want your hands to be. Put them in your lap, fold them, put them on the desk.
 - Focus on a spot on the floor, ceiling, table, or just close your eyes. Whatever you're most comfortable with.
 - Focus on how your breathing & if all those natural thoughts in your head come floating in, just let the float on. Keep your focus on your breathing!
 - Any questions?
- Explain the benefits of practicing breathing techniques as skill to support healthy decision making- specifically sexual health decisions
- Address European sexual health education in relation to US sexual health education
- Explain difference in planned vs. unintended/unplanned pregnancies

Activity 3- Group Agreements (7 minutes)

Purpose: Build class cohesion by deciding on group agreements together. This may increase likelihood of class buy-in so group agreements are respected throughout the lesson package.

Materials: White board space and/or large post it paper, marker

- A. Brainstorm a list of group agreements

- Lead class in establishing group agreements
- Include and introduce confidentiality, mandatory reporting, “I” statements, respectful and inclusive language, right to pass

Activity 4: Pre-test time (5-10) minutes

Purpose: Provide feedback (baseline) on student’s current knowledge on sexual health and wellness

Materials: [Pre-test for each student](#)

- A. Introduce test and share purpose of collecting this information from students.

- Administer pre-test
- Explain reason for collecting this information/data from students
- Assure anonymity

Activity 5- Brainstorm about Young People and Abstinence/Sex (15 minutes)

Purpose: To explore why young people have sex and the consequences for engaging in sexual activity. Discuss the process of decision making when it comes to sexual relations.

Materials: Room on board to make three lists (make lists # 1 and #3 on same board)

- A. Introduce the activity

- Abstinence, protected/safer sex
- Define sexual behaviors, virginity
- Stress importance of personal and family values/morals
- Stress importance of having at least one safe adult to speak with about sexual health
- Encourage safe decision making
- Discuss Youth Risk Behavior Survey (YRBS) statistic that [64% of high school students have never had sex.](#)
- Refer to R.E.C. Room services being available for all youth ages 12-18yrs. old on the Kenai Peninsula
- Brainstorm:
 - Why are teens having sex?
 - What are the consequences of sex?
 - What are the reasons people have unprotected sex?
 - Are there any reasons we provided that would be worth risking your future for?

Activity 6: Outline of Sexual Health Lesson Package (5 minutes)

Purpose: To inform students of the outline for the next 6 weeks

Materials: Outline of lesson package on [the powerpoint](#)

- A. Introduce remaining lesson plans

Day 2 - Understanding and Expressing Sexual Feelings

Targeted Audience: 9-12 grade

Time: 1.25 hours

Overview and Goals for this lesson:

- Increase knowledge and understanding of reproductive anatomy
- Increase knowledge of adolescent brain development/emotional body regulation
- Identify ways to express oneself sexually without putting oneself at risk
- Increase awareness of sociocultural pressures to become sexually active
- Review reasons to prevent STI transmission and unintended pregnancy
- Increase reasoning and understanding to choose behaviors that promote self health

Key Terms:

- Reproduction
 - Empathy
 - Compassion
 - Intersex
 - Prefrontal Cortex, Limbic system
 - Body Image
-

Materials:

- Activity 1: Emotion Person/ Emotion Paper Slips (20), Copies of [Emotion Man](#) (20)
 - Activity 2: persona slips printed out to hand out, PHAT Puberty DVD Comprehensive version
 - Activity 3:
 - Activity 4: [Agree/Disagree posters](#)
-

Retrospective question of the day (3 minutes):

- 1) *What are 2 important parts to do for core practice?*
- 2) *What are two methods people can use to avoid STDs and unintended pregnancies?*
- 3) *According the YRBS, most high school students are not sexually active: True or False?*
- 4) *Do you like having music during core practice? Yes or No*

Students will spend 3 minutes reflecting on posted question via writing in journals.

Body Regulation Activity (7 minutes):

Purpose: Increase students awareness of how emotions affect decision making

Materials: Emotion Person/ Emotion Paper Slips (20), Copies of [Emotion Man](#).

A. Introduction to R.E.C. Room youth services

- Identify feelings/emotions via worksheet and discussion
- Identify on worksheet with partner:
 - Where in your body do you feel emotions?
 - What do the emotions feel like?
 - What are thoughts associated with the feeling?
- Discuss as a group
- Take away: we all have the ability to regulate ourselves before acting (making decisions)

Main Lesson

Activity 1: Reproductive Anatomy (30 minutes)

Purpose: To increase understanding of the process of menstruation, pregnancy, fertilization

Materials: Persona slips printed out to hand out, PHAT Puberty DVD Comprehensive version.

- A. If a student uses a slang word, acknowledge the slang word and then introduce the correct terminology. Instead of saying "there are questions here about jerking off," say "there are questions here about masturbation."

- Discuss and review correct terminology of anatomy
- Practice using correct terminology rather than slang terminology for anatomy
- Introduce video and show video
- Debrief when finished
- Discuss social, emotional, mental, and physical changes that happen during puberty

Activity 2: So how do teens express themselves sexually without having sex? (10 - 15 minutes)

Purpose: To increase awareness in students' understanding that there are other ways young people express themselves sexually to their partners without engaging in oral, anal, or vaginal sex, which helps people avoid putting themselves at risk of STIs or unplanned pregnancy.

Materials: None needed

- A. Introduce the activity:

- Brainstorm examples of how young people express themselves sexually
- Brainstorm examples of how young people express themselves without being sexual
- Review and assess behaviors and risks of the 3 kinds of sex and masturbation
- How can we tell our partners what we are willing and not willing to do?
- Discuss importance and necessity of communication and consent

Discuss statistics on sexual violence:

- "On the Kenai Peninsula, 52 percent of adult women have experienced sexual violence or partner violence in their lifetimes" (3) and "In Alaska, 1 in 4 adult men experienced rape, intimate partner violence, or stalking in their lifetimes".

(4) Unfortunately most of these assaults happen to people before they're 11 years old. It's important to note that how we think of rape isn't how it always happens. It isn't always violent. It isn't always just some stranger- actually it's more often that someone who was raped or assaulted knew the perpetrator. (5) Also, it is important to mention that sexual violence is more prevalent within Lesbian Gay Bisexual Transgender Queer (LGBTQ) relationships and due to hate-based violence. A staggering 64% of transgender people have experienced sexual assault in their lifetime.”(6) This is why it's so important that we talk about consent.

- Discuss Erin's Law adapted by the State of Alaska as Safe Children's Act
- Stress impact victim blaming has in our culture
- Refer sexual assault services for survivors and perpetrators
- Restate KBFPC mission to not impose on students personal/family values and morals but to offer evidence based and scientific information
- Brain Break: "Fill up your balloon" breathing exercise

Activity 3: Messages we see/hear about sex (10 minutes)

Purpose: Increasing understanding about messages that are seen and heard in everyday life about sex and how these messages affect adolescence.

Materials: None needed

- Brainstorm with partner:
 - What are some places or people you hear about sex?
 - What are those messages saying?
 - What are the sexual messages you see in media (movies, tv, music, online)
 - What messages are you hearing from adults in your life?
- Introduce adolescent brain development and its effects on decision making
 - Limbic system (emotional brain)
 - Pre-frontal cortex (thinking/rational brain)
- Discuss:
 - What are some situations where it may be able to make safe and healthy decisions concerning sexual activity?
- Summarize and normalize differing attitudes about sex

Activity 4: Exploring attitudes and pressures about sexual behaviors (15 minutes)

Purpose: To raise awareness of the attitudes young people may have about sexual behaviors and sexual risk taking

Materials: [Agree/Disagree posters](#)

A. *Hang the Agree/Disagree posters around the room.*

- Instruct students to move to either side of room to represent their opinion on whether they "agree" or "disagree" with statement read aloud
- Statements:
 - It's hard to not have sex when it seems like everyone else is having sex

- Teens that are sexual are cooler than teens that are not sexual
- My friends will make fun of me if I tell them I'm practicing abstinence
- It would be hard to go get condoms
- It is easy to talk my way out of a sexual situation if I'm not comfortable
- If my partner wouldn't go get STD tested with me, then I wouldn't have sex with them
- It's important to know how many people my partner has had sex with before me
- If my partner doesn't want to use a condom, then I won't push the issue
- Ask 1-2 students from each side explain their reasoning
- Summarize and redirect shared opinions back to evidence based information and statistics

Resources:

1. [What Does Intersex Mean? Sex, Etc. Web. 12 Dec. 2015.](#)
2. [What is intersex? Intersex Society of North America](#)
3. [Key Results from the 2013 UAA Alaska Victimization Survey, Council on Domestic Violence and Sexual Assault](#)
4. [The National Intimate Partner and Sexual Violence Survey 2010 Summary Report, Center for Injury Prevention and Control, Division of Violence Prevention](#) Page 76, table 7.5
5. [RAINN Rape Abuse and Incest National Network](#) (4/5 of assaults are committed by someone known to the victim.)
6. [National Center for Lesbian Right](#)

Standards/Skills:

KPBSD- HSH.Q1: 1,2,4,6,7, 10; HSH.Q2: 2,4,6,7,8,9

CDC- 1,2,3,4,5,6,7,8

FOSE (Future of Sex Education National Standards)- AP.12.CC.1, PD.12.CC.1, PD.12.INF.1, PD.12.DM.1, ID.12.CC.1, ID.12.SM.1, PR.12.CC.1, PR.12.INF.1, PR.12.IC.1, PR.12.DM.1, SH.12.CC.2, SH.12.INF.1, SH.12.AI.1, SH.12.AI.2, SH.12.DM.1, SH.12.SM.1, SH.12.ADV.1, HR.12.CC.1, HR.12.CC.2, HR.12.CC.3, HR.12.CC.4, HR.12.INF.1, HR.12.INF.2, HR.12.AI.1, HR.12.IC.1, HR.12.IC.2, HR.12.SM.1, PS.12.CC.1, PS.12.AI.1, PS.12.IC.1, PS.12.ADV.1, PS.12.CC.2, PS.12.AI.2, PS.12.CC.3, PS.12.INF.2, PS.12.CC.4

KBFPFC Resiliency Informed Sexual Health and Wellness Lesson Package was influenced by the following evidence-based curricula and resources:

- 1) *Alaska Promoting Health Among Teens!* Pub. Select Media, Inc.
- 2) *The Fourth R: Healthy Relationships Plus* Pub David A. Wolfe, PH.D.
- 3) *The Mind Up Curriculum* Pub Scholastic Inc.
- 4) *Reaching Teens* Pub. American Academy of Pediatrics
- 5) *F.L.A.S.H.* King County Family Planning Program
- 6) *Supporting LGBTQ Youth* Pub. ETR Associates
- 7) *Guiding Adolescents to Use Healthy Strategies to Manage Stress* Pub. American Academy of Pediatrics
- 8) *Advocates For Youth: A Lesson Plan from Life Planning Education: A Youth Development Program*

Day 11- Personal Safety and Sexual Rights

Targeted Audience: 9-12th grade

Time: 50 minutes

Overview and Goals for this lesson

- Increase students' awareness of necessity of consensual sexual activity every step of the way (Yes Means Yes consent)
- Increase students' awareness of Teen Dating Violence and prevalence
- Increase students' awareness of different forms of digital abuse
- Increase students' confidence in using healthy communication skills
- Increase students' knowledge on what sexual exploitation is and prevalence
- Increase students' awareness of Alaska state laws around consent and online dating

Key Terms:

- Teen Dating Violence/Intimate Partner Violence
 - Sexual Exploitation
-

Materials:

- Activity 1: Have dating warning signs [video](#) queued up, [RAINN website](#) queued up
 - Activity 2:
 - Activity 3: [We are Worthy cards](#), buzzer sound (on power point), [power point](#)
 - Activity 4:
 - Activity 5: [power point](#)
-

Retrospective question of the day (3 minutes):

- Do you think the final creative homework assignment was fun? Difficult? What did you think about it?
- In the S.T.O.P. technique we practiced with role plays what did the "P" stand for?

S: Said No

Refused to engage in unsafe behavior

Repeated refusal

Body language said no

T- Talked It Out

Used language that protected the relationship

O- Offered Explanations

Gave clear reasons

P- What did this stand for?

- Name two things a person would be doing if they were communicating assertively?

Students will spend 3 minutes reflecting on posted question via writing in journals.

Anonymous Question Box- Last One! (3 minutes):

Purpose: To provide students with opportunities to ask sexual health questions in a safe setting

and be provided with evidence based factual answers to their questions.

Materials: Anonymous question box, questions with answers on back

- A. Answer anonymous questions
- B. Write up on the board: text your question to clinic@kbfpcc.org and text questions to iknowmine.org by texting 4HEALTH to 313131 to sign up (it's private!)

Explain process of how Peer Education team collects information to answer questions from evidence based and evidence informed resources (accredited online sites and curricula)

- Answer each question aloud to entire class
- Provide information on federal reproductive rights (access to confidential services)
- Review mandatory reporting

Main Lesson

Activity 1: Teen Dating Violence Awareness and Prevention (15 minutes)

Purpose: To increase student's knowledge of the warning signs of TDV, understand what TDV is, and learn ways to avoid being a part of TDV.

Materials: Have dating warning signs [video](#) queued up

- A. Start by saying:

- Inform students we're going to talk about heavy and sensitive topics today
- Review self care practices
- Define teen dating violence
- Review types of TDV:
 - Physical
 - Verbal/Emotional
 - Sexual
 - Stalking
 - Electronic
- Introduce Dating Warning Signs video
- Show video
- Debrief and provide local and national hotline resources:
 - National: 1-800-799-7233 (1)
 - Local: 1-800-478-7712 (ANDVSA-Haven House Hotline) (2)
- Review Green Dot Violence Prevention program
- Inform students about local process in reporting sexual assaults to the SART/SANE team (Sexual Assault and Response Team/Sexual Assault Nurse Examiner)
- Review harm that can be done by reporting to social media outlets (trolls, bullying platform, can create a false sense of connection, lack of privacy)
- Convey messaging from SART/SANE team to young people in and around Homer
- Empower youth to feel confident in making sexual assault reports by reviewing likelihood of justice system working efficiently with earlier reports and healing for victims increasing with accessing resources through making reports
- Brain break (blow up your balloon)

Activity 2: Sexting (5 Minutes)

Purpose: To increase student's awareness of what sexting is, what the laws about sexting include, and what to do if sexting happens

Materials: None needed

- Define sexting: Sexting is the sending of sexually explicit text messages, videos, or pictures.
- Define State of Alaska laws concerning child pornography which sexting with under 18 yr olds in the state of Alaska falls under
- Discuss emotional consequences that could be involved in sexting
- Explain appropriate decision making process involved with young people when deciding to send sexting messages.

Activity 3: Digital Abuse (10 Minutes)

Purpose: Review with students what digital abuse is and what to do if it happens.

Materials: [We are Worthy cards](#), buzzer sound (on power point), [power point](#)

- Review self care techniques and refer youth to school counselors, teachers, nurses
- Define digital abuse
- Discuss digital boundaries
- Technology can do a lot to help create a healthy relationship and a sense of connection, but it's important to remember that it's okay to have limits/boundaries on what you share with dating partners offline and online. (1)
- Explain digital abuse activity
- Debrief when complete
- Refer youth to R.E.C. Room to access safe adult to talk to about digital abuse
- Discuss ways to remove oneself from a relationship that is abusive. Remind students to use supportive language that is assertive and supports the friendship. Remember assertive language is a clear message delivered with confidence.
- Review: A healthy relationship means trusting the person you're with and encouraging them to have time to focus on their friends and outside interests.
- Hand out and review the We Are Worthy cards as Alaska based resource

Activity 4: Sexual Exploitation (5 minutes?)

Purpose: Increase students' understanding of what sexual exploitation is and review myths and facts about it.

Materials: None needed

- A. Remind students to take care of themselves as this is sensitive topic and can be triggering to some. Start by saying:

- Define sexual exploitation: the sexual abuse of people through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. Sexual exploitation includes involving people in creating pornography and sexually explicit websites.
- Inform students some people also refer to it as human trafficking

- Inform students that human trafficking happens in Alaska. Anchorage has 2 FBI agents solely focused on preventing and enforcing justice with human trafficking cases
- Discuss grooming: Grooming is the process by which an offender builds false trust in a relationship with the victim, manipulates the victim into a sexual relationship, then finally moves into a sexual relationship and maintains that relationship in secrecy.
- Ask for questions
- Introduce Myth/Fact activity
 - Sexual exploiters usually have guns or knives. (false)
 - Kids are usually exploited by someone they know; not a stranger. (true)
 - Only girls are sexually exploited. (false)
 - Sometimes, if a child says “No!” the exploiter will stop. (true)
 - Even if a child makes you promises to keep the exploitation a secret, it's OK to tell. (true)
 - Usually a child will be exploited only one time. (false, it's usually gradual and continuing.)
- Check in with students and refer students to KBFPC/R.E.C. Room/Haven House services

Activity 5: Ages of Consent in Alaska and Consent Overview (7 minutes)

Purpose: To inform students about the age of consent laws in Alaska.

Materials: Age of Consent [powerpoint](#) slide

- Review definition of consent and what consent sounds like, looks like
- Ask when does a person need to ask for consent? (consent is always needed, every time and just because consent was given in the past, doesn't mean it will always be given in the future)
- Ask what is not consent? (Silence, no response, body language that indicates something different than what the person said, when the person is under the influence of drugs or alcohol, an unconscious person can't give consent)
- Go to slide on power point
- Review State of Alaska age of consent laws
- Ask for questions

Resources:

1. [Break the cycle teen dating violence lesson plan](#)
2. [National Domestic Violence Hotline](#)
3. [ANDVSA Domestic Violence Hotline](#)
4. <https://www.rainn.org/>
5. [Forensic Nurses Talk about Making a Sexual Assault Report](#)

Standards/Skills:

KPBSD- HSH.Q1: 1,2,4,5,6,7,10; HSH.Q2: 4,6,8,9
 CDC- 1,2,3,4,5,6,7,8

FOSE (Future of Sex Education National Standards)- PD.12.DM.1, ID.12.SM.1, PR.12.CC.3, PR.12.CC.6, PR.12.INF.2, PR.12.IC.1, SH.12.CC.3, SH.12.INF.1, SH.12.AI.2, SH.12.DM.1, HR.12.CC.1, HR.12.CC.2, HR.12.CC.3, HR.12.CC.4, HR.12.INF.1, HR.12.INF.2, HR.12.AI.1, HR.12.IC.1, HR.12.IC.2, HR.12.SM.1, HR.12.SM.2, PS.12.CC.1, PS.12.AI.1, PS.12.IC.1, PS.12.ADV.1, PS.12.CC.2, PS.12.INF.1, PS.12.AI.2, PS.12.IC.2, PS.12.CC.3, PS.12.INF.2, PS.12.CC.4

KBFPFC Resiliency Informed Sexual Health and Wellness Lesson Package was influenced by the following evidence-based curricula and resources:

- 1) *Alaska Promoting Health Among Teens!* Pub. Select Media, Inc.
- 2) *The Fourth R: Healthy Relationships Plus* Pub David A. Wolfe, PH.D.
- 3) *The Mind Up Curriculum* Pub Scholastic Inc.
- 4) *Reaching Teens* Pub. American Academy of Pediatrics
- 5) *F.L.A.S.H.* King County Family Planning Program
- 6) *Supporting LGBTQ Youth* Pub. ETR Associates
- 7) *Guiding Adolescents to Use Healthy Strategies to Manage Stress* Pub. American Academy of Pediatrics
- 8) *Advocates For Youth: A Lesson Plan from Life Planning Education: A Youth Development Program*

Outline of what we'll be covering for the next 7 weeks
 Day 2-Understanding and Expressing Sexual Feelings
 Day 3- Circle of Sexuality
 Day 4- Talking About the Consequences of Sex
 Day 5- The Consequences of Unprotected Sex: STDs and HIV
 Day 6- Pregnancy and Reproduction
 Day 7- Contraception
 Day 8- Making Your Reproductive Plan Work For You
 Day 9- Healthy Relationships and Communication
 Day 10- Communication Role Plays
 Day 11- Personal Safety and Sexual Rights
 Day 12- Review and Resource Referral

Resources:

1. <https://www.psychologytoday.com/basics/self-control>
2. [2015 YRBS data trends](#)
3. <https://www.guttmacher.org/pubs/journals/3324401.html>
4. <http://www.pbs.org/newshour/updates/spring-fever/>
5. *Let's Talk About Sex*. Dir. James Houston. Prod. Neal Weisman. Advocates for Youth, 2011. Documentary.

Standards/Skills:

KPBSD- HSH.Q1: 1,2,4,6,7,10; HSH.Q2:1,2,6,8,9

CDC- 1,2,3,4,5,6,7,8

FOSE (Future of Sex Education National Standards)- PD.12.CC.1, PD.12.INF.1, PD.12.DM.1, ID.12.INF.1, ID.12.SM.1, ID.12.ADV.1, PR.12.CC.1, PR.12.CC.3, PR.12.INF.1, PR.12.INF.3, PR.12.AI.1, PR.12.IC.1, PR.12.DM.1, SH.12.CC.2, SH.12.INF.1, SH.12.AI.1, SH.12.AI.2, SH.12.DM.1

KBFFPC Resiliency Informed Sexual Health and Wellness Lesson Package was influenced by the following evidence-based curricula and resources:

- 1) *Alaska Promoting Health Among Teens!* Pub. Select Media, Inc.
- 2) *The Fourth R: Healthy Relationships Plus* Pub David A. Wolfe, PH.D.
- 3) *The Mind Up Curriculum* Pub Scholastic Inc.
- 4) *Reaching Teens* Pub. American Academy of Pediatrics
- 5) *F.L.A.S.H.* King County Family Planning Program
- 6) *Supporting LGBTQ Youth* Pub. ETR Associates
- 7) *Guiding Adolescents to Use Healthy Strategies to Manage Stress* Pub. American Academy of Pediatrics
- 8) Advocates For Youth: A Lesson Plan from *Life Planning Education: A Youth Development Program*

Name	Institution; Degree; Major	Certification/ Training	Location; Assignment
<p>Anna Meredith <i>Youth Health Education Program Manager,</i> <i>The R.E.C. Room of Kachemak Bay Family Planning Clinic</i> <i>(2011- Present)</i></p>	<p>West Virginia University; BA, Philosophy</p>	<p>Mandatory Reporting training, Certified Youth Mental Health First Aid Instructor, Resilience Coach ACEs Master Trainer, Certified Adolescent Brain Development trainer, Resiliency Informed Sexual Health and Wellness Lesson Package training, Alaska Native Cultural Competency training, Mental Health First Aid certification, Trauma Informed Care Team Lead, Southern Kenai Peninsula Resilience Coalition Leadership Team</p>	<p>District wide; Resiliency Informed Sexual Health and Wellness Lesson Package facilitator</p>
<p>Connor Schmidt <i>Peer Coordinator,</i> <i>The R.E.C. Room of Kachemak Bay Family Planning Clinic</i> <i>(Summer 2017- Present)</i></p>	<p>Colorado State University; BA International Studies</p>	<p>Mandatory Reporting training, Adolescent Brain Development trainer, Resiliency Informed Sexual Health and Wellness Lesson Package training, Certified Green Dot violence prevention trainer, Alaska Native Cultural Competency training, Youth Mental Health First Aid certification, Girls on the Run certified</p>	<p>District wide; Resiliency Informed Sexual Health and Wellness Lesson Package facilitator</p>

		teacher and trainer, Sources of Strength Trainer,	
Sayora Van Reed <i>Peer Educator</i> <i>The R.E.C. Room of Kachemak Bay Family Planning Clinic</i> <i>(March 2018- Present)</i>	Flex High School Sophomore	Mandatory Reporting training, Resiliency Informed Sexual Health and Wellness Lesson Package training, Peer Education Training Manual*	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package facilitator
Ethan Smith <i>Lead Peer Educator</i> <i>Peer Educator</i> <i>The R.E.C. Room of Kachemak Bay Family Planning Clinic</i> <i>(October 2018- Present)</i>	Homer High School Senior	Mandatory Reporting training, Resiliency Informed Sexual Health and Wellness Lesson Package training, Peer Education Training Manual*	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package facilitator
Lia Jacobsen <i>Lead Peer Educator</i> <i>Peer Educator</i> <i>The R.E.C. Room of Kachemak Bay Family Planning Clinic</i> <i>(Spring 2017- Present)</i>	Homer High School Senior	Mandatory Reporting training, Resiliency Informed Sexual Health and Wellness Lesson Package training, Peer Education Training Manual*	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package facilitator
Cole Smith <i>Peer Educator</i> <i>The R.E.C. Room of Kachemak Bay Family Planning Clinic</i> <i>(Summer 2018 - Present)</i>	Homer High School Junior	Mandatory Reporting training, Resiliency Informed Sexual Health and Wellness Lesson Package training, Peer Education Training Manual*	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package facilitator
Lilli Heimbold <i>Peer Educator</i> <i>The R.E.C. Room of Kachemak Bay Family Planning</i>	Homer High School Sophomore	Mandatory Reporting training, Resiliency Informed Sexual Health and Wellness	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package facilitator

<p><i>Clinic (Summer 2018 - Present)</i></p>		<p>Lesson Package training, Peer Education Training Manual*</p>	
<p>Catriona Reynolds <i>KBFFC Clinic Manager (2003-2016) Interim Executive Director (7/2010-12/2010) 6/2012-10/2012) Executive Director (11/2016-present)</i></p>	<p>15+ years in employment in this field</p>	<p>Mandatory Reporting training, Putting the QFP into Practice: Integrating Reproductive Life Planning into your Family Planning Session (FPNTC), Putting the QFP into Practice: STD Services in the Family Planning Setting (FPNTC), Addressing Contraceptive Myths (CFHC), Decoding Emergency Contraception (CFHC), More Perfect, Less Typical Contraceptive Use (CFHC), Certificate in Patient Education in Reproductive Health Care (PPU), Reproductive Health Conference (Title X), Family Planning and Reproductive Health Association and conference (NFPRHA)</p>	<p>District wide; Resiliency Informed Sexual Health and Wellness Lesson Package contraception lesson facilitator</p>
<p>Eva Clare Wheeler <i>KBFFC Clinic Manager</i></p>	<p>University of Alaska/Reed College: Anthropology major</p>	<p>Mandatory Reporting training, Putting the QFP into Practice: Integrating Reproductive Life Planning into your Family Planning Session (FPNTC), Putting the QFP into Practice: STD Services in the</p>	<p>District wide; Resiliency Informed Sexual Health and Wellness Lesson Package contraception lesson facilitator</p>

		Family Planning Setting (FPNTC), Addressing Contraceptive Myths (CFHC), Decoding Emergency Contraception (CFHC), More Perfect, Less Typical Contraceptive Use (CFHC)	
Rose Wohlgemuth <i>KBFFC Clinic Assistant</i>	University of Alaska Anchorage; AA	Mandatory Reporting training, Putting the QFP into Practice: Integrating Reproductive Life Planning into your Family Planning Session (FPNTC), Putting the QFP into Practice: STD Services in the Family Planning Setting (FPNTC), Addressing Contraceptive Myths (CFHC), Decoding Emergency Contraception (CFHC), More Perfect, Less Typical Contraceptive Use (CFHC)	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package contraception lesson facilitator
Selina Mach <i>KBFFC Clinic Assistant</i>	Pacific Lutheran University; BA; English, Women's and Gender Studies	Mandatory Reporting training, Putting the QFP into Practice: Integrating Reproductive Life Planning into your Family Planning Session (FPNTC), Putting the QFP into Practice: STD Services in the Family Planning Setting (FPNTC), Addressing Contraceptive Myths	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package contraception lesson facilitator

		(CFHC), Decoding Emergency Contraception (CFHC), More Perfect, Less Typical Contraceptive Use (CFHC), ChildFirst Certified Forensic Interviewer	
Emily Munns <i>KBFFC Clinic Assistant (Fall 2016- Present)</i>	University of California, Berkeley; BA, Latin American Studies	Mandatory Reporting training, Green Dot training, Putting the QFP into Practice: Integrating Reproductive Life Planning into your Family Planning Session (FPNTC), Putting the QFP into Practice: STD Services in the Family Planning Setting (FPNTC), Addressing Contraceptive Myths (CFHC), Decoding Emergency Contraception (CFHC), More Perfect, Less Typical Contraceptive Use (CFHC). STD Overview for Non- Clinicians (CAPTC)	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package
Rebecca Bartee KBFFC Outreach Advocate	University of Alaska; BA; Art	Mandatory reporting training, Green Dot training	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package contraception lesson facilitator
Kyla Dammann R.E.C. Room Coordinator	Portland State University; BA International Studies: Africa The London School of	Mandatory Reporting training, Youth Mental Health First Aid certification, Wilderness First Responder	District wide; Resiliency Informed Sexual Health and Wellness Lesson Package contraception lesson

	Oriental and African Studies; MSc Violence, Conflict & Development	certification (WFR), Wilderness CPR certification	facilitator
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*R.E.C. Room Peer Education Training Manual requires over one hundred hours of training which includes but is not limited to:

Leadership skills, Public speaking, Presentation and small group facilitation skills, Classroom management and facilitation skills, Resilience and Adverse Childhood Experiences Education, Question Persuade Respond/Gatekeeper Suicide Prevention, Green Dot Violence Prevention, Human Subjects Research: Collaborative Institutional Training Initiative, Trauma Informed Care and Stewardship, Human Trafficking in Alaska, Adolescent Brain Development, Substance Abuse and Dating Violence Prevention, Mandatory Reporting, Positive Youth Development, Peer to Peer Education, Sexual Anatomy and Contraception, Sexually Transmitted Infections (STIs) Myth and Facts, Gender Norms, Circle of Sexuality, Best Practices in Communication, Alaska Native Cultural Competency, Energizers, Debriefing, and Icebreakers, Healthy Relationships, Assessing Community Resources, Self-Care and Stress Management, Technology, and Bullying Prevention and Awareness, LBGTQ inclusivity and support, Youth Mental Health First Aid, Green Dot Violence Prevention, Capacitar Healing Skills