

Sexual Health

10 Days

Description of Unit: The Osseo-Fairchild School District's health education program provides accurate information, stresses responsible decision-making and encourages the development of positive lifestyles regarding the topics of growth and development. This unit will be addressing the topics of the male reproductive system, female reproductive system, biological process of conception and childbirth, sexually transmitted infections, and responsible and respectful behaviors. Topics discussed are directly related to the Wisconsin and National Health Standards. Osseo-Fairchild's sexual health curriculum has been assessed using the Health Education Curriculum Assessment Tool provided by the Center for Disease Control by a committee supervised by the health coordinator.

Standards Covered: All 8 of the health education standards are covered in the Sexual Health unit.

Topics Addressed:

- a. Reproductive Anatomy
- b. Conception and Pregnancy
- c. Personal Sexuality and Choices
- d. Sexually Transmitted Infections
- e. Contraceptives and Prophylactics

Resources Used:

- a. HECAT - Health Educational Assessment Tool (Entire Curriculum)
- b. National Sexuality Education Standards (Entire Curriculum)
- c. Health Edco teen self-breast exam model (Female Anatomy)
- d. Health Edco teen self-testicular exam model (Male Anatomy)
- e. Kids Health Website - http://kidshealth.org/teen/sexual_health/ (Anatomy)
- f. American Sexual Health Association - <http://www.iwannaknow.org/teens/index.html> (Anatomy)
- g. Centers for Disease Control - <http://www.cdc.gov/sexualhealth/> (Anatomy)
- h. Centers for Disease Control
http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html (Personal Sexuality and Choices)
- i. Centers for Disease Control <http://www.cdc.gov/std/default.htm> (Sexually Transmitted Infections)
- j. Centers for Disease Control
<http://www.cdc.gov/reproductivehealth/UnintendedPregnancy/Contraception.htm> (Contraceptives)
- k. Find Youth Info - <http://findyouthinfo.gov/youth-topics/teen-dating-violence/characteristics> (Personal Sexuality and Choices)

Day 1 and 2 of Sex Education Unit – Reproductive Anatomy

Description: The male and female anatomy is a review of the male and female reproductive parts. It includes a review of the health standard 1 that should be met by 8th grade indicating the identification of male and female body parts and their functions. Standards 1, 2, 3 and 7 of the health education standards are covered in these lessons. This topic is addressed by teaching students core concepts, analyzing influences, accessing reliable health information and self-management pertaining to reproductive health.

Standards Covered:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

- a. Students will summarize the basic male and female reproductive body parts and their function.
- b. Students will explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain reproductive health such as testicular self-examinations and pap smears.
- c. Students will summarize the relationship between the menstrual cycle and conception.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- a. Students will examine internal influences, such as hormones, emotions, interests, and curiosity of sexual feelings and behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- a. Students will demonstrate the ability to access a trusted adult such as a parent teacher or health care provider, who can provide accurate information about sexual health and responsible sexual behavior, including sexual risks.
- b. Students will demonstrate the ability to access accurate and reliable information about sexual health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- a. Acknowledge personal responsibility for sexual and reproductive health.

Reproductive Anatomy Outline:

MALE

A. Hormonal Changes of the male (Review)

1. Testicles and penis will become bigger, longer and may get darker in color
2. Voice changes
3. Acne

4. Sperm is produced
 5. Pubic hair growth
 6. Growth spurts
- B. The Male Anatomy (review).**
1. Penis
 - a. Primary sexual organ
 - b. Urinating and sexual intercourse
 2. Scrotum
 - a. Protective sack to care for the testicles
 - b. Temperature regulation
 3. Vas Deferens
 - a. Passageway for sperm
 - b. Leads toward urethra
 - c. Vasectomy
 4. Urethra
 - a. Path that urine takes to exit the body
 - b. Path where semen takes to exit the body
 - c. Urinary tract infections
 5. Seminal Vesicle
 - a. Nourishes sperm with fructose
 - b. Suspends the sperm so it can swim
 6. Epididymis
 - a. Stores mature sperm for 2-3 weeks
 - b. What happens when sperm doesn't get used to fertilize the egg?
 - i. Nocturnal Emissions
 - ii. Waste
 - c. Epididymitis
 - i. Painful swelling of the epididymis often caused by infection
 7. Testis
 - a. Secrete Testosterone (Male Hormone)
 - b. Produces Sperm
 - c. Testicular cancer / self-testicular exams
 - d. Protection with proper sportswear when necessary

FEMALE

A. Hormonal Changes of the Female (review)

1. Breast development
2. Pubic hair
3. Growth spurts
4. Ovulation (menstruation)
5. Acne

B. The Female Anatomy (review)

1. Vulva

- a. Labia Majora
 - i. Flap of skin to protect vagina
- b. Labia Minora
 - i. Smaller flap of skin to protect vagina
- c. Mons Pubis
 - i. Protects uterus
- d. Clitoris
 - i. Highly sensitive ball of nerve endings
 - ii. Stimulates lubricate excretion

2. Internal Anatomy

- a. Ovary
 - i. Produces estrogen and progesterone (female hormone)
 - ii. Produces ova
- b. Urethra
 - i. Path that urine takes to exit the body
 - ii. Urinary tract infections
- c. Vagina
 - i. "Birth Canal" / passage way from uterus to outside of the body
 - ii. Place of intercourse
 - iii. Passageway of menstrual flow and arriving sperm
 - iv. Toxic shock syndrome
 - 1. Bacterial infection can be caused by tampon use
- d. Uterus
 - i. Organ that prepares itself each month to receive an ova
 - 1. Where does the egg go if it is not fertilized?
 - iii. Contracts (muscular) during childbirth.
 - iv. PMS
 - v. Endometrium
 - 1. Endometriosis
 - 2. Menstruation
 - 3. Nourishment for ova
- e. Fallopian Tubes
 - i. 3-5 inch tubes through which the ova travels to the uterus
 - ii. One week to get from ovary to uterus
 - iii. Ectopic pregnancy
- f. Breasts
 - i. Nourishment for baby
 - ii. Breast cancer / self-breast exams
- g. Cervix
 - i. Opening to uterus

- ii. Dilation during labor
- iii. Cervical cancer / pap smear

ACCESSING INFORMATION

A. Reliable sources for information about reproductive health

1. http://kidshealth.org/teen/sexual_health/
2. <http://www.iwannaknow.org/teens/index.html>
3. <http://www.cdc.gov/sexualhealth/>

Assessments:

1. Students will be quizzed a labeling diagram of the male and female reproductive system and matching function to body part.
2. Students will use models (male students will use male models and female students will use female models) of testicles and breasts to identify abnormalities.
3. Students will use chrome book technology to access reliable reproductive health information and compose a question to the experts on the 'iwannaknow' website.

Day 3 and 4 of Sex Education Unit – Conception and Pregnancy

Description: This topic addresses the biological process of conception, pregnancy and reproduction as related to sexual health. The topic also addresses the mental, emotional, physical, social and financial aspects of becoming a teen parent. Standards 1, 3, 5, 6 and 8 are covered in the lessons. This topic is addressed by teaching students core concepts, accessing information, decision making and advocacy regarding conception and pregnancy.

Standards Covered:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention

- a. Students will describe the signs of pregnancy.
- b. Students will describe prenatal practices that can contribute to or threaten a healthy pregnancy.
- c. Students will summarize the relationship between the menstrual cycle and conception.
- d. Students will analyze the responsibilities of parenthood.
- e. Students will explain the effects of alcohol and other drug use during pregnancy.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- a. Students will access medically accurate information about pregnancy and pregnancy options.
- b. Students will access medically accurate information about prenatal care services.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- a. Students will predict short and long term consequences of pregnancy.
- b. Students will analyze the possible consequences of pregnancy and the emotional, social, and physical benefits for delaying sexual behavior

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

- a. Summarize how pregnancy can affect achieving long-term goals.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

- a. Students will demonstrate ways to communicate the benefits of protecting oneself from pregnancy.

Conception and Pregnancy Outline:

A. Conception and Pregnancy

1. Use the Discovery Channel TV show 'Curiosity' Episode 14 'Life Before Birth'
 - a. Documentary can be watched for free at

http://watchdocumentary.org/watch/curiosity-episode-14-life-before-birth-video_98d744620.html

- b. Video covers the biological processes of conception and pregnancy
 - i. Fertilization
 - ii. Union of the egg and sperm in fallopian tube (1/2 a billion sperm but only a couple hundred survive the swim through the fallopian tubes)
 - iii. Implantation
 - 1. blastocyst implants into the uterus wall and then is known as an embryo
 - 2. placenta forms
 - 3. umbilical cord forms - drugs, tobacco and alcohol dangers
 - 4. amniotic sac
 - 5. delivery

B. Teen Parents

- 1. Would you be able to care for a baby at your age?
 - a. Socially
 - i. Loss of friendships
 - ii. Loss of social activities
 - iv. Marrying for the wrong reasons
 - b. Financially
 - i. Inability to complete educational goals
 - ii. Lack of employment skills
 - iii. Low paying employment
 - iv. Use of welfare
 - c. Emotionally
 - i. Low self esteem
 - ii. Depression
 - iii. Forced to act like an adult (job, bills, parenting)
 - iv. Inability to cope with child rearing
 - 1. Child abuse
 - 2. Neglect
 - 3. Adoption
 - 4. Other
 - v. Lost adolescence

Assessments:

- 1. Students will fill out an outline following the steps of conception in the Curiosity episode.
- 2. Students will do a parenting project relating to the life of a teen parent.

Day 5 and 6 of Sex Education Unit – Personal Sexuality and Choices

Description: During the personal sexuality choices topic, students will cover health education standards 1, 2, 4, 5 and 7 as they examine their choices related to sexuality. Students will use delaying sexual activity as a basis and work on refusal skills in situations where there is unwanted pressure to have sex. Students will also identify risky situations that would make sexual activity dangerous including alcohol and drugs, peer pressure, pressure from adults (age difference), and sexual activity in the media including internet.

Standards Covered:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention

- a. Students will summarize healthy ways to express affection, love, friendship and concern.
- b. Students will summarize appropriate ways to express needs, wants, and feelings.
- c. Students will explain how to build and maintain healthy family and peer relationships.
- d. Students will summarize the qualities of healthy dating relationship.
- e. Students will summarize the emotional effects of breaking up a dating relationship.
- f. Students will evaluate strategies for dealing with difficult relationships with boyfriends/girlfriends.
- g. Students will analyze how power and control differences in relationships can contribute to aggression and violence.
- h. Students will analyze situations that could lead to being pressured to have sex.
- i. Students will analyze techniques that are used to coerce or pressure someone to have sex.
- j. Students will acknowledge an individual's right and responsibility to refuse unwanted sexual contact.
- k. Students will acknowledge an individual's responsibility to verify that all sexual contact is consensual.
- l. Students will summarize why individuals have the right to refuse sexual contact.
- m. Students will acknowledge it is wrong to trick, threaten, or coerce another person into having sex.
- n. Students will analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
- o. Students will summarize the importance of setting personal limits to avoid risky sexual behavior.
- p. Students will analyze the factors that contribute and protect to engaging in and against engaging in sexual activity.

Standard 2: Students will analyze the internal influence of family, peers, culture, media, technology, and other factors on health behavior.

- a. Students will summarize external influences, such as parents, the media, culture, peers, and society on sexual decision making.
- b. Students will evaluate the influence of alcohol and other drugs on sexual behavior.
- c. Students will analyze the influence of the internet on sexual decision - making.

Standard 4: Students will demonstrate the ability to use internal personal communication skills to enhance health and void or reduce health risks.

- a. Students will demonstrate effective communication skills to express feelings and personal values.
- b. Students will demonstrate verbal and non-verbal ways to refuse pressure to engage in sexual risk behavior.
- c. Students will demonstrate verbal and non-verbal ways to ask for help from a parent, or other trusted adult, or friend when pressured to participate in sexual behaviors.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- a. Students will analyze the benefits of delaying romantic involvement.

Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

- a. Students will demonstrate the ability to use self-control.
- b. Students will plan strategies for remaining sexually abstinent.
- c. Students will plan strategies for avoiding sexual exploitation via the internet.
- d. Students will analyze behaviors that may be perceived as sexually coercive.

Personal Sexuality and Choices Outline:

A. Identification of healthy relationships. (<http://findyouthinfo.gov/youth-topics/teen-dating-violence/characteristics>). Each student will be given a card with one of the healthy behaviors on it. The student will attach the healthy behavior to its description in a situation on the mimio as we talk during class. See attachment for descriptions.

1. Create a list of behaviors that are considered healthy
 - a. mutual respect
 - b. trust
 - c. honesty
 - d. compromise
 - e. individuality
 - f. good communication
 - g. anger control
 - e. fighting fair
 - f. problem solving
 - g. understanding

- h. self confidence
 - i. being a role model
 - g. healthy sexual relationships
2. Create a list of behaviors that are considered unhealthy. Each student will be given a card with one of the unhealthy behaviors on it. The student will attach the healthy behavior to its description in a situation on the mimio as we talk during class. See attachment for description
- a. control
 - b. hostility
 - c. dishonesty
 - d. disrespect
 - e. dependence
 - f. intimidation
 - g. physical violence
 - h. sexual violence

B. Controlling sexual pressure: Students will each be given situations either written, or video, or internet chat pictures from fake Facebook pages etc. is used to pressure someone into sexual activity to analyze. Analysis will be on a Moodle page with numbers for student names and they can comment on each other's analysis anonymously.

1. What type of pressure is being used in the situation?
 - a. drugs / alcohol
 - b. older partner
 - c. peer pressure
 - d. media (movies, tv shows, social sites)
2. How can someone reduce or react to sexual pressures in the scenario?
3. Why might this type of pressure hard to react to?

C. Values list

1. Students create a list of what is important to them.
2. Discuss why students may choose to wait and analyze comparing to values list.
 - a. Pregnancy
 - b. Religion
 - c. Scared
 - d. Waiting until marriage
 - e. Parents
 - f. Respect from others (Role Models)
 - g. STIs
 - h. Reputation
 - i. Think that they might feel 'used'
 - j. Illegal (discuss legality at this point)
 - k. Don't want people dating them only because they will be physical etc.

1. Want relationships to be strong friendships first.
3. Discuss why students choose to have sex and compare to values list.
 - a. Curious
 - b. Want a baby (someone to love)
 - c. To keep their boy/girlfriend
 - d. They think it's the next step
 - e. To get dates
 - f. Abuse / Fear
 - g. Want someone to love them (associating sex with love)
 - h. Think it will make them cool
 - i. Think it will make them seem grown up
 - j. Something to talk about
 - k. Peer pressure or media influence
 - l. Low Self Esteem

Assessments:

1. In class activity on healthy and unhealthy behaviors.
2. Assignment on scenario analyzing using Moodle.

Day 7 and 8 of Sex Education Unit – Sexually Transmitted Infections

Description: During this topic students will cover health education standards 1, 2, 3, 5 and 8 regarding sexual health. Students will learn the risks of sexual activity regarding sexually transmitted infections. Students will be able to identify the difference between viral and bacterial infections. Students will be able to identify common sexually transmitted infections, understand how they are spread, and recognize symptoms of sexually transmitted infections. Students will also be able to demonstrate how to communicate concerns to a doctor and to access reliable health information regarding sexually transmitted disease.

Standards Covered:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

- a. Students will summarize how HIV and common STDs are transmitted.
- b. Students will summarize the signs and symptoms of HIV and other common STDs.
- c. Students will summarize the problems associated with asymptomatic STDs.
- d. Students will summarize the short and long-term consequences of HIV and common STDs.
- e. Students will summarize which STDs can be cured and which can be treated.
- f. Students will explain the basic side effects and costs of treatment for STDs.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- a. Students will analyze why stereotypes exist about people with infectious diseases such as HIV infection.

Standard 3: Students will demonstrate the ability to access a trusted adult such as a parent, teacher or health care provider, who can provide accurate information about sexual health and responsible sexual behavior, including sexual risks.

- a. Students will evaluate accuracy of sources on information on sexual health. (Standard 3)

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- a. Students will analyze the benefits of reducing the risk of HIV infection or other STD infection.
- b. Students will describe the steps for seeking HIV and STD counseling and testing.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

- a. Students will demonstrate how to communicate the importance of HIV and STD testing and counseling to others who are sexually active.
- b. Students will support the decisions of others who are sexually active or experienced to seek HIV and STD testing and counseling services.

Sexually Transmitted Infections Outline:

- A. Review that abstinence is the only 100% effective way to prevent STIs.
- B. Bacterial infections (can be treated with medication)
 - 1. Bacterial Vaginosis (See Attachment for Information covered on each STI)
 - 2. Chlamydia
 - 3. Gonorrhea
 - 4. Syphilis
 - 5. Trichomoniasis
- C. Viral Infections (cannot be treated with medication / only controlled)
 - 1. Genital Warts (HPV)
 - 2. Herpes
 - 3. HIV / AIDS
- D. Infestations
 - 1. Pubic Lice
 - 2. Scabies
- E. Getting Treatment
 - 1. Students will interact with a nurse over 2/way or other technology as she explains what happens when someone comes in to get tested (Trempealeau County Health Department, Eau Claire County Health Department)
 - 2. Students will access reliable information on places to get tested for STDs
 - 3. Students will learn their legal rights when it comes to anonymity and legality regarding STD testing

Assessments:

- 1. Students will take a matching quiz on symptoms and STDs.

Day 9 of Sex Education Unit – Contraceptives and Prophylactics

Description: Students will cover health standards 1, 3, 5, 7 and 8 regarding reducing sexual risks. Students will learn about common forms of birth control and prophylactics. Students will learn about availability and use of each device. Students will also learn about common errors when using each device. Students will understand risk involved in sexual activity even if preventative methods are used. Students will be able to identify abstinence as the only 100% preventative when dealing with sexual behaviors.

Standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

- a. Students will justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV and other STDs and pregnancy.
- b. Students will describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
- c. Students will analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other STD infection, including human papillomavirus.
- d. Students will describe the increased risks associated with having multiple sexual partners including serial monogamy.
- e. Students will explain the importance of using contraceptives correctly and consistently to reduce risk of pregnancy and infection of HIV and most STDs.
- f. Students will summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.
- g. Students will explain the importance of contraceptive counseling and services if sexually active.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- a. Students will demonstrate the ability to access a trusted adult such as a parent, teacher, or health care provider who can provide accurate information about sexual health and responsible sexual behavior including sexual risks.
- b. Students will demonstrate the ability to access accurate and reliable information about sexual health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- a. Students will demonstrate the communication skills necessary to reduce sexual risks, if sexually active, such as effectively negotiating consistent protection.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

- a. Students will analyze the benefits of reducing the risk of HIV infection and other STD infection.
- b. Students will analyze the options for reducing the risk of STD infection.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- a. Students will acknowledge responsibility for sexual and reproductive health.
- b. Students will acknowledge personal responsibility for sexual abstinence.
- c. Students will explain the skill steps for correctly and consistently using a condom.
- d. Students will explain the skill steps for correctly and consistently using contraceptives.

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

- a. Students will demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active.
- b. Students will demonstrate ways to encourage friends who are sexually active to use condoms consistently and correctly to reduce risks for pregnancy, HIV and other STD infections.

Contraceptives and Prophylactics Outline:

A. Contraceptives and Prophylactics (this is a brief outline of what is covered in class, see <http://www.cdc.gov/reproductivehealth/UnintendedPregnancy/Contraception.htm> for more information)

1. Abstinence
 - a. The only 100% effective way to prevent STIs, pregnancy, or other emotions involved with sexual activity (take some time to talk about other repercussions other than STIs and pregnancy including guilt, reputation, self-image etc.)
 - b. Can be empowering
 - c. What if you are already sexually active, how can someone return to being abstinent?
2. Periodic Abstinence (Rhythm Method)
 - a. Not to be used for teenagers because cycles may not be regulated
 - b. Usually used for couples trying to have children
 - c. Does not protect against sexually transmitted infections at all
3. Withdrawal
 - a. Dangerous because of self-control issues
 - b. Does not prevent against STIs
4. Spermicide
 - a. Easy to access
 - b. Usually used in conjunction with another device
 - c. Comes in foam, jellies, and creams

5. Condom (Male and Female)
 - a. Most common
 - b. Easily accessible
 - c. Even though package says 99% effective more like in the 80s due to human error (discuss common errors like expiration date, using two condoms etc.)
 - d. Does prevent against STIs but not 100% because it does not cover scrotum or thigh where certain STIs like HPV can exist
6. Diaphragm and Cervical Cap
 - a. Need prescription from doctor
 - b. Need to be comfortable with body to use
 - c. Does not protect against STIs
7. Oral Contraceptives / Birth Control Pill
 - a. Need prescription
 - b. Needs to be used as directed (same time of day, not used with certain antibiotics etc.)
 - c. Does have some health benefits (preventing certain cancers, regulating menstruation etc.)
 - d. Does not prevent against STIs
 - e. Possible side effects
8. IUD
 - a. Needs to be implanted by doctor
 - b. Does not prevent against STIs
 - c. Concerns about teen use
9. The Shot (Depo)
 - a. Needs to be injected by a doctor
 - b. Some health benefits (regulating periods to 4 a year etc.)
 - c. Possible side effects
 - d. Does not prevent against STIs
10. Implantable Hormone
 - a. Not as common
 - b. Inserted by a doctor
 - c. Does not prevent against STIs
11. Surgical Methods (sterilization)
 - a. Permanent (sort of / can be reversed)
 - b. Does not prevent against STIs

Assessments: NO FORMAL ASSESSMENT