

Rights, Respect, Responsibility

A K-12 SEXUALITY EDUCATION
CURRICULUM

Lesson Summaries

UPDATED 2026

**Advocates
for Youth**

Rights. Respect. Responsibility.

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An Important Note about Summaries:

The original Rights, Respect, Responsibility curriculum was released in 2016. This included a total of 116 lessons across grades K-12 and aligned fully with the National Sex Ed Standards (NSES).

The NSES were updated to their current version in 2020. New 3Rs lessons were developed to align with new and revised standards included in the NSES, specifically related to racial justice and gender identity and expression. These new lessons were released in 2021.

Each of the original 3Rs lessons remains below, and are listed by grade level and are numbered in sequence. The new lessons, titled as “Supplement,” are included with the grade level or grade band (i.e., Middle or High School) they were written for.

When designing a scope and sequence, teachers, schools, and districts can use both original and 3Rs supplements as needed. None of the new lessons “replace” the old lessons. Instead, the new lessons expand the scope of 3Rs content. Even though the “supplemental” lessons aren’t sequenced, they can fall anywhere within the grade band they were intended for.

And, as always, 3Rs lessons can be adapted to best fit your classroom and school setting. For guidance and support in building a 3Rs classroom unit or adapting lessons, please [contact us](#).

Kindergarten

Different Kinds of Families

NSES Alignment: CHR.2.CC.4/CHR.2.IC.2

Target Grade: Grade K, Lesson 1

Objectives:

1. Name, as a group, at least three different types of family structures.
2. Identify a way they can show respect for different types of families.

Summary: This lesson teaches students about different family structures/configurations as well as the importance of being respectful towards different kinds of families. The teacher asks students to describe what a family is and why we need them. Teacher reads 'The Family Book' aloud and asks students if the book reminds them of their own family and/or a family they know.

Understanding our Bodies, The Basics

NSES Alignment: AP.2.CC.1

Target Grade: Grade K, Lesson 2

Objectives:

1. Correctly identify at least three body parts of the female, namely the nipples, vulva, and anus.
2. Correctly identify at least three body parts of the male, namely the nipples, penis and anus.
3. Describe why it is important for them to know the correct names for the genitals.

Summary: Instructors will facilitate an open discussion introducing our basic anatomy via age-appropriate images and descriptions. Teacher asks student volunteers to match body parts with their anatomical names.

My Space, Your Space

NSES Alignment: PS.2.CC.1/PS.2.IC.1*

*These lessons align to the 2012 version of the NSES

Target Grade: Grade K, Lesson 3

Objectives:

1. Name at least 2 ways of being touched that are okay with you.
2. List at least 2 ways of being touched that they do not like.
3. Explain that they have the right to determine whether and how they are touched.

4. Demonstrate an understanding of how to respond effectively when someone touches them in a way with which they do not feel comfortable.

Summary: This lesson educates students on what 'personal space' means and how to identify actions that are right from wrong. This lesson explains that they have the right to determine whether and how they are touched and demonstrates an understanding of how to respond to unwanted and/or inappropriate touching. Instructors will facilitate open discussion using flip-chart materials on body parts/touching and use different case scenarios to assess students understanding.

Paper People

NSES Alignment:

Target Grade: Grade K, Original Supplemental Lesson

Objectives:

1. Describe at least three things that are unique about themselves.
2. List at least three things they did not know about their classmates before the lesson.

Summary: The purpose of this supplemental lesson is to explain to students that every person is different and has their own unique qualities/characteristics which makes people special. Students complete a 'paper person' and draw/color what they think they look like and write what makes them unique. Students have a chance to share their 'paper person' with the class.

Star of the Week

NSES Alignment:

Target Grade: Grade K, Original Supplemental Lesson

Objectives:

1. Identify at least two good qualities in others
2. Feel good about themselves based on how others see them.

Summary: This supplemental activity can be implemented at the beginning of every week throughout the school year. Each week a different student will be designated as 'star of the week,' and every student in the class will have their turn at some point. The overall purpose of this activity is for students to be able to identify good qualities in others and allow them to feel good about themselves based on how other people see them.

1st Grade

Friendships

NSES Alignment: CHR.2.SM.1/CHR.2.CC.1

Target Grade: Grade 1, Lesson 1

Objectives:

1. Describe at least three characteristics of a friend.
2. Identify at least two healthy ways for friends to express feelings with each other.

Summary: This lesson teaches students about the importance of friendships and what it takes to be a good friend, as well as why friends count on us and how we can show our friends that we care about them. Students practice healthy ways to express feelings with friends.

The Circle of Life

NSES Alignment: SH.2.CC.1

Target Grade: Grade 1, Lesson 3

Objectives:

1. Correctly define the term “reproduction.”
2. Correctly differentiate between things in the world that do and do not reproduce.

Summary: This lesson introduces the topic of reproduction to students. It elaborates on the difference between living things and nonliving things, and tests students understanding of reproduction by relating it to examples of “making copies,” and identifying which living/nonliving things that are able to reproduce.

My Body is My Body

NSES Alignment: IV.2.CC.1/IV.2.AI.1

Target Grade: Grade 1, Supplemental Lesson

Objectives:

1. Define “sexual abuse.”
2. Name at least three behaviors that could be considered sexual abuse that they would want to bring to a trusted adult’s attention.
3. Identify at least one trusted adult they can go to with questions or concerns about sexual abuse.
4. Demonstrate ways to start a conversation when seeking help from a trusted adult about sexual abuse.

Summary: This lesson defines what sexual abuse is and identifies behaviors that a child would want to bring to the attention of a trusted adult in order to get help. Using a short video, this lesson is critical in

helping students concretize what sexual abuse could look like and how to identify and communicate with trusted adults if they need help.

2nd Grade

Understanding our Bodies

Target Grade: Grade 2, Lesson 1

NSES Alignment: AP.2.CC.1

Objectives:

1. Correctly identify at least four body parts of the female genitals
2. Correctly identify at least four body parts of the male genitals
3. Describe why it is important to know the correct names for genitals

Summary: Building off the “Understanding our Bodies – The Basics” lesson introduced in Kindergarten, this lesson introduces students to even more reproductive body parts and their functions through teacher-led discussion and labeling. Aligned with the [National Sex Ed Standards](#) regarding gender identity and expression in Grades K -2, this lesson acknowledges that “there are some body parts that mostly just girls have and some parts that mostly just boys have.” Teacher discusses similarities and differences between people’s bodies based on their sex assigned at birth.

Bullying is Never Ok!

Target Grade: Grade 2, Lesson 2

NSES Alignment: PS.2.CC.2/PS.2.CC.3*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Define the terms “bullying” and “teasing.”
2. Describe at least two differences between bullying and teasing.
3. Provide at least two reasons why bullying and teasing are wrong to do.

Summary: The goal of this lesson is to introduce students to bullying. Students learn that bullying is never a good or okay thing to take part in and how students should respect if bullying occurs. Teacher reviews examples of behaviors and asks students to determine if they represent bullying, teasing, or neither.

Cut It Out! Making Teasing and Bullying Stop!

Target Grade: Grade 2, Lesson 3

NSES Alignment: IV.2.AI.2

Objectives:

1. Define the term “bullying.”
2. Demonstrate how to respond effectively if they are being bullied.
3. Name at least two adults they can go to if they are being bullied in order to make it stop.

Summary: This lesson expands on the concept of bullying by guiding students in how to identify it, and how to respond effectively if they find students are being bullied. The teacher presents a scenario and prompts students to reflect on how the characters might be feeling, and the actions they could take to make the bullying stop; students continue this work independently.

Seeking Help

Target Grade: Grade 2, Lesson 4

NSES Alignment: IV.2.AI.2

Objectives:

1. Explain that being touched or forced to touch someone else is never a child’s fault.
2. Identify at least three trusted adults they can tell if they are feeling uncomfortable about being touched or if they are being bullied or teased.

Summary: The overall purpose of this lesson is to get students to understand the concept that teasing, touching, bullying, or being forced to touch someone else is never ok and is an important sign that help needs to be called upon right away. At this age, bullying, teasing, and touching are common and some students may still be afraid to seek help or are unaware of the fact that they should because the situation is unacceptable.

R-E-S-P-E-C-T

NSES Alignment: GI.2.IC.1/IV.2.IC.1

Objectives:

1. Define the term “identity.”
2. Name at least two identities they have.
3. Explain that no matter a person’s identities and life circumstances, everyone has the right to be treated with dignity and respect.
4. Demonstrate at least one way they can respond if someone is being treated disrespectfully.

Summary: This lesson overviews the various components of a person’s identity and helps students practice treating others with dignity and respect. Using a short video and scenarios, this lesson helps students understand that all students should be treated respectfully.

3rd Grade

Respect for All

Target Grade: Grade 3, Lesson 1

NSES Alignment: IV.5.ADV.1/SO.5.ADV.1/GI.5.ADV.1

Objectives:

1. Demonstrate understanding of at least three ways to treat others with dignity and respect.
2. Demonstrate at least one way students can work together to promote dignity and respect for all people.

Summary: This lesson demonstrates what it means to treat others with dignity and respect and shows students how they can work together to promote dignity and respect among all people. The teacher defines 'diversity' and prejudice and then conducts an activity that consists of students creating posters that show different ways a person can show dignity and respect for all people.

Teasing, Harassment, and Bullying

Target Grade: Grade 3, Lesson 2

NSES Alignment: IV.2.DM.1

Objectives:

1. Explain what teasing, harassment, and bullying are and why they are wrong.
2. Explain why people tease, harass, or bully others.
3. Identify at least two strategies to communicate about how they are being treated if they are feeling bullied, harassed, or teased.
4. Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed or teased.
5. Identify at least two trusted adults they can tell if they are being teased, harassed, or bullied.

Summary: This lesson defines teasing, harassing, and bullying through an open discussion between the teacher and students. Students use various strategies to support a student who is being bullied, teased, or harassed. Students also have a chance to identify trusted adults they can ask for help in bullying situations and practice how to effectively communicate with them.

Feeling SAFE!

Target Grade: Grade 3, Lesson 3

NSES Alignment: CHR.2.CC.2/CHR.2.CC.3/CHR.2.IC.1

Objectives:

1. Define what a boundary is.
2. Explain the four steps of the SAFE model.
3. Apply the SAFE model correctly to the scenarios.

4. Name at least one adult they could go to for help if someone was touching them in a way that made them feel uncomfortable.

Summary: This lesson demonstrates the importance of setting personal boundaries and how to handle uncomfortable situations when boundaries may be crossed. The SAFE model is introduced and teaches students what they should do if someone is ever touching them in a way that makes them feel uncomfortable and how to seek help from a trusted adult regarding the situation. Students continue this work in pairs by applying the model to scenarios.

Personal Timeline

Target Grade: Grade 3, Supplemental Lesson

NSES Alignment:

Objectives:

1. Recognize at least two stages of normal human development.
2. Identify at least two significant events in their lives at earlier stages of development.

Summary: This supplemental lesson helps students understand different stages of typical human growth and development, and asks them to dig into their past in order to identify significant events in their lives at earlier stages of their development. The teacher asks students to draw their own timeline by writing down both positive and negative events that have happened throughout their lives from the time they were born until now.

If You Don't Have Consent, You Don't Have Consent

Target Grade: Grade 3, Supplemental Lesson

NSES Alignment: CHR.5.CC.2/CHR.5.IC.1

Objectives:

1. Explain the terms "Consent," "boundary," and "bodily autonomy" and how they relate to each other.
2. Demonstrate how to communicate clearly about their personal boundaries.
3. Demonstrate how to be sure to respect another person's boundaries.

Summary: This lesson provides students with definitions of consent, bodily autonomy and personal boundary which are critical for their understanding of safety. The lesson enables students to practice the skill of communicating their boundaries to others and respecting the boundaries communicated by others.

4th Grade

Making Sense of Puberty

Target Grade: Grade 4, Lesson 1

NSES Alignment: PD.5.AI.1/PD.5.AI.2/PD.5.GS.1

Objectives:

1. Describe at least three changes that take place during puberty.
2. Differentiate between what could be considered physical, social, and emotional changes of puberty.
3. Explain one thing they can do to manage a physical, emotional, social, and a social change of puberty.
4. Identify at least one reliable, accurate source of information about puberty.

Summary: Teachers will discuss physical, social, and emotional changes of puberty and how it prepares our bodies to become adults. Students will explore changes by categorizing examples of puberty changes as a physical, social, or emotional change. After a discussion, students will identify three suggestions for managing these different kinds of changes.

Figuring out Friendships

Target Grade: Grade 4, Lesson 2

NSES Alignment: CHR.5.CC.1

Objectives:

1. Describe at least three healthy and three unhealthy characteristics of relationships.
2. Compare at least two positive and two negative ways friends and peers can influence relationships.
3. Identify at least two trusted adults they would talk to about a relationship.

Summary: This lesson introduces the characteristics and importance of healthy relationships with family, friends, peers, or partners, and discusses the impact of positive and negative influences when it comes to relationships. Students then identify positive and negative influences on relationships, both individually as a large group and identify trusted adults who can offer support and help them solve problems that may be too difficult to handle on their own.

Taking a Stand Against Bullying

Target Grade: Grade 4, Lesson 3

NSES Alignment: PS.5.SM.1/PS.5.ADV.1*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Differentiate between the terms “upstander” and “bystander.”
2. Describe the four steps involved in being an upstander when bullying is happening.
3. Demonstrate effective ways of intervening when someone else is being bullied by creating and acting out a skit that integrates the four upstander steps.
4. Demonstrate an understanding of how being an upstander can inspire others to stand up against bullying.

Summary: In this lesson, teachers will demonstrate effective ways students could respond when

they or someone they know is being teased, harassed, or bullied, as well as discuss different skills for persuading others to take action if they see that someone else is being teased, harassed, or bullied. Students will be introduced to the words 'upstander,' and "bystander" and learn four things they can do if they see someone being bullied. Students apply their Upstander skills to scenarios.

5th Grade

Sexual and Reproductive Anatomy

Target Grade: 5, Lesson 1

NSES Alignment: AP.5.CC.1

Objectives:

1. Correctly identify at least two parts of the sexual and reproductive systems.
2. Describe the functions of at least two parts of each of the two sexual and reproductive systems.

Summary: Teachers will use introduce reproductive and sexual anatomy through PowerPoint presentation. As the teacher goes through each reproductive diagram, students are instructed to follow along and color in the diagrams accordingly. The lesson concludes as the teacher points to different parts shown on the slides and diagrams, and asks students to name the part and its associated function.

Puberty and Reproduction

Target Grade: 5, Lesson 2

NSES Alignment: PD.5.CC.3/PR.5.CC.1

Objectives:

1. Describe how puberty prepares the human male body for the potential to reproduce.
2. Describe how puberty prepares the human female body for the potential to reproduce.
3. Describe the process of human reproduction by identifying the correct order of steps involved in conception.

Summary: In this lesson, teachers will describe how puberty prepares human bodies for the potential to reproduce as well as the process of human reproduction. Students learn that puberty changes are due to a new surge of hormones that everyone experiences, often differently. Teachers introduce the steps to start a pregnancy and student create a diagram of the steps of conception.

Learning about HIV and STDs

Target Grade: 5, Lesson 3

NSES Alignment: SH.5.CC.3

Objectives:

1. Name which common disease are communicable and which are noncommunicable.
2. Describe ways to avoid communicable diseases.
3. Identify what to do if you encounter blood or hypodermic needles.
4. Describe 2 ways that HIV and STDs are not transmitted.

Summary: This lesson is meant to define and help students identify different age-appropriate methods of HIV transmission, as well as ways to prevent it. Teachers will introduce communicable and noncommunicable diseases and guide students in categorizing whether different medical conditions are communicable. Teachers will define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. The focus of this lesson is that while HIV is serious, it's also very difficult to catch.

What is Love, Anyway?

Target Grade: 5, Lesson 4

NSES Alignment: SO.5.CC.1/SO.5.CC.2/SO.5.AI.1

Objectives:

1. Describe the difference between “liking” and “loving.”
2. Define “sexual orientation” and its most common categories.
3. Demonstrate that they have a trusted adult with whom they can speak about sexual orientation, among other sexually related topics.
4. Differentiate between sexual orientation and gender identity.

Summary: This lesson defines sexual orientation. Students create a table of things they like and love, as teachers describe the difference between “liking and loving” things versus people. The purpose of the activity is to get students to fully understand what makes romantic relationships different from relationships you have with your family and friends.

Being Clear with Your Friends

Target Grade: 5, Lesson 5

NSES Alignment: HR.5.IC.1/PS.5.IC.2*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Successfully demonstrate assertive communication when expressing a difference of opinion.
2. Successfully demonstrate at least one appropriate refusal skill when facing peer pressure.

Summary: This lesson demonstrates positive ways to communicate differences of opinion while maintaining relationships as well as the importance of using refusal skills and how to walk away from a difficult and/or uncomfortable situation. Students learn the difference between aggressive communication, passive communication, and assertive communication to demonstrate effective and assertive communication skills when disagreeing with another person. Students are able to apply this new knowledge to scenarios and role-plays.

Your Body, Your Rights

Target Grade: Grade 5, Lesson 6

NSES Alignment: IV.5.CC.1/IV.5.IC.2/IV.5.SM.1/IV.5.IC.1

Objectives:

1. Define the terms, “sexual abuse” and “sexual harassment.”
2. List at least 3 accurate facts about sexual abuse among young people their age.
3. Demonstrate that they have a trusted adult with whom they can speak if they or someone they know is being sexually abused or harassed.

Summary: This lesson addresses sexual harassment and sexual abuse through a review of sexual abuse facts. Students will pair up and take turns providing advice to a friend who is asking for help in a situation in which they experience sexual abuse. Students brainstorm five ideas on how a person could tell someone they’re being abused. Teachers share the emergency hotline number.

So THAT’S How Babies Are Made

Target Grade: Grade 5 Supplemental

NSES Indicator: SH.5.CC.1/SH.5.CC.2

Objectives:

1. Define “sexual intercourse” within the context of human reproduction.
2. Describe what cells are involved in human reproduction (sperm and egg).
3. Explain at least two ways in which pregnancy can happen that do not include sexual intercourse.
4. Name at least two reasons why someone might choose to use one of these methods.
5. Describe at least two ways in which economic disparities can impede some people from accessing sexual and reproductive healthcare.

Summary: This lesson defines sexual intercourse and the cells involved with reproduction (sperm and egg) using an AMAZE video, including a discussion of how pregnancy can happen via other methods. This lesson also examines the economic reality of accessing reproductive health care and how economic disparities impact who can and cannot utilize these methods.

It’s All About the Hormones

Target Grade: Grade 5 Supplemental

NSES Indicator: PD.5.CC.3/ PD.5.CC.4

Objectives:

1. Describe at least three ways in which people may develop sexually over the course of a lifespan.
2. Explain the roles estrogen and testosterone have on a person as they develop, physically and emotionally.
3. Explain what “puberty blocker” medications are and the role they play with transgender young people.

Summary: This lesson explores the role hormones play in the sexual development of young people and their impact on many of the common changes that occur during puberty. Additionally, the lesson overviews what puberty blockers are and how they stop the impact of naturally occurring hormones for a youth who is transgender. This lesson is helpful in establishing the role hormones play in many of the changes associated with puberty.

6th Grade

Change Is Good

Target Grade: Grade 6

NSES Indicator: PD.8.CC.1/PD.88.AI.1

Objectives:

1. Name at least one physical, social, cognitive, and emotional change young people go through during adolescence.
2. Identify at least two websites that contain additional medically-accurate information about puberty and adolescence for young people their age.

Summary: This lesson defines the physical, emotional, cognitive and social changes of adolescence and students, in small groups, try to sort the various changes into these four categories. The teacher processes as a large group.

Gender Roles, Gender Expectations

Target Grade: Grade 6, Lesson 2

NSES Indicator: G1.2.CC.2

Objectives:

1. Name at least two characteristics that are stereotypically attached to boys, and two that are stereotypically attached to girls.
2. Describe their own feelings about behaviors being ascribed to a particular gender.

Summary: This lesson involves students explaining what a “boy” and “girl” is to a hypothetical alien using commonly held stereotypes about gender in the U.S. The teacher processes that activity specifically probing for why students think these stereotypes exist and how they impact behavior.

Understanding Boundaries

Target Grade: Grade 6, Lesson 3

NSES Indicator: IV.8.CC.2/CHR.8.IC.2

Objectives:

1. Define what a boundary is, with an emphasis on personal boundaries.

2. Demonstrate how to be clear about one's own and show respect for others' boundaries.
3. Demonstrate an understanding that no one has the right to violate someone else's boundaries, and that doing so may be against the law.
4. Name at least one resource to whom they can report sexual assault or rape.

Summary: This lesson starts by defining and then providing examples of personal boundaries. Students, in small groups, analyze scenarios about people not respecting other people's boundaries. The teacher then makes connections to sexual assault and rape and how consent and communicating one's boundaries are key but the person who violates a boundary is always responsible for what happened. The homework involves giving advice to two teens in different scenarios.

Communicating about a Sensitive Topic

Target Grade: Grade 6, Lesson 4

NSES Indicator: PR.8.IC.1*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Define three types of communication: passive, assertive and aggressive.
2. Demonstrate an understanding of assertive communication as the most effective way of telling someone they do not want to do something sexual with them.
3. Demonstrate an understanding of how to communicate assertively about one's own decision to wait to engage in any shared sexual behaviors.

Summary: This lesson defines assertive, passive and aggressive communication and provides examples of each. Students connect communication types to discussions about abstaining from sex. Using a worksheet, students practice identifying types of communication and converting aggressive and passive communication into assertive communication. The homework is for the student to teach their parent/caregiver about the three types of communication and discuss the pros and cons of each together.

More than Friends: Understanding Romantic Relationships

Target Grade: Grade 6, Lesson 5

NSES Indicator: CHR.8.CC.3

Objectives:

1. Describe at least two characteristics of a friendship, and two characteristics of a romantic relationship.
2. Identify at least two similarities and two differences between friendships and romantic relationships

Summary: This lesson starts with a case study analyzed in trios which is then compared to a second case study for a second round of analysis. Students are comparing the differences between people who are good friends and people who are in romantic relationships reflecting on similarities and

differences in those relationships. The homework involves students analyzing relationships they see in the media using a worksheet to guide their reflection.

Liking and Loving: Now and When I'm Older

Target Grade: Grade 6, Lesson 6

NSES Indicator: SH.8.CC.1

Objectives:

1. List at least three non-sexual activities people can do to show others they like and love them.

Summary: This lesson starts by defining affection and having students provide examples of how people can show affection for one another. Students then split into two teams and compete to create the longest list of ways people can show affection for each other and then analyze those lists for common themes. The lesson ends by exploring the importance of making healthy choices. The homework involves student and parent/ caregiver each completing their own worksheet and comparing and reflecting on their answers together.

Sex Ed Sleuth

Target Grade: Grade 6, Lesson 7

NSES Indicator: PD.10.CC.1/SH.8.AI.1

Objectives:

1. Name at least two characteristics of accurate, reliable, websites on sexuality and sexual health.
2. Demonstrate an understanding of how to determine whether a website is medically accurate, age-appropriate and youth-positive.

Summary: This lesson reviews the strategies for knowing whether a sexual health website is reliable and accurate and in small groups, students review four common online sexual health resources. Each small group then presents their findings to the whole group including whether they would recommend this website to others. The homework is visiting one of the reliable sexual health websites with a parent/caregiver and talking together about the content they find.

Consent: It Goes with Everything

Target Grade: 6th Grade, Supplement

NSES Indicator: SHR.8.CC.4/CHR.8.INF.3

Objectives:

1. Define sexual consent.

2. Define sexual agency.
3. Identify at least two factors that can impact a person's ability to give consent.

Summary: This lesson explores concepts related to consent, focused on the idea of asking for and receiving consent or responding to rejection. This lesson provides a clear explanation as to what consent and sexual agency are and then gives students the opportunity to determine what factors impact a person's ability to give consent

Image Overload

Target Grade: 6th Grade, Supplement

NSES Indicator: SH.8.CC. 12

Objectives:

1. Describe what body image is and its connection to self-esteem.
2. Identify at least two influences on body image.
3. Explain the impact that sexually explicit media can have on one's body image and self-esteem.

Summary: This lesson explores body image, and prompts students to visualize some words and images that come to mind when they think of themselves. Students then explore how various influences, such as the media, their friends, and their culture, impact their body image and self-esteem and decide whether each influence is negative or positive. Students are introduced to the concept of sexually explicit media and how it can be harmful to a person's body image.

When Should a Person...

Target Grade: 6th Grade, Supplement

NSES Indicator: SH.8.SM.1

Objectives:

1. Identify at least two factors that are important in deciding whether and when to engage in sexual behaviors.
2. Describe a decision making model related to whether or when to engage in sexual behaviors.

Summary: Students will explore the answer to the question, "when should a person have sex for the first time" by analyzing various influences and factors that a person should consider prior to making this big decision. Students are introduced to a specific decision making model and apply it to a scenario related to deciding whether or not have intercourse.

7th Grade

Everybody's Got Parts, Part 1

Target Grade: Grade 7, Lesson 1

NSES Indicator: : AP.8.CC.1

Objectives:

1. Name at least two parts of the female internal and external sexual and reproductive systems.
2. Describe the function of at least two part of the female internal and external sexual and reproductive systems.
3. Demonstrate a basic understanding of the menstrual cycle.

Summary: This lesson reviews the anatomy of a person assigned female at birth via a worksheet completed in small groups. The teacher then reviews the correct answers using an animated online diagram. The homework is a humorous crossword puzzle involving anatomical terms and functions.

Everybody's Got Parts, Part 2

Target Grade: Grade 7, Lesson 2

NSES Indicator: AP.8.CC.1

Objectives:

1. Name at least two parts of the male internal and external sexual and reproductive systems.
2. Describe the function of at least two parts of the male internal and external sexual and reproductive systems.
3. Demonstrate a basic understanding of where sperm is made and how it leaves the body.

Summary: This lesson reviews the anatomy of a person assigned male at birth via a worksheet completed in small groups. The teacher then reviews the correct answers using an animated online diagram. The homework is a humorous crossword puzzle involving anatomical terms and functions.

Reproduction Basics

Target Grade: Grade 7, Lesson 3

NSES Indicator: PR.8.CC.1*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Describe the process of human reproduction by identifying the correct order of the steps involved with conception.
2. Define sexual intercourse.

Summary: This lesson explains reproduction to students using a PowerPoint presentation and includes a teacher's resource with sample definitions and language that can be used. Students then

receive cards and try to arrange themselves in the correct order of a 28-day menstrual cycle showing where sperm would need to be present in order for a pregnancy to occur as well as how methods of contraception can prevent pregnancy. The homework is watching a short video about pregnancy myths and answering questions on a worksheet.

Great Expectations: Signs and Symptoms of Pregnancy

Target Grade: Grade 7, Lesson 4

NSES Indicator: SH.10.CC.4

Objectives:

1. Name at least three common symptoms of pregnancy.
2. List at least two things a person can do once they discover they are pregnant to promote a healthy pregnancy.

Summary: This lesson introduces the early symptoms of pregnancy by having students match images with the symptoms on a worksheet. The teacher then reviews those symptoms and introduces the concept of prenatal care. The lesson ends by inviting students to submit anonymous questions about pregnancy to be answered in a subsequent class. The homework involves students interviewing a person who has been pregnant, gave birth and became a parent in their life.

Protecting Your Health: Understanding and Preventing STDs

Target Grade: Grade 7, Lesson 5

NSES Indicator: SH.8.CC.5/SH.8.CC.6/SH.8.CC.7

Objectives:

1. Define STDs and HIV.
2. Name at least three common STDs and how they are transmitted.
3. Compare sexual behaviors that put people at high, low, or no risk for STDs.

Summary: This lesson has students, in teams, try to determine which STD their group was assigned based on clues posted around the room. Students then compare different sexual behaviors and their risk for transmitting STDs which the teacher processes using a teacher's guide. The homework assignment is to visit a website specifically about HIV/AIDS and completing a worksheet.

I Am Who I Am

Target Grade: Grade 7, Lesson 6

NSES Indicator: SO.8.IC.1/SO.8.CC.1/

Objectives:

1. Define the terms sexual orientation, gender identity, and gender expression.
2. Describe how each term is different from the others.
3. Name at least two factual statements and two incorrect statements about sexual orientation and gender.
4. List at least two respectful ways of communicating with or about LGBTQ individuals.

Summary: This lesson defines sexual orientation and gender identity, two ideas that are often confused with each other, via a detailed PowerPoint and then students complete a myth vs. fact worksheet individually before comparing responses with a partner. The homework involves viewing a video clip and responding to questions.

Blue is for Boys, Pink is for Girls, Or Are They?

Target Grade: Grade 7, Lesson 7

NSES Indicator: SO.8.INF.1/GI.8.INF.1

Objectives:

1. Name at least two stereotypes associated with why many people value the gender binary of “boys” and “girls.”
2. Analyze at least two sources of gendered messages and expectations that exists within their culture.
3. Describe at least one connection between gender expectations and discomfort around non-heterosexual orientations.

Summary: This lesson explores gender by starting with a PowerPoint presentation of typically stereotypical items or hobbies and asks students to reflect on these stereotypes. In pairs, students then brainstorm a list of messages they received about their gender while growing up and analyze the source. Students will determine whether a particular interest or way of dress is only for one gender. The homework involves reflecting on a scenario in which the gender role stereotypes are reversed.

Making SMART Choices

Target Grade: Grade 7, Lesson 8

NSES Indicator: PD.8.DM.1/PR.8.DM.1*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Demonstrate an understanding of using a decision-making model to determine whether they want to be in a sexual relationship.
2. Demonstrate their understanding of how to apply the SMART decision-making model to real-life situations.

Summary: This lesson teaches a decision-making model. Students apply it to a potential conflict in the school cafeteria. In trios, students they practice applying the model to a scenario involving a couple wanting to have sex. The teacher processes the reporting back of each scenario and then connects it to how different it was when their parents/caregivers were making these decisions.

Let's Talk about Sex

Target Grade: Grade 7, Lesson 9

NSES Indicator: SH.8.IC.1

Objectives:

1. Describe three different types of communication people use.
2. Demonstrate how to effectively use assertive communication in relationships.

Summary: This lesson stresses the importance of how we communicate as much as what we communicate and introduces aggressive, passive and assertive communication styles. In small groups, students then practice creating assertive responses for a hypothetical couple communicating about a sexual situation, which is then turned into a scripted role-play.

Be The Change You Want to See In The World

Target Grade: Grade 7, Lesson 10

NSES Indicator: PS.8.SM.1/PS.8.ADV.1*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Describe their own experiences of being disrespected and the impact these experiences had on them.
2. List at least two examples of ways in which people are treated respectfully or disrespectfully because of their gender and/or sexual orientation.
3. Describe at least one situation in which a young person was discriminated against because of their gender or sexual orientation, and the steps they took to advocate for change that would end that discrimination.

Summary: This lesson starts with a reminder about ground rules before students engage in a forced choice activity assessing their opinions about homophobia in their school. Next, an anonymous activity asking students to share a name they've been called and how it made them feel transitions into the final activity conducted in trios where students brainstorm ways their school could improve when it comes to creating a safe environment for all learners. The homework is to watch three video clips about students who made a difference in their schools and communities.

Being Smart, Staying Safe Online

Target Grade: Grade 7, Lesson 11

NSES Indicator: CHR.8.SM.2

Objectives:

1. Describe the positive aspects of online talking and messaging.
2. Identify examples of flirting and chatting that can be inappropriate or risky.
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online.

Summary: This lesson is reprinted from Common Sense Media and involves students looking at online safety among social media, gaming and texting/video chatting to analyze which types of digital communication are or are not safe. The homework asks students to create a poster teaching young people after strategies to stay safe online.

Harassment Prevention – The Basics

Target Grade: Grade 7, Supplement

NSES Indicator: IV.8.SM.1

Objectives:

1. Define sexual harassment.
2. Describe at least one strategy a person can safely use to intervene if someone is being sexually harassed.
3. Describe at least one strategy a person can safely use if they are being sexually harassed.
3. Describe at least one strategy a person can use if someone they know is sexually harassing others.

Summary: This lesson introduces sexual harassment using a video and students learn strategies for how to respond when they are experiencing harassment and how to safely intervene in harassing behavior, when possible. Students then practice, through role-play, how to safely intervene as a bystander.

Pre-Law

Target Grade: Grade 7, Supplement

NSES Indicator: SH.8.INF.2/SH.8.CC.10

Objectives:

1. Describe the state and federal law related to age of consent.
2. Identify local laws related to confidentiality in sexual health care.

Summary: This lesson introduces students to laws in their state regarding minor's rights to confidential health services and age of consent. Youth then engage in a simulated courtroom activity to practice analyzing a scenario to determine how to apply the law.

Preparation is Prevention

Target Grade: Grade 7, Supplement

NSES Indicator: SH.8.CC.8/SH.8.CC.9

Objectives:

1. List at least two innovative approaches to preventing HIV/STDs.
2. Explain how PrEP prevents HIV transmission.
3. Identify reliable information on where to access biomedical approaches to preventing HIV/STDs.
4. Explain why HIV is considered a chronic condition.

Summary: This lesson introduces PrEP as a new method of HIV prevention and reframes HIV to a chronic disease that can be managed. Students practice accessing reliable information regarding health services.

Trafficking

Target Grade: Grade 7, Supplement

NSES Indicator: IV.8.CC.3/IV.8.INF.1

Objectives:

1. Define sex trafficking.
2. Describe sexual exploitation.
3. Explain what gender based violence is and identify who is at risk for this violence.
4. Describe strategies that traffickers employ to recruit youth.

Summary: Sex trafficking rates continue to increase and this lesson aims to clearly explain what sex trafficking is, how prevalent it is, and what it could look like. This lesson introduces learners to tactics sex traffickers employ to recruit and exploit young people, offer additional protective factors to young people.

So Attractive

Target Grade: Grade 7, Supplement

NSES Indicator: SO.8.INF.1/SO.8.IC.1

Objectives:

1. Analyze how external influences impact a person's attitudes, beliefs, and expectations about sexual orientation.
2. Demonstrate at least one strategy to communicate respectfully with and about people of all sexual orientations.

Summary: This lesson defines sexual orientation and how a person's internal and external influences can impact a person's expectations, beliefs, and attitudes around sexual orientation. Students will learn strategies for and practice communicating effectively and respectfully about sexual orientations with all people.

8th Grade

Creating a Safe School, Celebrating All

Target Grade: Grade 8, Lesson 1

NSES Indicator: GI.8.ADV.1

Objectives:

1. Describe at least two things their school does well around LGBTQ inclusion, as well as two things it could do better.
2. Explains what they, as students, can do to improve the school environment around LGBTQ inclusion.
3. Demonstrate an understanding of how to deal with uncomfortable situations when communicating online.

Summary: This lesson introduces key criteria that can make students feel safe or unsafe at school, especially those who identify as LGBTQ. Students then complete an assessment of their school's climate for LGBTQ students and family members and identify strategies the school could use to improve the climate. The homework is watching a video about Athlete Ally and looking at sports figures who identify as LGBTQ.

The World Around Me

Target Grade: Grade 8, Lesson 2

NSES Indicator: SH.8.INF.1

Objectives:

1. Name at least two people or entities from which young people receive messages about relationships and sexuality.
2. Describe at least one message young people might receive about sex and sexuality from each of these sources.
3. Explain how these messages can have an impact on a young person's sexual decision-making.
4. Reflect on how examining these influences can have an impact on their self-concept and body image, which can affect their own sexual decision-making in the future.

Summary: This lesson looks at influences on decision-making by analyzing a scenario and the people who impacted their decision including parents, teachers, friends, media, etc. Students also compare the influences on different genders. The homework is a journaling activity connected to key learnings from the lesson regarding sexuality-related decisions.

Healthy or Unhealthy Relationships?

Target Grade: Grade 8, Lesson 3

NSES Indicator: CHR.8.CC.2/CHR.8.CC.1

Objectives:

1. Characterize, in their own opinion, at least one relationship trait as either healthy or unhealthy.
2. Name at least two types of power differential in relationships, as well as their implication for the relationship.
3. Describe at least two ways in which an unhealthy relationship can become a healthy one.
4. Apply their understanding of healthy relationships to a couple represented in the media.

Summary: This lesson has students review a hypothetical relationship example and determine if they believe it's healthy or unhealthy. The teacher then processes the results and asks students who believe a relationship is unhealthy to work together to suggest ways it could become healthier. The homework involves students reflecting on three specific celebrity relationships and evaluating how healthy they believe those relationships to be.

Choose Your Words Carefully

Target Grade: Grade 8, Lesson 4

NSES Indicator: CHR.8.IC.1

Objectives:

1. Identify at least two characteristics of healthy communication in a relationship.
2. Apply their understanding of healthy communication to a scenario between two people who are discussing technology use within a relationship.

Summary: This lesson reviews why it can be difficult to talk honestly about one's feelings when in relationships. Students work to create a conversation using sample responses they can choose from and the teacher reflects on the activity and processes their responses. The homework is viewing a short video about how challenging communicating via text can be.

We Need to Talk

Target Grade: Grade 8, Lesson 5

NSES Indicator: SH.8.IC.1

Objectives:

1. Identify at least two characteristics of effective listening.
2. Name at least two characteristics of effective communication.
3. Demonstrate proficiency with using effective listening and communication skills in scenario relating to sexual decision-making and safer sex.

Summary: This lesson is about the importance of listening and communicating clearly. Students rehearse effective listening and communication skills in pairs with a third student observing and providing feedback. The teacher processes the activity and assigns the homework, which is practice using their listening and communication skills during a conversation with a parent/caregiver.

Talking Without Speaking: The Role of Texting in Relationships

Target Grade: Grade 8, Lesson 6

NSES Indicator: CHR.8.INF.2

Objectives:

1. Name at least one thing they do and don't like about communicating via text.
2. Identify at least two ways in which people can miscommunicate via text and the impact these miscommunications can have on their relationship with another person.
3. Explain at least one way of texting clearly and respectfully with another person in an effort to avoid misunderstandings.

Summary: This lesson explores the challenges of communicating solely by text using some examples of messages that can be interpreted in different ways. Students will analyze a scenario in which a couple get into a fight based on a miscommunication via text. The homework is a worksheet designed to have students reflect on their preferences around the use of technology when communicating with a partner.

Warning Signs: Sexual Abuse and Assault

Target Grade: Grade 8, Lesson 7

NSES Indicator: IV.8.CC.1/IV.8.AI.1

Objectives:

1. Name at least two different types of sexual assault.
2. List at least one example of each of the following: mutual consent, unfair manipulation, threats and aggression.
3. Describe at least two possible impacts of a sexual assault or abusive relationship on the person who was assaulted.
3. Demonstrate an understanding of how to report a sexual assault or abusive relationship.

Summary: This lesson starts with a trigger warning and a reminder about ground rules before starting with a video clip reviewing the facts about sexual assault and abuse. Students learn about the continuum of abuse focusing on consent, mutual consent, threats, aggression and rape. The lesson ends with another video clip looking at an abusive relationship, the warning signs and how victims can seek help and support. The homework assignment is to visit one of three sexual assault websites for teens and respond to questions about their services.

Birth Control Basics

Target Grade: Grade 8, Lesson 8

NSES Indicator: SH.8.CC.2/SH.8.CC.3

Objectives:

1. Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy.
2. Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important.
3. State correctly what emergency contraception is.

Summary: This lesson provides information about birth control commonly used by teens by breaking it into three categories – long-acting, short-acting and works right now. Students examine a fertility timeline for a typical 8th grade couple and then students review birth control facts by playing Two Truths and a Lie. The homework assignment is to write one thing about condoms anonymously on an index card for use during the next lesson.

Using Condoms Effectively

Target Grade: Grade 8, Lesson 9

NSES Indicator: SH.8.SM.1

Objectives:

1. Describe correctly, and in order, the steps to using an external condom.
2. Describe how an internal condom is used.

Summary: This lesson involves students putting the steps to using a condom correctly in the correct sequence while in small groups and then the teacher demonstrating correct condom use based on their responses. The teacher then shows the internal condom and gives information about ways to reduce risk of infection and pregnancy. The homework assignment is to find examples in the media of people talking about safer sex.

STD Basics

Target Grade: Grade 8, Lesson 10

NSES Indicator: SH.8.AI.1/SH.8.GS.1

Objectives:

1. Describe at least two ways in which STDs, including HIV, can be transmitted.
2. Name at least one step they plan to take personally to reduce or eliminate their chances of contracting an STD.
2. Name at least one health center in their area to which they can go to for STD testing and treatment that is affordable and confidential.

Summary: This lesson reviews information about decision-making as it relates to preventing STDs by having students complete a worksheet on prevention and transmission. The worksheet includes a question about a personal plan to not transmit infections and in pairs, students share their

responses to this question. Teacher projects the STD Clinic locator website and identifies STD testing and treatment resources in their community. The homework assignment is to read a teen-written story about getting tested for STDs and responding to questions.

Breaking Up Is Hard to Do, But Not Impossible

Target Grade: Grade 8, Supplement

NSES Indicator: CHR.8.INF.1/CHR.8.SM.1

Objectives:

1. Analyze at least two external influences on a person's attitudes, beliefs, and expectations about relationships.
2. Identify at least one strategy to end a relationship.
2. List at least two resources that can be helpful when ending an unhealthy relationship

Summary: Learning how to identify the difference between healthy vs. unhealthy relationships is essential, but learning how to end a relationship is equally important. This lesson identifies why a person views relationships the way they do, strategies to end a relationship respectfully, and shares resources to provide support when ending unhealthy relationships.

What's Racism Got to Do With It?

Target Grade: Grade 8, Supplement

NSES Indicator: SH.8.CC.11

Objectives:

1. Recognize at least two forms of racism.
2. Define intersectionality.
2. State at least two ways sexual health can be impacted by racism.

Summary: Race is a social construct; however, that doesn't negate the very real, harmful impact racism has on people of color, particularly Black, brown, Indigenous and other people of color (BIPOC). This lesson defines racism and explores it as internal, interpersonal, and systemic to use racial prejudice to uphold policies and procedures that benefit the privileged and oppresses communities of color.

Pregnancy Basics

Target Grade: Grade 8, Supplement

NSES Indicator: SH.8.CC.4/SH.10.CC.4

Objectives:

1. Describe how pregnancy testing works.
2. List at least two signs of pregnancy.

2. Summarize the three legal options available for every pregnancy.
4. Recall a major milestone of each trimester of fetal development.

Summary: This lesson covers early signs of pregnancy and introduces each trimester of pregnancy. Students learn how pregnancy tests work and explore the three legal options that are available to the person who is pregnant.

9th Grade

They Love Me, They Love Me Not

Target Grade: Grade 9, Lesson 1

NSES Indicator: CHR.10.CC.1/CHR.10.INF.1/IV.10.CC.2/IV.10.AI.1

Objectives:

1. Describe at least three characteristics of an unhealthy or emotionally abusive relationship.
2. Explain at least one thing a person in an unhealthy or abusive relationship can do to leave that relationship
3. Identify their own feelings about partner's roles and responsibilities in a relationship when there is a power difference between the two.

Summary: This lesson uses a short video showing three different teen relationships and asks students to analyze each couple. In trios, students then analyze two scenarios and create advice for the characters including telling them where they can get support if they feel the relationship is abusive. The homework is listening to a youth podcast from a teen whose older sister was in an abusive relationship.

How Well Do I Communicate with Others?

Target Grade: Grade 9, Lesson 2

NSES Indicator: PR.12.IC.1*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Describe at least two characteristics of effective communication.
2. Apply effective communication skills to a scenario relating to communicating with a partner about having a sexual relationship.

Summary: This communication lesson starts with students completing a brief drawing activity in pairs to assess their own listening and communication skills. Then, students analyze what communication strategies are effective or ineffective and why. In trios, students then look at a

scenario with a couple trying to communicate about sexual decision-making and one student providing observations about their strategies. The homework assignment is to analyze an example of communication found in the media.

It Wasn't My Fault

Target Grade: Grade 9, Lesson 3

NSES Indicator: IV.10.CC.3

Objectives:

1. Describe at least two impacts of rape and sexual assault on someone who has been assaulted.
2. Explain why a person who has been raped or sexually assaulted is never at fault.
3. Reflect on their own feelings about rape and sexual abuse.
4. Name at least two online resources a rape or sexual abuse survivor can access for more information and support.

Summary: This lesson includes a presentation by rape survivors brought in from a community agency and includes Guides for Teachers in Selecting Guest Speakers and advance preparation guidance to connect with the school counselor. Students are asked to prepare questions in advance and guidance is provided for facilitating the panel of guest speakers to maximize impact and minimize any triggering for students in the room. The homework assignment is to identify two reliable websites for young people who have experienced sexual assault.

Sexual Orientation, Behavior, and Identity: How I Feel, What I Do, and Who I Am

Target Grade: Grade 9, Lesson 4

NSES Indicator: SO.10.CC.1

Objectives:

1. Name at least three different sexual orientations.
2. Describe the three components of sexual orientation (orientation, behavior, and identity) and how they are unique from and connected to each other.

Summary: This lesson introduces the concept of “yellow flag” language (with accompanying Teacher’s Guide) while differentiating between one’s attractions to others, one’s behaviors and one’s self-identity. Students then complete a myth and fact worksheet and compare their answers in pairs before teachers use the Teacher’s Guide to process their responses. The homework involves identifying and reflecting on key learnings from individuals known to the student who identify as a range of different sexual orientations.

Decisions, Decisions

Target Grade: Grade 9, Lesson 6

NSES Indicator: SH.10.DM.1

Objectives:

1. Describe the steps involved in one decision-making model.
2. Apply the decision-making model to a scenario relating to pregnancy prevention and safer sex .

Summary: This lesson has students engage in an activity to practice making decisions in rapid succession and then reflect on the factors that impacted their choices. The lesson introduces the DOGMA decision-making model with an example involving eating a donut and has students apply the model to a scenario involving a teen couple deciding about sex. The homework is to teach their parent/caregiver the DOGMA decision-making model and review a decision this adult has made using this model.

Sexual Decision Making

Target Grade: Grade 9, Lesson 7

NSES Indicator: SH.8.DM.1/SH.10.IC.1/CHR.10.IC.1/CHR.10.SM.1

Objectives:

1. Identify various reasons why teens choose to engage or not engage in sexual behaviors.
2. Analyze personal factors that are important to consider when making decision about sex.
3. Articulate a message that clearly identifies where they stand on engaging in sexual behavior with a partner at this time in their lives.

Summary: This lesson was adapted and reprinted with permission from the Unitarian Universalist Association's Our Whole Lives Grades 7-9 curriculum and has students reflect on a handout looking at their readiness to be sexually intimate with another person as a starting activity. Then students work in small groups to create and practice a role-play that they eventually conduct for the whole class followed by the teacher processing the various characters' decisions. The lesson concludes with the teacher reinforcing the take-home points about the importance of students' clarifying their own decisions about sex so they can clearly communicate them with future partners.

Planning and Protection: Avoiding and Managing STDs

Target Grade: Grade 9, Lesson 8

NSES Indicator: SH.10.GS.1

Objectives:

1. Name the only 100% effective way of avoiding an STD.

2. Explain why having oral, anal or vaginal sex with an infected partner puts a person or couple at risk for STDs.
3. Name one health clinic or center in their area that provides STD testing and treatment for teens.

Summary: This lesson uses a classic “don’t pass it along” STD game with pre-marked index cards and three paired discussions to mimic transmission of infections. Teachers then process the activity very intentionally to produce a list of themes focused on risk reduction strategies which small groups then create a commercial about for the rest of the class. The homework involves students conducting interviews about STD testing and treatment.

What If?

Target Grade: Grade 9, Lesson 9

NSES Indicator: SH.10.AI.2/SH.12.INF.1

Objectives:

1. Name at least two symptoms of pregnancy.
2. Explain the three choices a person has when they learn that they are pregnant.
2. Describe at least two reasons why a person might or might not choose each of the options
4. Define “prenatal care.”
5. Access medically-accurate information about pregnancy options, including prenatal care.

Summary: This lesson starts with a short video about unintended pregnancy and looks at specifics around pregnancy testing. Then in small groups, students brainstorm and analyze the three available options for people experiencing an unintended pregnancy namely becoming a parent, adoption and abortion. A short video on adoption concludes the lesson and students need to hunt for specific information about pregnancy on three teen sexual health websites for homework.

STD Smarts

Target Grade: Grade 9, Lesson 10

NSES Indicator: SH.10.CC.2/SH.10.CC3/SH.10.AI.3

Objectives:

1. Name at least three STD symptoms.
2. Name at least three facts about STD testing.
2. Apply knowledge about STD symptoms and testing to hypothetical situations relating to safer sex.
5. Name one teen-friendly online resource and name one STD testing and treatment site.

Summary: This lesson uses the popular game, Jeopardy, to review key sexual health content related to STDs including testing, symptoms, risk behaviors and accessing treatment. The exit slip has students reflect on two new facts about STDs they learned and the homework is to support students in finding accurate information about STDs and STD testing online.

Creating Condom Confidence

Target Grade: Grade 9, Lesson 11

NSES Indicator: SH.10.SM.1

Objectives:

1. Describe the steps to putting on a condom correctly.
2. Demonstrate their understanding of the steps to correct condom use.
3. Apply information relating to how to obtain condoms in their community by attempting to obtain condoms on their own.

Summary: This lesson has students review the steps to using condoms correctly by the teacher modeling how to use condoms correctly. Then students practice placing a condom on a penis model in pairs using an 11-step process. The homework is to go to a store to try and buy condoms and reflects on the experience and reaction from store employees, if any.

10th Grade

Rights, Respect Responsibility: Don't Have Sex Without Them

Target Grade: Grade 10, Lesson 1

NSES Indicator: SHR.10.CC.2/CHR.10.INF.3

Objectives:

1. Define the terms "consent," "coercion," and "incapacitated."
2. Differentiate between a situation in which consent is clearly given and one in which it is not.
3. Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship.

Summary: This lesson uses two video clips to examine the issue of consent including one that examines how consent should and should not look in different situations. In pairs, students then create a role-play about one of five different scenarios involving two partners needing to communicate about consent. Those role-plays are performed and analyzed by the class and the homework involves students reflecting on different personal situations in which they were asking for or asked to give consent.

Know Your Options

Target Grade: Grade 10, Lesson 2

NSES Indicator: SH.10.CC.1

Objectives:

1. List at least three methods of effective birth control for teens.
2. Analyze at least three factors that have an impact on a teen's ability to successfully use birth control.
3. Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy.

Summary: This lesson has students brainstorm all of the factors that might contribute to a teen's use of contraception. In small groups, teens read a story about a hypothetical teen and take a quiz based on that teen's characteristics to determine which contraception methods are a good fit based on their lifestyle. Next, each group is given a "wrench" that may get in the way of their character using contraception and they need to brainstorm how to overcome that wrench. A teacher's guide to processing the character worksheets and "wrenches" is also included.

We All Have Rights

Target Grade: Grade 10, Lesson 3

NSES Indicator: SH.10.INF.2/SH.12.INF.1

Objectives:

1. Describe at least three laws in their state relating to minors' rights and sexual and reproductive health.
2. Identify at least one belief they have relating to sexual and reproductive decision-making.
2. Apply their knowledge and self-reflection accessing reliable, accurate information about sexuality- and reproductive health-related laws.

Summary: This lesson begins with a quiz to assess students' understanding of youth sexual health rights and then continues with an in-depth scenario about a youth who becomes pregnant unintentionally. Students examine the actions of each character in the scenario and discuss their impacts on the outcome. The optional homework is a list of questions about minor's rights in their state with specific websites where they can find the answers. A teacher's guide to the initial assessment is also included.

Let Me Tell You

Target Grade: Grade 10, Lesson 4

NSES Indicator: CHR.10.IC.1/SH.10.AI.3/SH.10.IC.1/SH.12.INF.2

Objectives:

1. Explain the impact of having a communication style that is similar to or different from a partner on the ability to communicate about important topics.

2. Demonstrate how to communicate with a partner about STD risk and protecting their own and their partner's sexual health.

2. Demonstrate an understanding of where and how to be tested for STDs.

Summary: In this lesson, students reflect on their own communication style through an activity where they consider whether to bring up difficult subjects or not. Then students create role-plays that involve communicating about STDs when couples are involved romantically. The homework asks students to research STD testing options in their community via a worksheet.

Using Technology Responsibly and Respectfully

Target Grade: Grade 10, Lesson 5

NSES Indicator: CHR.10.SM.1/CHR.12.SM.1

Objectives:

1. Define sexting.
2. Describe two disadvantages and two reasons why someone may sext.
3. Identify at least two connections between child pornography and sexting laws.
4. Describe at least two facts relating to sexting laws in their state.
5. Explain at least two options for people involved in sexting situations.

Summary: This lesson reviews information about sexting and laws across the US. Students then analyze three scenarios and create advice for the characters based on their understanding of sexting laws. The homework activity involves a worksheet to track sharing information about sexting with four friends.

Our Space, Safe Space

Target Grade: Grade 10, Lesson 6

NSES Indicator: GI.12.ADV.1/SO.12.ADV. 1

Objectives:

1. Identify at least two things their school does well around LGBTQ inclusion, and at least two things they could improve upon.
2. Demonstrate an understanding of what advocacy and lobbying are, and how they can be used to make change at school.
3. Demonstrate how to make a persuasive argument for policy change.

Summary: This lesson explains what lobbying is and has students prepare to lobby their principal for a new school mascot in teams. Students use the information about an effective lobbying campaign to create a sample request of their principal to improve the school climate for students who are LGBTQ. The homework assignment involves group projects and research.

Trust It or Trash It? Finding Accurate Sex Ed Info

Target Grade: Grade 10, Lesson 7

NSES Indicator: SH.10.AI.1/SH.10.AI.2/SH.12.AI.1

Objectives:

1. Analyze at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens.
2. List at least two accurate and reliable sources of sexual health information for teens.

Summary: This lesson helps students understand criteria by which a website would be considered accurate and reliable and then in small groups, assess one of several teen sexual health website using that same criteria. Once groups have completed their assessment, each small group reports back including their opinion about whether the website should be “trusted” or “trashed” when it comes to youth sexual health.

11th Grade

How Do You See Me?

Target Grade: Grade 11, Lesson 1

NSES Indicator: PD.10.INF.1

Objectives:

1. Describe at least two preconceived notions about particular categories of students.
2. describe at least two similarities between negative self-image and sexual decision-making.
3. Write at least one positive, affirming message for students who may be feeling poorly about who they are.

Summary: This powerful lesson examines the preconceived notions students have about various categories of people by using an activity involving stereotypes and reflection. Through large group discussion, students then look at the connection between negative self-image and sexual decision making and end with creating an affirming message for students who might not feel confident about who they are.

My Boundaries

Target Grade: Grade 11, Lesson 2

NSES Indicator: CHR.10.SM.1/CHR.10.IC.1

Objectives:

1. Define what a boundary is.
2. Explain at least two examples of types of boundaries.
3. Clarify what their own boundaries are in relation to physical touch.
4. Demonstrate an understanding for the need to communicate about boundaries in a romantic or sexual relationship.

Summary: This lesson starts by defining boundaries and then students anonymously complete a worksheet rating their own comfort engaging in a variety of activities that might or might not cross people's personal boundaries. Then the worksheets are collected, shuffled and redistributed so that students represent another student's opinions when the activity is processed. Then students pair up and look at different responses to the same question and problem-solve how two people might rectify that situation if they were friends or dating with a particular focus on consent.

Is It Abuse If...?

Target Grade: Grade 11, Lesson 3

NSES Indicator: CHR.10.INF.1/IV.10.CC.2/IV.10.CC.3/IV.10.IC.1

Objectives:

1. Describe at least two characteristics of five different types of relationship abuse.
2. Explain what, in their own opinion, does and does not constitute relationship abuse.
3. Name one online and one hotline resource teens can use to get help if they or someone they know is in an abusive relationship.

Summary: This lesson defines five different types of abuse and then students brainstorm behaviors that could be classified as fitting in each category. Students then individually complete a worksheet looking at seven scenarios and determining whether it is abuse or not. The lesson ends with a short video that focuses on getting support for people who are experiencing any kind of abuse.

Wanted: Qualified Parent

Target Grade: Grade 11, Lesson 4

NSES Indicator: SH.12.DM.1

Objectives:

1. Describe at least three characteristics of a good parent.
2. Name at least one local resource a young parent can go to for resources and support. .

Summary: This lesson has students create a classified ad for the important qualities of being a good

parent. Then, in small groups, students imagine working for an adoption agency and given a variety of parent applicants from whom they need to determine who will be granted the right to adopt a current available child. Particular attention is paid to how difficult parenting is for people of any age and that all parents need our support, especially young parents and young families.

Gender and Sexual Orientation: Understanding the Difference

Target Grade: Grade 11, Lesson 5

NSES Indicator: GI.10.CC.1

Objectives:

1. Define sexual orientation, biological sex, gender and gender identity.
2. Name at least two positive and two negative things about being a particular gender and sexual orientation.
3. Describe at least three sources of messages about gender and sexual orientation.

Summary: This lesson defines sexual orientation, biological sex, gender and gender identity and then students engage in a brainstorming activity comparing the pros and cons of being any gender or sexual orientation. Processing of the activity focuses on how everyone has more in common than we do differences.

12th Grade

What are My Reproductive Rights?

Target Grade: Grade 12, Lesson 1

NSES Indicator:

SH.10.INF.2/SH.12.AI.1

Objectives:

1. Apply existing laws relating to reproductive decision-making and rights to scenarios in which teens face an unplanned pregnancy and are weighing their options.
2. Describe at least three inherent rights teens have relating to their sexual and reproductive decision-making.

Summary: This lesson involves six scenarios, which are each assigned to a small group, in which students need access to the internet to research the answers to minors' rights in their state. Each group presents their findings and the large group discusses each. Topics covered include minors' rights to abortion, pregnant students being excluded from PE class and establishing paternity and a list of recommended websites is included to guide student research.

My Life, My Decisions

Target Grade: Grade 12, Lesson 2

NSES Indicator: PD.12.CC.1/PR.12.INF.1*

*These lessons align to the 2012 version of the NSES

Objectives:

1. Name at least three messages they receive about sexuality from different people in their lives.
2. Describe the extent to which these people have an impact on students decision-making.
3. Identify at least two other factors that have an impact on sexual decision-making.

Summary: In this lesson students complete a worksheet to determine who they would share personal information about their sex life with and why. In pairs, students then reflect on how they decided who they would share the information with versus their results. This criteria is then utilized to review a PowerPoint that looks at a variety of decisions young people are faced with.

Sexual Rights, Who Decides?

Target Grade: Grade 12, Lesson 3

NSES Indicator: CHR.10.CC.2/IV.10.CC.1/IV.12.INF.1/SH.12.INF.4

Objectives:

1. Identify state laws relating to consent, age of consent and statutory rape.
2. Describe the relationship between consent, age of consent, and sexually explicit media.

Summary: This lesson presents a case involving students at a party and sexual behaviors that occur. Students are assigned roles and examine legal questions related to consent and sexual violence. Students are given a wide range of roles and there is extensive guidance for the teacher about how to process the activity effectively. A resource list of support services for those who have survived sexual assault is distributed to end the lesson.

Getting Savvy About STD Testing

Target Grade: Grade 12, Lesson 4

NSES Indicator: SH.12.SM.1/SH.12.ADV.1

Objectives:

1. List at least two reasons why a person might choose to get tested for STDs, and at least two reasons why they might choose not to.
2. Identify at least two resources for STD testing in their own community.
3. Describe the rights young people have regarding STD testing including confidentiality and the quality of care they should receive from the provider.

Summary: This lesson starts with a zombie PSA showing the importance of STD testing and has

student brainstorm all of the reasons why a young person might or might not choose to get tested for STIs. Students then come up with a reason that might work to convince someone who did not want to get tested for STDs to go ahead and get tested. Students identify a STD testing location in their community using a website and those results are shared with the large group. The lesson ends with a short video about the importance of youth-friendly health care to ensure a positive experience for youth seeking sexual health care.

High School Supplements

Reproductive Justice: Past, Present and Future

Target Grade: High School, Supplement

NSES Indicator: SH.10.CC.6

1. Define Reproductive Justice and describe its importance.
2. Recall at least two examples in US history of sexual and reproductive oppression.

Objectives:

Summary: This lesson introduces students to the concept of reproductive justice as reproductive rights inclusive of social justice. Students then process examples of reproductive oppression in the past through a worksheet and teacher guidance.

Sexual Agency, Represent!

Target Grade: High School, Supplement

NSES Indicator: SH.12.INF.5

1. Define intersectionality.
2. Examine at least two examples where one's sexual agency is impacted by oppression with a focus on intersectionality.
3. Generate at least one action people can take to support system-impacted communities in and outside of school.

Summary: In this lesson, students define sexual agency through brainstorming and examples. Sexual agency is the ability to identify, communicate, and negotiate one's sexual needs, and to initiate behaviors that allow for the satisfaction of those needs. Then, students explore the term systemic oppression and link it to sexual agency through specific examples. Finally, students define intersectionality and process the connections between each term through a worksheet.

The Impact of Racism and Inequality on Sexual Health

Target Grade: High School, Supplement

NSES Indicator: SH.10.INF.1

- 1.Explain how the sexual health and reproductive rights of people of color and other marginalized groups in the U.S. have been impacted by racism and inequality.
- 2.List at least three examples of how people from marginalized US communities have experienced violations of their reproductive rights and sexual health.
- 3.Describe at least one example of how marginalized people in the U.S. have been denied opportunities to make decisions about their sexual health.

Summary: Students identify examples of groups who experience racism and inequality and explore how that oppression impacts their sexual and reproductive health. The class reviews the video, *The Dark History of Forced Sterilization*, and process the reproductive and sexual health violations outlined in the video through a worksheet and guided teacher discussion.

Unhealthy Relationships – Plan for Safety

Target Grade: High School, Supplement

NSES Indicator: CHR.10.DM.1

- 1.Identify their top three important relationship characteristics.
- 2.Explain the difference between a healthy vs. an unhealthy relationship.
- 3.Develop a plan to get out of an unsafe or unhealthy relationship.

Summary: In this lesson, students identify the relationship characteristics that are most important to them, and then identify when a relationship might become unhealthy or unsafe. They then create their own “plan for safety” by creating plans for how to navigate various aspects of the relationship ending such as social media, friends, and trusted adults to support.

Not Made for TV

Target Grade: High School, Supplement

NSES Indicator: CHR.12.CC.1

- 1.Describe the characteristics of unhealthy relationships that media may perpetuate.
- 2.Analyze relationships in the media to determine if they are healthy vs. unhealthy.
- 3.Identify common unhealthy interactions often portrayed in sexually explicit media.

Summary:

This lesson aims to identify unhealthy characteristics often portrayed in media and provide a space to analyze these interactions and determine if they are healthy vs. unhealthy. Students are introduced to sexually explicit media as an unhealthy and unrealistic depiction of relationships in real life.

Power and Privilege

Target Grade: High School, Supplement

NSES Indicator: CHR.12.INF.3/CHR.12.INF.4

1. Describe the potential impacts of power and privilege within romantic or sexual relationships.
2. Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

Summary: All romantic or sexual relationships are impacted by the varying power and privilege each person in the relationship has vs what the other person does not have. This lesson aims to identify how power and privilege can impact a relationship. Additionally, this lesson will cover how these same factors, as well as personal and societal factors, could keep someone from leaving an unhealthy relationship.

Advocate Graduate

Target Grade: High School, Supplement

NSES Indicator: IV.12.ADV.1

1. Develop a plan to advocate for school and community policies that promote safety, respect, and equity for all people.

Summary: This lesson serves as a culminating curriculum experience in which students can apply all of the information they have learned around advocacy to select an issue that needs change and effectively plan and advocate for that change either in the school or community.

Influencers of Life

Target Grade: High School, Supplement

NSES Indicator: SO.10.INF.1

1. Define sexual orientation.
2. Define sexual identity.
3. Analyze how external influences impact a person's beliefs about sexual orientation and gender identity

Summary: Often people will think, believe, or hold attitudes regarding all aspects of life without understanding why they feel or think the way that they do. This lesson aims to allow students to analyze how the people, communities, and our personal identities impact what they believe about sexual orientation and gender identity. Students consider various influences and how their influence has shaped their thinking about sexual and gender identities and determine whether these external factors positively or negatively influence their thought process.

Sexual Orientation Facts and Info: Finding and Assessing Credible Sources Online

Target Grade: High School, Supplement

NSES Indicator: SO.10.AI.1/SO.12.INF.1

1. Describe two ways to show support to LGBTQ people.
2. Define what credibility means.
3. Recall at least two factors to consider when assessing credibility of a source of information.
4. Find at least two sources of credible information about sexual orientation online.

Summary: Understanding how to find and assess credible sources of information about sexuality topics requires skills and practice. This is especially true of finding information about sexual orientation, particularly sources of information that share facts and stories of resilience and thriving, not only the poor negative health outcomes that result from inherently homophobic systems and structures. In this lesson we will learn about how to assess credibility and how to find important pieces of information about sexual orientation online. From self-advocacy to showing support for peers, families, schools, and communities, students will also learn about the benefits to one's health and wellbeing when they receive support and kindness.

Sex Trafficking

Target Grade: High School, Supplement

NSES Indicator: IV.10.CC.4/IV.10.IC.2/IV.10.AI.2

1. Define sex trafficking.
2. Explain at least two recruitment tactics sex traffickers/ exploiters use.
3. Identify at least two ways to reduce risk related to sex trafficking.
4. Recall at least two credible resources related to sex trafficking and sexual violence prevention and intervention.

Summary: Young people are often targeted for sex trafficking. Physical and psychological abuse endured by people who have experience sex trafficking can have lifelong consequence such as anxiety, depression, substance abuse and post-traumatic stress disorder. The purpose of this lesson is to educate students about the issue and explore recruitment tactics sex traffickers use as ways to reduce the risk of sex trafficking.

Healthy Living: Prevention & Treatment

Target Grade: High School, Supplement

NSES Indicator: SH.10.GS.2/SH.12.CC.1/SH.12.CC.2

1. Describe at least two ways a person living with HIV can remain healthy and maintain viral suppression.
2. Explore at least four benefits of biomedical approaches to prevent STDs and HIV including the importance of lowering viral load.

Summary: This lesson reframes HIV as a chronic condition that can be managed. Students are introduced to various ways a person living with HIV can maintain viral suppression and live a healthy life, such as PrEP and PEP. Students also learn ways HIV and other STDs can be prevented.

Consent, Sexting and the Law

Target Grade: High School, Supplement

NSES Indicator: SH.10.INF.3/SH.12.INF.4

1. Define “revenge porn” as dictated by their state’s sexting laws.
2. Describe state laws related to creation, sharing, and viewing of sexually explicit media, specifically sexting.
3. Analyze a minor’s ability to give consent for the creation and distribution of sexually explicit media.

Summary: Many students don’t realize that sexting is illegal for people under the age of 18, and is often considered child pornography. Laws related to sexting vary by state, and it’s important for students to learn the laws related to child pornography in their own communities, and how it relates to sexting behavior. Given the high prevalence of sexting, the intent of this lesson is to make youth aware of, and consider the legal consequences of, their decisions about sexting. This lesson also includes information about consent.

Making the Unconscious Conscious

Target Grade: High School, Supplement

NSES Indicator: SH.12.INF.3/SH.12.INF.3/SH.12.GS.1

1. Define stigma, conscious, and unconscious bias.
2. Describe the impact of stigma and bias on sexual and reproductive health.
3. Create a plan for accessing local sexual and reproductive healthcare resources and services.

Summary: Students watch a video called Peanut Butter, Jelly, and Racism to introduce the concept of term implicit bias and then define the terms stigma, unconscious bias, and bias. Students then apply this new knowledge to a series of scenarios to determine whether bias was present in a person receiving healthcare and how bias can impact healthcare decision-making. The lesson ends with students creating a plan for accessing healthcare.