

## **Session 1: Introduction/Values**

**Purpose:** To challenge students to take a close look at themselves, their own lives and the future. This session will help students identify their values, help them to feel comfortable sharing their values publicly, and help them to behave in ways that are consistent with their values.

### **Objectives:**

By the end of the session, students will be able to:

- Define the term “value”
- Identify at least 3 personal values
- Understand how values affect behavior

### **Key Messages:**

- Values are qualities, characteristics, or ideas about which we feel very strongly.
- Our values affect your decisions, goals, and behavior.
- If we don't act according to our values, we may be unhappy.
- We learn values from our family, society, religion, and others as we grow up.

## **Session 2: Relationships and Communication**

**Purpose:** To review healthy and unhealthy relationship characteristics, reemphasize between assertive, aggressive, and passive styles of communication, and practice assertive communication.

### **Objectives:**

By the end of this session, students will be able to:

- Identify and explain at least two qualities that support healthy romantic relationship development.
- Identify and explain at least two qualities that are barriers to romantic relationship development.
- Name and explain the corresponding qualities found within the H.E.R.R.C acronym for healthy relationships.

### **Key Messages:**

- Relationships may have healthy and unhealthy qualities. Healthy relationship qualities help make a relationship run smoothly.
- Communication is a key component of any healthy romantic relationship.
- Honesty, Equality, Respect, Responsibility, and Communication are five core qualities of a healthy relationship. It is important that any relationship you choose to have has these healthy qualities.
- Knowing what is healthy and unhealthy can help you make choices for your health and safety in relationships and in the future.

## **Session 3: Anatomy Academy**

**Purpose:** to increase comfort using the medical names for the sexual and reproductive anatomy and to familiarize students with the functions of the sexual and reproductive anatomy

### **Objectives:**

By the end of the session, students will be able to:

- Identify and name body parts of the sexual and reproductive system using medically correct terms
- Describe the functions of the body parts of the sexual and reproductive system
- Explain the process of the menstrual cycle, pregnancy, and seminal emission

### **Key Messages:**

- Learning about sexual and reproductive anatomy is normal and healthy.
- Knowing the names and sexual and reproductive anatomy helps you communicate any questions, concerns, thoughts, and/or feelings about your body.
- There are certain parts of the body that make reproduction possible. Your body is changing to accommodate the possibility of reproduction, but it's recommended to wait, if possible, until you are older so that your body and mind is better able to handle pregnancy and nurture the developing fetus.
- Having sexual intercourse, getting pregnant, and parenting are personal decisions and no one should be pressured or forced into making any of the decisions.
- It is important to communicate with a parent or caregiver, or trusted adult, and medical professional if you are being pressured to have sexual intercourse, or become pregnant.

## Session 4: Possible Consequences

**Purpose:** enable students to think about their future and understand how the responsibility of becoming a parent may positively or negatively impact their future plans and to provide basic facts about Sexually Transmitted Infections (STIs) including modes of transmission, types of STIs, and prevention options (abstinence)

### Objectives:

By the end of this session, students will be able to:

- Understand that becoming a parent at a young age could greatly impact their career/education goals, their friends/social life, finances/money, and daily routines/leisure time.
- Name sexually transmitted infections and possible symptoms
- List ways STIs can be transmitted
- Identify behaviors that can put a person at risk for a sexually transmitted infection

### Key Messages:

- Parenthood is a job that demands a lot of ability and responsibility and a decision that requires careful thought and consideration.
- Sexually transmitted infections are very common among teens. It's important to know the facts to prevent transmission and contraction of sexually transmitted infections.
- Often, there are no symptoms of STIs. Getting tested is key for your health.
- Abstinence is the only sure way to prevent pregnancy and sexually transmitted infections.

## **Session 5: Ask, Listen, Respect**

**Purpose:** to promote healthy communication among youth and for students to understand what consent means in the context of romantic relationships, by breaking down the meaning of consent into smaller pieces and going over each part of the definition piece by piece. This lesson has been adapted from the Facilitator Discussion Guide at [teachconsent.org](http://teachconsent.org).

### **Objectives:**

By the end of this session, students will be able to:

- Define the term “consent”
- Understand how to ask for consent
- Understand what enthusiastic, verbal consent looks like
- Understand how to accept “no” as normal boundary-setting in relationships

### **Key Messages:**

- Consent is a clear and enthusiastic “yes” and is an active, voluntary, and verbal agreement.
- Consent is a process and a conversation and can be withdrawn at any time.
- It is everyone’s responsibility to ensure that they have their partner’s consent before and during physical intimacy.
- Contact with another person’s body, whether sexual or not, must always include consent. No one should touch another without their consent.

## Session 6: Sexting and Relationships

**Purpose:** Most young people aren't prepared for the risks of exploring in this digital age. This session will help students think critically about self-disclosure in relationships and practice how they would respond in a situation where sexting – or a request for sexting– might happen.

This lesson has been adapted from the Sexting and Relationships lesson from the Digital Citizenship Curriculum at commonsense.org.

### Objectives:

By the end of this session, students will be able to:

- Compare the risks and benefits of self-disclosure in relationships
- Identify the risks and potential consequences of sexting
- Use the Feelings and Options thinking routine to consider how to respond in situations where sexting could occur.

### Key Messages:

- Sharing private or personal thoughts and feelings with someone is called self-disclosure. Self disclosure can bring people closer together, but it can also be risky.
- Sexting, a type of self-disclosure, is defined as digital sharing of intimate images or videos with another person. Sexting can be very risky.
- Red-flag feelings are when something happens online or with a device that causes you to feel uncomfortable, worried, sad, or anxious. When you have these feelings online, it's important to slow down, pause, and think about what you're doing.
- Creating sexual pictures of anyone younger than 18 is considered child sex abuse material or child pornography, and is against the law.
- Pictures and messages that were intended to be private can be shared without permission and can lead to cyberbullying and can have many negative effects on self-image, mental health, and relationships.

# Session 7: Abstinence

**Purpose:** to clarify attitudes and beliefs about abstinence in order to make informed decision when setting sexual boundaries with others.

## **Objectives:**

By the end of the session, students will be able to:

- Define sexual abstinence
- Clarify personal attitudes and beliefs about abstinence
- Consider reasons for using and not using abstinence

## **Key Messages:**

- The decision to abstain can be made throughout a person's life.
- Abstinence is a far more complex concept than is often portrayed.
- Being successful in abstaining involves knowing one's own personal boundaries and definition and being able to clearly communicate those boundaries and definitions.