Sexual Orientation and Gender Stereotypes
Grade 8, Lesson #1

Time Needed
40-50 minutes

Student Learning Objectives

The students will be able to...

1. Define ten relevant terms (gender, gender identity, gender expression, sexual orientation, lesbian, gay, bisexual, heterosexual, transgender, cisgender) and the acronym LGBT (Lesbian, Gay, Bisexual, Transgender).
2. Distinguish among facts and common fallacies regarding LGBT people.
3. Describe at least one strategy for working to end anti-LGBT harassment and violence or to otherwise act as an ally to LGBT people.

Agenda

1. Ground Rules.
2. Find the Match activity.
3. Discuss key terms.
4. How to be an ally.
5. LGBT resources.
6. Define “Coming Out”.
7. Questions and lesson close.

Materials Needed

For Classroom:
Term and definition slips
Sam Killermann’s Genderbread Person
Four copies of James’ Story

Activities

1. Ground Rules
   a. ASKING questions is critical to learning.
      i. Students may ask questions aloud, in writing or in private.
      ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.

b. PASSING (choosing not to respond or participate) is every person’s essential right.
   i. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.
   ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.
   iii. Assure students that they also have permission to “pass.”

c. PROTECTING peoples’ feelings is critical to the building of trust.
   i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
   ii. It means respecting others’ rights to disagree.
   iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. LISTENING respectfully is essential.
   i. You deserve it, students deserve it and guest speakers deserve it.

e. ENCOURAGING others to follow these rules ... means positive peer pressure.
   i. Students can gently remind one another of the ground rules.

2. Introduce the Lesson
   a. Ask the class if they know what the acronym “LGBT” stands for.
      i. Explain that today we will be talking about sexual orientation and gender identity, that is, what it means to be gay, lesbian, bisexual, or straight, and what it means to be transgender.
      ii. From now on, I’ll use the acronym LGBT to stand for “lesbian, gay, bisexual and transgender”. We will be learning other terms, too.
   b. Sometimes people may hear the term “Queer” associated with these terms as well.
      i. Explain that Queer is meant to encompass a whole bunch of diverse sexualities and genders. Folk often refer to the Q (standing for queer) as an umbrella term, under which live a whole bunch of identities.
      ii. For today, though, we are going to focus on the core LGB and T, with some additional helpful terms.
   c. Model behavior and attitude for the class:
      i. I want to make sure you understand those words, and a few other terms. Then we will move on to consider discrimination and what people can do to stand up against it.
ii. Like other issues we will discuss with these sexual health lessons, this one has personal meaning to many members of this class.
   1. In any class, there are probably LGB or T students.
   2. There are also students who have close family members or friends who are LGB or T.
   3. And the chances are some people, both gay and straight, have been teased or hurt because of what we just talked about— not being feminine, or masculine enough.
   4. I am going to remember to work hard to protect people’s feelings, and I ask that you all do the same.

iii. There are probably differences in values among us.
   1. Some people here may believe that homosexual behavior is wrong.
   2. Others may think it is no different than heterosexual behavior.
   3. Respecting one another’s differing opinions will be important.

3. Find the Match Activity
   a. Explain to the class that we are going to explore the definitions of some key terms for the day with a matching activity.
   b. Ask them to note the different terms around the room, and tell them that they will be given a card with a definition listed on it.
      i. It is their job to work in pairs to match the definition they are given to the correct term posted in the room.
      ii. Remind them that if they are not sure, that is okay! We have not discussed anything just yet. It is okay to guess if they need to.
   c. Once students have settled under a term, go around the room and ask the groups to read aloud their definitions and correct any that are incorrect.
   d. Once all have found their correct match, ask the class to take a seat and you will elaborate more on the terms.

4. Discuss the Key Terms
   a. Sex Assigned at Birth
      i. When a baby is born, the doctor says the baby is male or female. This is the baby’s sex assigned at birth.
      ii. “Intersex” is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male.
         1. For example, a person might be born appearing to be female on the outside, but having mostly male-typical anatomy on the inside.
         2. Or a person may be born with genitals that seem to be in-between the usual male and female types—for example, a girl
may be born with a noticeably large clitoris, or lacking a vaginal opening, or a boy may be born with a notably small penis, or with a scrotum that is divided so that it has formed more like labia.

3. Or a person may be born with mosaic genetics, so that some of her cells have XX chromosomes and some of them have XY.

iii. Acknowledge that intersex may be a term that people are not familiar with; however, note to the class that people who are intersex are actually quite common!

1. The prevalence of intersex conditions ranges from 1 out of 100 people, to 1 out of 2,000 people.
2. Even if you take the 1 in 2,000 number....That means that intersex individuals are as common as redheads.

b. Sexual Orientation

i. Who a person likes or is sexually or romantically attracted to.
   1. Lesbian or Gay - attracted to own gender.
   2. Bisexual- attracted to more than one gender.
   3. Heterosexual- attracted to another gender.

   a. Make a note to students that “straight” is the slang term for Heterosexual.

   c. Gender Identity

   i. How a person feels on the inside- or their inner sense of self.
   ii. Usually matches physical anatomy and sex assigned at birth.

   1. Cisgender- identity matches body.
   2. Transgender- identity does not match body.

d. Gender Expression

   i. How a person walks talks and acts.
   ii. May change from day to day depending how one feels.

   1. Cisgender- Expression matches cultural expectations.
   2. Transgender- Does not act as society expects a boy or girl to act.

   e. Present the “Genderbread Person” Image to the class to assimilate each vocab word in the description of a single person.

   i. Review some examples of each vocab word, and how it relates to the Genderbread Person.

5. How to Be an Ally

   a. Tell the class we are now going to move into talk about how to be supportive, or an ally, to our classmates, family, friends, anyone, who is LGBT

   b. Describe what an "Ally" is

   i. A person who is a member of the dominant or majority group who works to end the oppression of those in the minority

   ii. Used to describe someone who is supportive of LGBT people
c. Brainstorm with the class what a student could do to act as an ally to LGBT classmates and friends
   i. Speak up
   ii. Be honest
   iii. Be supportive

d. Ask for four volunteers to read one paragraph each. After the first two paragraphs, read the discussion questions to the class.
   i. Give students a moment to think on their own about their answers to the questions, then have them pair up and share their answers with each other.
   ii. Debrief as a large group as time allows, or simply move on to read the final two paragraphs and repeat the process.

1. James is in the eighth grade. Because he has always lived as a boy and feels attracted to other boys, he currently identifies as a gay male. But lately James has been thinking that he might be trans. He doesn’t know any other trans or genderqueer kids, but he would like to meet some and be able to talk with them. He belongs to the GSA (Gay Straight Alliance) at his school and likes going. His dad helps him attend by picking him after meetings. He has friends at school and is close with his family but lately he has been feeling a little lonely.

2. It seems like he doesn’t ever see anyone who is like him. All the gay people on TV are white and James is black, and he never sees a trans person on TV except on talk shows. Although everyone at school is pretty nice, he hears things that worry him. People say “that’s so gay” about everything, and sometimes kids try to make a joke by pretending that they’re gay, talking with a weird voice and walking funny. Teachers don’t ever seem to notice. Recently he told his best friend Samuel how he was feeling. Samuel wants to help him, but isn’t really sure what to do.
   a. How is James feeling now? Is he feeling proud of who he is?
      i. James is feeling lonely, he is wondering if there are other people like him. He may also be feeling sad or maybe confused.
   b. What is helping James feel proud?
      i. He has good support from his dad, he has the GSA and friends at school.
   c. What is getting in the way of James feeling proud?
      i. He doesn’t see people like him, kids at his school seem to make fun of gay people.

3. Samuel asked James if it would be OK for him to talk to his family about James’s situation. He thought his mom might have some good advice. James said it was OK, and he decided to talk to his dad too. James’s dad told him he was proud of him, and that he was sorry to hear that he had been feeling lonely. He had heard that there was a meeting in town for parents with lesbian, gay, bisexual or transgender kids, and he told
James that he would check it out to see if those parents had some ideas and to help James meet kids who might be more like him.

4. Samuel’s mom had heard that there were some events going on for LGBT history month, including an LGBT history exhibit at the library. She suggested that James and Samuel go together to see the exhibit, and offer to volunteer. She reminded Samuel how important it was to be a good friend to James right now, to really listen to him, spend time with him, and speak up if he saw people making anti-gay comments. James and Samuel talked again, and James felt glad to have some good ideas and to have the support of friends and adults in his life.

   i. **How were people helpful to James?**

      1. Samuel’s mom suggested they attend an event to help both Samuel and James learn more about community history.
      2. Samuel’s mom suggested they volunteer for the event.
      3. Samuel’s mom suggested Samuel attend the event with James so that he could show his support for James.
      4. Samuel’s mom suggested he speak up when he sees discrimination.
      5. James’s dad plans to attend a meeting for parents of LGBT kids, so he can connect with that community, and to help his son connect with other kids.

   ii. **If you were James’s friend, what strategy would you have used to help him?**

   iii. **What if James didn’t know any supportive adults or if his town had not had these resources? How would things have been different for him? Do you have any ideas about what he could have done in that situation?**

      1. Things would have been much harder for him. He would probably have continued feeling lonely and might have started to feel worse.
      2. He could talk with other safe adults who might be supportive, like a school counselor a member of his extended family.
      3. He could read books or watch movies with characters who are more like him. If he didn’t know any books or movies, he could ask a librarian for help
      4. He could learn more by reading information from safe websites designed for kids his age.
6. LGBT Resources
   a. Review the list of resources with students and explain what each does.
      i. GLBT National Help Center
         1. Peer support through the GLBT National Hotline and the GLBT National Youth Talkline. Provides online peer counseling, runs a moderated trans teen online talk group, and maintains a collection of resources across the U.S., searchable by zip code and by topic.
      ii. The Trevor Project
         1. A national 24-hour, toll-free suicide prevention hot line designed to serve gay and questioning youth.
      iii. Youth Resource
         1. Information and support for GLBT youth. This site is also a good resource on issues relating

7. “Coming Out”
   a. Ask students if they have ever heard this phrase before, and ask for a volunteer to define it the way they have learned.
   b. Clarify that “Coming Out” (of the closet) if the process by which someone
      i. Accepts and identifies with their gender identity and/or sexual orientation.
      ii. Shares their identity willingly to others.
   c. Sometimes, we talk about coming out as if it were a one-time thing- but it is not.
      i. For most folks, coming out is a series of decisions.
      ii. Sometimes it is a daily thing that LGBTQ people navigate in every new setting they enter.
   d. Share with students some helpful suggestions if they were to have someone come out to them.
      i. Do’s:
         1. Know this is a sign of huge trust!
         2. Check-in on how confidential this is- do other people know? Is it a secret?
         3. Remember that their gender/sexuality is just one dimension of who they are
         4. Show interest and curiosity about this part of them they are sharing with you
         5. Ask them how you can best support them
      ii. Don’ts:
         1. Say “I always knew” or downplay their sharing
         2. Go tell everyone, or brag
         3. Forget that they are still the person you knew and loved before
         4. Ask probing or too personal questions
         5. Assume you know why they came out to you
8. **Answer students’ questions and close lesson**

This lesson is being taught by Central Illinois Pride Health Center. For questions pertaining to the teaching of this specific lesson, please contact CI Pride at cipridehealthcenter@gmail.com

For questions pertaining to the FLASH curriculum itself, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Healthy Relationships
Grade 8, Lesson #2

Time Needed:
40-50 minutes

Student Learning Objectives

The student will be able to ... 

1. Summarize the qualities of a healthy dating relationship.
2. Demonstrate effective strategies to avoid or end an unhealthy relationship.
3. Demonstrate effective communication strategies to prevent, manage or resolve interpersonal conflicts.

Agenda:

1. Ground Rules.
2. Introduce lesson.
3. Group activity- How I Want to Be Treated.
4. Healthy, Unhealthy and Warning Signs of Abuse video and discussion.
5. How to help, where to get help.
6. Answer student questions and close.

Materials

For Students:
How I Want To Be Treated by My Boyfriend or Girlfriend Worksheet

For Class:
OneLove Couplets Videos - http://www.joinonelove.org/couplets

StayTeen Unhealthy Relationship Video- https://www.youtube.com/watch?v=qPR9n0F5Xew

StayTeen Communication Video- https://www.youtube.com/watch?v=T5WuijsLxHE

Activities:

1. Ground Rules
   a. ASKING questions is critical to learning.
i. Students may ask questions aloud, in writing or in private.
ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.

b. PASSING (choosing not to respond or participate) is every person’s essential right.
   i. Acknowledge that sexuality is a personal issue, and that discussing it can feel awkward and embarrassing.
   ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.
   iii. Assure students that they also have permission to “pass.”

c. PROTECTING peoples’ feelings is critical to the building of trust.
   i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
   ii. It means respecting others’ rights to disagree.
   iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. LISTENING respectfully is essential.
   i. You deserve it, students deserve it and guest speakers deserve it.

e. ENCOURAGING others to follow these rules ... means positive peer pressure.
   i. Students can gently remind one another of the ground rules.

2. Introduce lesson
   a. Today we are going to talk more about relationships: how to have healthy and happy relationships, how someone might recognize if they are in an unhealthy relationship, and what kinds of communication skills can help us have the relationships we want.

3. Conduct group activity
   a. Have students complete the How I Want To Be Treated by My Boyfriend or Girlfriend worksheet by circling the 5 most important words that represent how they would like to be treated by a partner, and writing why their number 1 quality is most important to them.
   b. If students ask if they can add things to the list, let them know they can add a quality, but, for the sake of this activity, they cannot choose it as their number 1 quality.
   c. This worksheet has a list of ways you may want to be treated by a dating partner, whether current or future partner.
d. Looking at this list, think about which ones are most important to you. Circle the five that are most important to you.

e. You may want to wait a couple minutes to allow students time to circle their top 5 before moving onto the next instruction.

f. Then, choose your top item, the one you think is the most important quality or attribute of a boyfriend or girlfriend.

g. Write a brief explanation about it on the bottom of your worksheet. Try to be specific about why that is the most important way that you want to be treated.

h. Ask students to circulate around the room and write their initials on each piece of paper that has one of the top-5 qualities they selected on the worksheet, and then go stand by the paper with their number 1 quality.

i. You’ll notice that there is a sign for each of the qualities listed on the worksheet.

j. I’d like you to go sign your name on each of the 5 signs for the qualities you selected, and then go stand by your number 1 quality.

k. Lead a discussion about why students chose their number 1 quality and how that quality looks in a relationship.

l. Conclude by discussing which quality they think is most important for them to show to a person they are dating.

i. It’s always interesting for me to see all the different opinions and values in the room. Obviously this is about personal preferences and there are no right or wrong answers here. I would love to hear from some of you why you picked your number 1 quality.

1. Why did you choose ______ (or whatever a popular quality was)

2. Did anyone else choose respect for a different reason?

3. How can people show their dating partners that they respect them?

4. What are some disrespectful things a boyfriend or girlfriend might do?

5. Continue in this manner until all groups have shared.

ii. Now out of all the qualities we just discussed, think about which one is most important for the way you would treat a boyfriend or girlfriend. Would that number 1 quality be the same or different? Go to that sign now, or stay put if it’s the same.

m. Once all students are in place, ask volunteers to share why they moved or why they stayed with the same quality.

i. It sounds like you all know how you would like to be treated in your relationships, which is so important.

ii. In fact, sometimes people don’t know what they want, which makes it harder to have a happy and healthy relationship.

iii. People have choices about which they choose to date and it’s good to know what’s important to you.

iv. People also have choices in how they treat the person they are dating.

v. I am really glad to see that so many of you are already thinking about what’s important to you in that area too.
n. List and discuss the warning signs of an abusive relationship compared to an unhealthy relationship
   i. Ask to the students to brainstorm their ideas first, then provide answers.

4. Healthy, Unhealthy and Abusive Warning Signs Video and Discussion
   a. Show students One Love Foundation video compilation
      i. http://www.joinonelove.org/couplets (not all clips included in lesson)
   b. Discuss what different warning signs they observed
      i. What was love? What was “not love”?
   c. Share OneLove Foundation’s Campaign- OK for Pets, Not OK for Partners
      i. Ask students to clarify why these types of behaviors are not okay for partners.
         1. “I destroy things when I’m angry.”
         2. “Don’t you dare walk away from me.”
         3. “No boundaries.”
         4. “Dogs go on leashes when going out, not boyfriends.”
         5. “I can see your every move.”
      ii. See if the class has any suggestions for similar behaviors that are okay for pets, but not okay for partners to behave like.
   d. Explain that now students are going to analyze healthy versus unhealthy characteristics with a mental quiz.
      i. Healthy:
      ii. Warning Signs:
   e. Now discuss with students why some people may get into unhealthy relationships
      i. What are their thoughts and opinions?
      ii. Play video from StayTeen with teen opinions on the matter
      iii. https://www.youtube.com/watch?v=qPR9n0F5Xew
          1. Ask students how they might help a friend in this situation

5. How to Help, Where to Get Help
   a. Share resources for people who may be in danger and in an abusive relationship
      i. If you are in immediate danger, always call 9-1-1.
      ii. Remember to save any evidence such as text messages, e-mails, photos or unwanted gifts.
      iii. Write down the times, dates and places that incidents occur.
   b. Share other ways that someone can get help.
      i. Talk to a trusted adult.
      ii. Chat with experts from LoveIsRespect.org for free, confidential help.
      iii. Or call the Peoria Center for Prevention of Abuse at 1-800-559-SAFE.
      iv. Recognize and identify signs of healthy and unhealthy relationships.
      v. Choose friends and significant others wisely.
c. Discuss ways that friends may be able to help if they are concerned for their loved ones.
   i. Helpful tips:
      1. Listen.
      2. Believe your friend.
      3. Show that you care.
      4. Reassure your friend that it’s not their fault.
      5. Respect your friend’s privacy - but encourage them to tell an adult.
   ii. Discuss how to help if your friend is actually the abuser, and not the abused.

d. Refer to bottom line statements that should be reinforced in every relationship, and discuss with students what problems may arise if these bottom line agreements are missing in a relationship.
   i. You can’t tell if someone has HIV or other STDs by looking.
   ii. The only way to know if you have HIV or another STI is to get tested.
   iii. It's important to always use a condom when you have sex.
   iv. It’s important for a guy and girl to use birth control if they are having sex with each other but aren’t ready for a pregnancy.
   v. It’s important for both partners to be responsible for birth control and STI protection.
   vi. It’s never OK to hurt your partner physically or sexually.
   vii. In healthy relationships, people treat their partners with respect and fairness.
   viii. It’s important to respect someone else’s decision to choose abstinence.
   ix. It is never OK to trick or pressure someone into sexual activity.
   x. It’s never OK to have sex with people who are drunk, high or asleep because they can’t consent.

6. Answer Student Questions and Close Lesson.

For questions pertaining to this specific lesson, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Testing for HIV and Other STIs
Grade 8, Lesson #3

Time Needed
40-50 minutes

Student Learning Objectives

The students will be able to...

1. Access valid and reliable information about local STI and HIV testing and treatment services.
2. Explain the importance of testing for STIs, including HIV, if sexually active.
3. Advocate for sexually active youth to get testing and treatment for STIs, including HIV.
4. Use strategies to overcome barriers to testing for STIs, including HIV.

Agenda

1. Introduce lesson and review ground rules.
2. HIV pop quiz.
3. Review two main types of STIs.
4. Discuss local sexual health resource list.
5. Explain what steps to take concerning STIs and testing.
6. Peer educating and giving advice.
7. Answer student questions.

Materials Needed

For Classroom:
- HIV Pop Quiz question sheet
- Local Sexual Health Resource List
- Lena’s story

Activities

1. Introduce Lesson and Review Ground Rules
   a. Tell students that today we will be focusing on where teens can get tested for HIV and other STIs in our community. We’ll also work on how to help a friend who needs to get tested. As you know, the only way for people to know for sure that they have HIV or another STI is to get tested.
   b. Remind students to talk respectfully about his topic- the goal is to help people seek testing and treatment. This is a very common experience. Feeling embarrassed or judged makes it harder to get medical help.
c. **Ground Rules**

i. **ASKING** questions is critical to learning.
   1. Students may ask questions aloud, in writing or in private.
   2. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
   3. Any question is a good question, even if they cannot think of the medical/standard term for something.
   4. Students should try to use medical/standard words, but it is better to ask a question using slang or baby-talk than not to ask it at all.

ii. **PASSING** (choosing not to respond or participate) is every person’s essential right.
   1. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.
   2. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit-setting.
   3. Assure students that they also have permission to “pass.”

iii. **PROTECTING** peoples’ feelings is critical to the building of trust.
   1. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
   2. It means respecting others’ rights to disagree.
   3. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

iv. **LISTENING** respectfully is essential.
   1. You deserve it, students deserve it and guest speakers deserve it.

v. **ENCOURAGING** others to follow these rules ... means positive peer pressure.
   1. Students can gently remind one another of the ground rules.

2. **HIV Pop Quiz**

a. Introduce the HIV Pop Quiz- students will compete on two teams to answer True/False statements about HIV. They will have to write their responses on the board (or on a piece of paper at the front of the room- you could tape it up or put it on a desk).

b. Students can decline to participate if they do not wish to play, but each student on a team who wants to play needs to go at least once before other students may go twice.

c. The answer must be a fully written “True” or “False” in order to get a point, and the teacher has the final say on points.
3. **Review Two Main Types of STIs**
   a. You may remember that there are different kinds of sexually transmitted infections a person can get. Most of them fall under one of two types, or different kinds of germs.
   b. **Bacterial STIs**
      i. These are infections caused by bacteria. They are curable if they are recognized.
      ii. Some examples include: Chlamydia, Gonorrhea, and Syphilis.
      iii. It is important to note that even if someone takes medication and rids their body of this kind of infection, they can get re-infected! The medicine kills the bacteria in your body, but does not make you immune to future infections.
   c. **Viral STIs**
      i. These are infections caused by viruses. They are treatable but not curable.
         1. Ask the class if anyone knows what the difference between treatable and curable means.
      ii. Some examples include: Herpes, HPV, HIV, and Hepatitis B and C.
      iii. These infections will stay in a person’s body for their whole life; however, if someone is taking their medication, they can help to manage their symptoms. Every infection is different and can affect a person’s body differently.

4. **Discuss Local Sexual Health Resource List**
   a. Ask students if they are familiar with any places in Peoria that a person can go and get an STI test.
   b. Pass out the *Local Sexual Health Resource List* to all students and review the list with them, highlighting locations of STI testing in our community.
   c. Ask students a few clarifying questions:
      i. Where can someone get tested for HIV?
      ii. Could a person get a pregnancy test and an STI test in the same place?
      iii. Do all of these resources offer testing?
      iv. How old do you have to be to get tested?
      v. Has anyone heard of any of these places?

5. **Explain What Steps to Take**
   a. Ask students what are the three most important things a person should do if they think they have an STI?
      i. Go to a doctor. Note: Also acceptable answers: “go to a clinic,” “get a check-up.”
         1. Important to add: People need to ask the doctor or other provider what infections she tested them for and the results for each STI that was tested. If the result of one STI test is negative, it doesn’t
mean that other results are negative as well or that the person was tested for every possible STI.

ii. Tell their partners. Note: That means anyone with whom he or she has had sex ... and encourages them to get tested, too.

1. Important to add: If there is a power difference between the two people (like if the boyfriend or girlfriend is a lot older), or if the boyfriend or girlfriend has been violent in the past, or if it’s just too scary to talk with them about the fact that they might have an infection, there are people at Public Health who can talk with a person’s partner for them. And they don’t say the name of the person who suggested they call.

iii. Stop having sex until a doctor says it’s OK. Note: Sometimes a person needs to be retested to make sure the medicine worked, even for those that are curable.

b. Discuss with students what to expect when getting tested.

i. Tell students that many standard STI tests are done using a urine sample. Some examples of STIs that can be tested this way would be Chlamydia and Gonorrhea.

ii. Other STIs may require a sample of blood, like HIV, Genital Herpes, or Syphilis.

iii. If there are signs of an infection, doctors can swab that area or discharge from that area. This would include not just genitals, but the mouth or the anus as well.

iv. It is very important to talk to your doctor about all the types of sex you are having; if you had oral or anal sex, these sites may be infected but a urine sample or genital swab may not be positive for that infection.

1. Remember: everything you discuss with the doctor is confidential, which means that information stays between you and your doctor alone.

6. Peer Educating and Giving Advice

a. Inform students that the way we talk about sexual health matters, and we can only make a difference if we are willing to talk about it.

i. Negative words and feelings about STIs are common, and a great picture of our attitude about the topic.

1. What are some ways to remove this negativity, or people’s fears and embarrassment about STIs and getting tested?

ii. We have the factual information to empower ourselves and others. Let’s review what we know.

1. Signs and symptoms of STIs
2. Steps to take if you think you have an STI
3. Where to go to get tested
4. What to expect when getting tested
5. Attitudes can be a huge barrier to people making healthy choices

b. Introduce the small group peer education activity.
   i. Have students work in groups of 2-3.
   ii. Lead an exercise in which the class helps a fictional student gain skills and comfort with going for an STI test.
      1. Read the scenario aloud to the class and pass out pieces of paper for students to come up with a response on for what they would say to Lena.
      2. Tell students to write as if they are talking directly to Lena, using the information they learned in today’s lesson.
      3. After students have completed their scripts, have volunteers share their scripts with the class. Students should give their answers as though they are talking directly to Lena.
      4. If they use scare tactics or judgement, redirect them to a more positive approach.
   iii. Scenario:
      1. Your friend Lena opened up to you and said they were just told by the person they used to have sex with that they need to get tested for chlamydia. Your friend says they feel fine and have no symptoms. BUT, they understand that the only way to know for sure is to get tested, and they want to get it done. Your friend has never gone to a clinic for sexual healthcare services. They aren’t sure where to go or who to call. They could use a friend to help.
         a. Start by saying something supportive to your friend. Be sure to avoid judgment or scare tactics.
         b. Next, give your friend some helpful facts. Use information you learned in today and yesterday’s lesson.
         c. Conclude by offering to help in some way.
            i. You could drive to the clinic, go with her for support, help her look up other information, ask her what you can do to help, etc.

7. Answer Students’ Questions and Close Lesson
   a. Hopefully these lessons taught you something new and you now feel equipped with the tools and skills- the knowledge you’ve gained- to make healthy decisions!
b. Just simply having the knowledge, though, doesn’t cut it; we know, as we showed today, our attitudes reflect nearly everything we do. Because when talking about sexual health...

i. Attitude is everything. Our attitudes guide our behavior. Our behavior is the decisions we make. The decisions we make come with consequences. We live the consequences of our decisions. Our life, our future, depends on our attitude in being able to talk about sexual health!

For questions pertaining to this specific lesson, please contact Central Illinois Friends at Chris.Wade@centralillinoisfriends.org

For questions pertaining to the FLASH curriculum itself, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Condoms to Prevent Pregnancy, HIV and Other STIs
Grade 8, Lesson #4

Time Needed
40-50 minutes

Student Learning Objectives

The students will be able to...
1. Describe how condoms can reduce the risk of HIV and other STDs.
2. Describe how condoms can reduce the risk of pregnancy.
3. Describe the steps to using a condom correctly.

Agenda

1. Introduce lesson and review Ground Rules.
2. Refresh on Local Sexual Health Resource List
3. Brainstorm the benefits on condom use.
4. Review relationship between condoms and STI prevention.
6. Discuss condoms and demonstrate steps to correct usage.
7. Discuss barriers to using condoms.
8. Answer student questions and close.

Materials Needed
For Classroom:
Local Sexual Health Resource List
Condom Line-Up Cards
Condom Scenarios

Activities

1. Introduce Lesson and Review Ground Rules
   a. Tell students that today we will be focusing our time discussing condoms and their ability to reduce the risk of not only pregnancy, but STIs and HIV as well.
   b. Remind them that some of today will be a review, but some information may be new to them.
   c. Ground Rules
      i. ASKING questions is critical to learning.
         1. Students may ask questions aloud, in writing or in private.
2. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
3. Any question is a good question, even if they cannot think of the medical/standard term for something.
4. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.

   ii. **PASSING** (choosing not to respond or participate) is every person’s essential right.
      1. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.
      2. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.
      3. Assure students that they also have permission to “pass.”

   iii. **PROTECTING** peoples’ feelings is critical to the building of trust.
      1. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
      2. It means respecting others’ rights to disagree.
      3. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

   iv. **LISTENING** respectfully is essential.
      1. You deserve it, students deserve it and guest speakers deserve it.

   v. **ENCOURAGING** others to follow these rules ... means positive peer pressure.
      1. Students can gently remind one another of the ground rules.

2. **Refresh on Local Sexual Health Resource List**
   a. Ask students if they remembered their resource lists- review list with the class.
   b. Ask students where a person could get condoms in our community.

3. **Brainstorm the Benefits of Condom Use**
   a. Emphasize the benefits of condom use, beyond what is typically known.
      i. A condom is a thin, stretchy piece of rubber made to fit over a penis to prevent pregnancy and STDs.
         1. They are used for vaginal, anal or oral sex with a penis.
         2. They work by catching the semen inside the condom, so neither person gets the other person’s fluids in their body.
      ii. It’s important for everyone to learn how to use condoms whether they need the information now or won’t need it until the future.
1. It’s important even if people think they will never need condoms.
2. Why would someone need to learn about condoms even if they think they will never need them?
   a. Right, so they can help educate their friends and family about them.
iii. Could I get a few volunteers to share some of the benefits of condoms?
   Why would people choose to use condoms?
   1. Using condoms helps prevent pregnancy
   2. Using condoms helps a person not get or give an STD
   3. Using a condom helps show care and concern for your partner
   4. Using a condom shows that you are mature
   5. Condoms are birth control that men can use
   6. Because condoms are easy to get
   7. Because condoms are free or cheap
iv. That’s right—there are a lot of reasons condoms are a good choice for teens. That’s probably why so many teens use them.
   1. Can you guess what percent of sexually active teen couples have used condoms?
      a. Actually, over 95% of sexually active teen couples have used condoms for vaginal sex.

4. Review Relationship Between Condoms and STI Prevention
   a. How can a person reduce their risk of giving or getting an STI?
      i. Abstinence
      ii. Using condoms every time- Oral, anal, vaginal sex
      iii. Not sharing needles
      iv. Getting tested regularly
      v. Empower yourself- use your knowledge!
      vi. If someone thinks they have an STI, they should stop having sex, and go get tested
         1. How would someone “think” they have an STI, especially if they don’t have symptoms?
   b. Discuss current community rates of STIs with the class.
      i. Ask the class to review and analyze the data presented, and ask them what kind of impact this information has.

5. Condom Line Up Activity
   a. The best ways to avoid getting or giving an STI is not to have sex, or to use a condom every time if a person does have sex.
b. If people choose to use condoms, it’s important that they know the correct way to use one, so we’re going to take a few moments now to learn the steps to proper condom use.

c. Ask for 10 student volunteers to work together to put the condom step cards in the correct order.
   i. Allow the class to offer feedback before discussing the correct steps.
   ii. Further explain each step to the class.

6. **Discuss Condoms and Demonstrate Steps to Correct Usage**
   a. The male condom, also known as the external condom, is a sheath made from polyurethane, latex, or polyisoprene that covers the penis during sexual intercourse.
      i. There are many types and brands of male condoms available.
      ii. They vary in shape, color, size, texture and flavor.
   b. The female condom, also known as the internal or insertive condom, is a pouch made of polyurethane or a synthetic latex material called nitrile.
      i. The pouch is open at one end and closed at the other end. It has a flexible ring at both ends.
      ii. The ring at the closed end is used to insert the condom into the vagina and hold it in place.
      iii. The ring at the open end of the pouch remains outside of the vagina and covers the external parts of the female genitalia.
      iv. There are only two types of female condoms available. The difference is in the material used.
         1. The FC1 condom is made of polyurethane, and a cheaper version, called the FC2, is made of nitrile.
   c. Studies suggest *female* condoms are equally effective as male condoms in reducing the vaginal transmission of STIs.
      i. Female condoms may provide more protection than male condoms against STIs transmitted through skin–skin contact.
      ii. This is because they cover more parts of the body that can become infected, or are infected, by STIs.
   d. Effectiveness of condoms may depend on how the STI is transmitted.
   e. Condoms do not completely cover all parts of the body that can become infected, or are infected, by STIs that are primarily transmitted through skin–skin contact (such as herpes, syphilis and genital warts).
      i. Therefore, condoms may be less protective against these STIs compared to those that are transmitted through contact with infected fluids.
   f. Do condom demonstration for the class.

7. **Discuss Barriers to Using Condoms**
a. Present various barriers described by youth/young adults as to why they do not use condoms, and ask the class to come up with solutions to each barrier described.
   i. Divide the class into 4 to 8 groups and present each group with a scenario that presents different barriers.
      1. Aiden wants to use condoms, but he feels embarrassed to go to the store to buy them, and embarrassed about what his friends will think if he has condoms. Do you have any ideas about how Aiden can overcome these problems so that he can use condoms?
      2. Savannah wants to use condoms, but she doesn’t know how to bring up the subject with her boyfriend. Give Savannah two pieces of advice: How can she tell her boyfriend she wants to use condoms? What should she do if he doesn’t want to use condoms?
      3. CJ believes in using a condom every time. But, CJ has not always had a condom available when needed. What ideas do you have that would help CJ always have a condom available?
      4. James isn’t planning to have sex until he is much older, but it doesn’t seem to him like sex with a condom would feel very good. Once James starts having sex, what solutions can you think of to help him with this concern?
   ii. Break the scenarios into barrier categories, and discuss what solutions each group came up with.
      1. Embarrassed about condoms.
      2. Do not know how to talk about condoms.
      3. Partner won’t use them.
      4. Do not have them when they are needed.
      5. Sex “won’t feel good” with it on.

8. Answer Student Questions and Close

For questions pertaining to the FLASH curriculum itself, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Birth Control Methods
Grade 8, Lesson #5

Time Needed
40-50 minutes

Student Learning Objectives
The students will be able to...

1. Describe how birth control methods can reduce the risk of pregnancy.
2. Define emergency contraception and its use.
3. Describe the benefits of birth control methods.
4. Identify resources for reproductive and sexual healthcare services.

Agenda

1. Ground Rules.
2. Review the process of human reproduction and pregnancy.
3. Discuss relevance of birth control.
4. The Truth About Birth Control activity.
5. Local Sexual Health Resource List.
6. Review important facts about birth control.
7. Answer student questions and close.

Materials Needed
For Classroom:
How Does a Pregnancy Happen video
https://www.youtube.com/watch?v=n04NPtZI4QQ
Local Sexual Health Resource List
Birth Control Fact Sheets

Activities

1. Introduce Lesson and Review Ground Rules
   a. Ground Rules
      i. **ASKING** questions is critical to learning.
         1. Students may ask questions aloud, in writing or in private.
         2. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
         3. Any question is a good question, even if they cannot think of the medical/standard term for something.
4. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.

ii. PASSING (choosing not to respond or participate) is every person’s essential right.
   1. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.
   2. Admit that you may occasionally decline to answer a personal or embarrassing question … this models the important skills of limit—setting.
   3. Assure students that they also have permission to “pass.”

iii. PROTECTING peoples’ feelings is critical to the building of trust.
   1. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
   2. It means respecting others’ rights to disagree.
   3. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

iv. LISTENING respectfully is essential.
   1. You deserve it, students deserve it and guest speakers deserve it.

v. ENCOURAGING others to follow these rules … means positive peer pressure.
   1. Students can gently remind one another of the ground rules.

   a. Remind students of their past lessons discussing human reproduction and pregnancy, and ask the class some review questions.
      i. What are the two sex cells called?
      ii. What happens during fertilization?
      iii. Where does a fetus grow and develop?
   b. Review how a pregnancy happens with a video, and take any questions before moving on.
      i. https://www.youtube.com/watch?v=n04NPtZI4QQ
      ii. Following the video, ask students how does BC prevent pregnancy?

3. Discuss Relevance of Birth Control
   a. Today we’re learning about birth control, which is an important way to prevent pregnancy for people who are having vaginal sex, or penis into vagina sex.
      i. I want to point out that this lesson is for everybody—people who are having vaginal sex now or who will in the future, and teens of all sexual orientations and genders.
ii. Even if someone won’t ever need birth control, learning about it now will help them act as health educators for their friends and families on this important topic.

iii. Some students need to know how to prevent pregnancy right now because they’re having vaginal intercourse, or they will in the next few years.

iv. Even if people won’t ever need birth control, learning about it will help them act as health educators for their friends and families.

4. The Truth About Birth Control Activity
   a. Explain the activity to the class.
      i. We’re going to be working in small groups today.
      ii. After I break you into groups, each group will be assigned a method of birth control and will be given a folder with some information about that birth control method.
      iii. You will all need to learn about the method assigned to your group so that you can answer questions about it.
         1. You will especially need to learn the name and how it is used.
         2. We will be using this information for a class activity.
   b. In this activity, students stay in their small groups.
   c. The teacher will read a statement.
      i. If the small group thinks the statement is true for their method, they raise their sign.
      ii. Before moving to the next statement, the teacher makes sure students are holding up the correct method signs and covers talking points related to the statement.

5. High Local Sexual Health Resource List
   a. Ask students to identify where a person can access birth control in our community.

6. Review Important Facts about Birth Control
   a. In their working groups, ask students to come up with the number one, best thing about their method that they think everyone should know.
   b. Give students a few minutes to decide, and have the class share their opinions before closing the lesson.

7. Answer Student Questions and Close

For questions pertaining to the FLASH curriculum itself, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Sexual Harassment Through Technology
8th Grade, Lesson 6

Time Needed:
45-60 minutes

Student Learning Objectives
Keeping My Body Safe aims to instill in each child the following:
- Body Safety Rules
- Trust feelings when making decisions about sharing bodies (inner voice/instincts)
- Child abuse is not a child’s fault

New Topics Introduced in This Lesson
- Sexual harassment and the variations
- The dangers of technology and sexual harassment
- Consent and rape law information
- Healthy dating characteristics
- Protecting yourself from technological harassment

Materials
- PowerPoint with notes pages
- Evaluations
- Pencils

Lesson Outline
1) Introduction
   a) Introduce self and agency
   b) Introduce today’s topic

2) Quick Recap of Previous Lessons

3) Definition and Types of Sexual Harassment

4) Body Safety Rules

5) Introduce Concepts/Video

6) Other forms of Sexual Harassment

7) How does technology make harassment easier

8) Play Video and discuss

9) Protecting Yourself
   a) Consent and rape law information
   b) Healthy dating characteristics

10) Bystanders

11) Quick Review of Concept

For more information or scheduling regarding Erin’s Law or Child Sexual Abuse Prevention education, please call: 309-691-0551 or visit our website at: www.centerforpreventionofabuse.org
For more information or scheduling regarding Erin’s Law or Child Sexual Abuse Prevention education, please call: 309-691-0551 or visit our website at: [www.centerforpreventionofabuse.org](http://www.centerforpreventionofabuse.org)