Comprehensive Sex Education

Unit 1: Decision Making, Marriage and Parenting

Name: ________________________________

Period: ______

Unit Test Date: ________________

Family Written Report Due Date: ________________

Packet Score: _____/_____

Comprehensive Sex Education
Unit 1 Study Guide

Part I: Essential concepts and skills:

1. Identify the warning signs of an abusive relationship and suggestions for prevention.

2. Explain the steps to take in the case of sexual assault and suggestions for prevention.

3. Define sexual harassment and explain the steps to take if sexual harassment happens to you.

4. Discuss reasons supporting abstinence from sexual activity until marriage. (physical, emotional, relational, personal)

5. Identify and demonstrate effective refusal skills and communication in relationships using the STAR method.

Part II

6. Define the following terms: rape/sexual assault, consent, sexual abuse, physical abuse, sexual harassment.

7. Define and apply the steps of the decision making process using teen pregnancy as an example.


9. Identify cases of sexual harassment.
Comprehensive Sexual Health/HIV/AIDS Education
COURSE OUTLINE

**Philosophy Statement:**
The Whitney High School Comprehensive Sexual Health/HIV/AIDS curriculum will present factual information based on current scientific evidence which empowers the student to follow a course of abstinence and other healthy sexual attitudes and behaviors, recognizing the family is the primary provider of sex education.

**Unit 1**
**Decision Making/Relationships/Marriage and Parenting**

1. Decision Making, Self-worth
2. Love and infatuation, dating, and friendship
3. Conflict resolution, communication, and refusal skills
4. Sexual violence: sexual assault, sexual harassment
5. Types of families
6. Characteristics of a successful marriage
7. Characteristics of successful parents
8. Responsibilities of parenting
9. Adoption
10. Teenage pregnancy and parenting
    a. statistics, consequences, options, child support

**Unit 2**
**Anatomy and Physiology, Reproductive Process, & Fetal Development**

1. Male reproductive system
2. Female reproductive system
   a. Menstruation and ovulation
3. Conception
4. Determining pregnancy
5. Fetal development and abortion
6. Prenatal care
7. Drugs and pregnancy
8. Labor and delivery
9. Congenital and hereditary diseases

**Unit 3**
**Sexual Health Care, STDs, & Pregnancy Prevention**

1. Disorders of the male and female reproductive systems
   a. Breast and testicular self examinations, annual exams
2. Maintaining sexual health
   a. Community resources
3. Sexually Transmitted Disease/HIV Prevention
4. Pregnancy prevention
   a. Abstinence - 100%
   b. Birth control methods: description, effectiveness
GROUND RULES FOR FAMILY LIFE

The following ground rules will help build trust and help develop an "environment" in which people feel free to express themselves without fear of interruption or ridicule.

Respect Others
- Each person has a right to say what they think and feel comfortable sharing.
- Listen to each other and show respect for each person. You do not have to agree with someone to accept them and show respect for them.

Speak for Yourself
- Say what you think or feel. But do not try to speak for others.
- Avoid phrases like "we...", "people always...", "Everyone knows..."

Avoid Put-Downs
- Verbal put-downs hurt people, even when they laugh and appear to not be bothered. Put-downs are often contagious and get thrown back.
- Non-verbal put-downs also hurt. These can include facial expressions, gestures, side conversations, etc.

You have the Option to Pass
- In discussions everyone participates. But everyone does not have to share their thoughts or feelings on every question.
- Everyone is free to pass.

Get Support from Others
- In class discussions, we will not decide what is right and what is wrong. We will only discuss the facts and all aspects of an issue. It is up to each person to discuss ethics and values with parents, guardians, religious leaders, and other trusted adults to decide what is right for himself or herself.

Throughout this course I will follow the ground rules for family life. I will protect my rights and the rights of my classmates by coming to class each day with and open mind and respect for all others.

Student Signature: ____________________________________________

Parent Signature: ____________________________________ Date: __________

* Return to class signed for credit.
The majority of teens in the United States practice abstinence.
59.4% of males and females ages 15-17 have never had sexual intercourse. (1995)
62% of females and 57% of males ages 15-17 have never had sexual intercourse. (1995)
CDC Vital and Health Statistics Series 23, Number 21, May 2002

GOOD REASONS TO CHOOSE ABSTINENCE

MEDICAL REASONS

* Abstinence is the only method of birth control that is a 100% effective and 100% free of side effects.
* Abstinence virtually eliminates the risk of unwanted pregnancy. ("Virtually" because pregnancy can occur without sexual intercourse if sperm is ejaculated near the entrance to the vagina during heavy petting.)
* Abstinence virtually eliminates the risk of contracting herpes, gonorrhea, and other sexually transmissible diseases. (STDs can be passed by sexual contact with an infected person through contact of any mucous membranes or saliva.)
* Abstinence virtually reduces the risk of cervical cancer. Cancer researchers are now suggesting a connection between early sexual activity, multiple sexual partners, and increased incidence of cervical cancer.

RELATIONSHIP REASONS

Many couples find that delaying sexual intercourse contributes in a positive way to their relationship.
* Abstaining allows a couple time to develop a deeper friendship. They may spend more time talking, building mutual interests, sharing their good times with other friends, and establishing an intimacy that is other than sexual.
* Abstaining can be a test of love. Counter to the old line "you would if you loved me," abstinence can allow time to test the endurance of love beyond the first attraction and before having sexual intercourse.
* Abstaining contributes to teaching people to be better lovers; to explore a wide range of ways to express love and sexual feelings.

PERSONAL REASONS

* Abstinence is one sign of real emotional maturity and integrity. Many young women and men report feeling pressured into having sexual intercourse before they are ready. It requires maturity and honesty to be able to resist the pressure of someone you love in order to make a decision that is consistent with personal, religious, and ethical values and needs.
Homework Assignment:
What Makes a Healthy, Successful, Long Term Relationship?

Directions: List what you consider to be the 5 most important qualities, characteristics, or attributes of a healthy, successful, long term relationship (like a marriage) and describe why these would be the most important. (Example: love, commitment, friendship, same religion, similar values, etc)

1.

2.

3.

4.

5.

NEXT: Have your parent(s) do the same thing below. THEN: talk with your parent(s) about how your lists are similar or different. Determine if either of you would change anything about your lists and why. THEN: write at least one half page (on the back of this paper) on how and why your list is similar or different from your parent(s) and what insights you may have learned from their experience.

1.

2.

3.

4.

5.

FINALLY: Parent Signature here ____________________________ C.Hicks '99
Checklist for Choosing a Mate

What qualities are really important to you in looking for a partner or mate? Read the list below and make checks by those characteristics that you consider most important.

- flexible
- creative
- romantic
- good companion
- well educated
- wants children
- expresses feelings
- good health
- religious
- from a good family
- kind
- aggressive
- listens well
- decisive

- sensitive
- sure of own values
- tolerant
- no hereditary diseases
- intelligent
- neat and orderly
- honest
- loyal
- exciting personality
- athletic
- sexy
- possessive
- ambitious
- physically attractive

- interesting
- responsible
- sense of humor
- hard worker
- flirtatious
- fun-loving
- risk taker
- jealous
- nonsmoker
- careful
- affectionate
- friendly
- same religion
- avoids drugs/alcohol

From the qualities you checked, choose the four that you think are most important. List them below and explain why you chose them.

First choice: _____________________________

Second choice: ___________________________

Third choice: _____________________________

Fourth choice: ___________________________

Look at the characteristics of a successful marriage in Figure 6-15 on page 136 of your textbook. Which of your four choices most closely match those characteristics? Explain why.

__________________________________________________________________________
The Decision Making Process

Step 1: Define the problem:
A teenage couple decided to become sexually active and they go pregnant.

Step 2: Explore the alternatives:
1. 
2. 
3. 

Step 3: Consider the consequences:

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Negative Consequences</th>
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</thead>
<tbody>
<tr>
<td>Alternative 1</td>
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<td></td>
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<td>Alternative 2</td>
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<tr>
<td>Alternative 3</td>
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Step 4: Identify your values:
What values do you have that would help you make the best decision? Be sure you make a decision consistent with your own values.

Step 5: Decide and act:
What would you do if in this situation?

Step 6: Evaluate the results:
Would you do the same thing again?
Chapter 5 Notes- You and Your Family

The Family & Social Health:
- Relationship:
- Why are families & relationships important?

The Changing Family:
- What are the 3 major factors affecting today’s changing family? How is each factor affecting today’s family?
  1. More women in the workforce
  2. High divorce rate
  3. Postponing marriage & parenting

Family Forms:
Nuclear Family:
- Adoption:
- Example-

Single-Parent Family:
- Example-

Extended Family:
- Example-

Blended Family:
- Example-

Foster Family:
- Example-

Other Family Forms:
- Example-
**Responsibilities Within The Family** (Explain the responsibilities of each group listed)

**Adults' Responsibilities:**

- Socialization - The process of teaching children to behave in a way that is acceptable to the family and to society.

**Children's Responsibilities:**

- 
- 
- 
- 

**Shared Responsibilities:**

- 
- 

**Family Stress -** Divorce, drug abuse, financial problems, and family violence are some of the causes of family stress.

**Separation & Divorce:**

- 
- 
- 

**Drug Abuse:**

- 
- 

**Financial Problems:**

- 

Family Violence
Physical Abuse-

Sexual Abuse-

• Typically the adult is someone the child know well.

Emotional Abuse-

• Emotional neglect- the failure of parents to give their child love and emotional support.

Runaways-

• Most runaways encounter serious problems while out on their own.

Skills for Solving Family Problems- Family members must learn how to resolve conflicts, express emotions, and use decision-making techniques.

• Resolving Conflicts- When resolving conflicts, family members need to talk openly, honestly, and lovingly, with the idea of learning from one another.
• Good communication skills are the keys to conflict resolution. Saying what you mean, listening to others, and voicing disagreement respectfully are important for good communication.

• Expressing Emotions
• Learning to express emotions constructively is important for communication and problem solving.

• Using Decision-Making Skills
• Families that are successful at resolving conflicts and finding solutions to problems frequently use decision-making skills. These skills involve choosing between two or more alternatives.

• Help For the Family
• Support Groups- A network of people who help each other cope with a particular problem.
  • Group members learn from one another rather than from a group leader.
  • They learn how to express their emotions in a positive way and how to deal effectively with their problems.
  • Examples- Al-Anon, Al-Ateen
• Family Agencies- Public and private agencies which offer services such as counseling, education about family life and teen parenting, and pregnancy services.
  • Examples- welfare, child protective services, etc.
• Family Therapy- Counseling or therapy for troubled families.
  • Therapists work with family members to find better ways to solve problems.

• Healthy Family- The key to family health and happiness is to make the most of the time that families spend together.
• Maintaining family traditions and ties is an important characteristic of healthy families.
Using "Win-Win" Negotiation

1. Describe the problem
   •
   •
   •
   •
   •

2. Explore the other point of view
   •

3. Share and discuss
   •
   •
   •
   •
   •
   •

4. Invent Solutions
   •

5. Agree on a solution
   •
   •
CONSENT, NOT COERCION
A Male's Guide to a Non-Assaultive Relationship

• DO NOT try talking her into it. If she says "no" or is reluctant, do not coerce her with "You would if you loved me," or "Everybody else is doing it, what's wrong with you?" If you pressure her and her choice is not freely given, she may become sad and you may have raped her.

• DO get consent: "May I hold your hand?" "How do you feel about this?" "Do you want to have sex?" Only by hearing a clearly-spoken and freely-given "yes" can you be sure you're not committing an assault.

• DO NOT "listen" to body language. A smile, a look, or an awkward silence can easily be misunderstood. Just because you may want something, don't assume that she also does. It may lead you to do something to her that she doesn't want.

• DO verbally communicate early and often. Talk. Demonstrate your desire to hear her thoughts and feelings and have respect for what she wants. Enjoy sharing an openness and honesty.

• DO NOT have sex as a goal. Immature males make dating a game that can turn into a seek and destroy mission, where the male may achieve a "victory" while the female may feel sad, lonely, or powerless.

• DO have friendship as a goal. Think of someone to whom you are attracted or in whom you're interested. Can you imagine a closeness where she feels totally comfortable and shares with you her deepest secrets, her dreams, and her wants? This is the intimacy that gives both people true power and the strength of respect, caring, and happiness.

If you like hurting people, get professional help. But if you don't like hurting people, get consent.
1. Know your sexual limits. You may want to remain a virgin until marriage, you may want to just kiss, you may want to just fondle, or you may want intercourse. What you want is extremely important. Know what that is. Seriously consider abstinence.

2. Communicate your desires: where to eat, what movie to see, when and where you want (or don't want) physical contact. Communication leads to stronger, more fulfilling relationships.

3. Avoid aggressive men. If he is verbally or physically abusive, if he gets jealous easily, if he ignores your desires, if he wants to control the relationship, if he touches you against your wishes, or if he acts superior to you, then get away from him as quickly as possible.

4. Avoid being alone in isolated locations. Most rapes occur out of earshot from other people, in parked cars and empty houses. If a man is leading you toward a secluded spot, he might be setting you up and you should try not to go.

5. Stay sober. Most rapes occur while one or both individuals are under the influence of drugs or alcohol. Men become more aggressive, women less able to cope.

6. Trust your instincts. Most survivors report having a "feeling" that something strange was going to happen. Don't tell yourself, "Oh, I'm being silly; I should trust this person, I care about this person; or I'm just being paranoid." If it feels strange, it is.

7. Act on your instincts. Get up and leave, demand that he respect your desires, scream, run, hit him, act crazy, poke him in the eyes, or vomit on him. You may not be able to do anything, but you should plan ahead as to what you might do if you are in a sexually dangerous situation. Whatever you choose to do or not to do, it's not your fault.
Warning signs of abusive relationships:

A. When a person takes control:
   Examples include:

B. When a person has unfair expectations:
   Examples include:

C. When a person is violent:
   Examples include:

Recognizing these warning signs in a relationship and avoiding them is the key to preventing abusive relationships.

Preventing Sexual Assault

I. Definitions:
   A. Consent:

   B. Sexual Abuse:

   C. Sexual Assault:

   D. Rape:

II. Prevention: See the Female’s Guide to Reducing Her Risk of Rape and the Male’s Guide to a Non-Assaultive Relationship.
III. How you can help a victim of sexual assault:

1.
2.
3.
4.
5.
6.
7.
8.

**Preventing Sexual Harassment**

I. Definition of Sexual Harassment:

II. Sexual Harassment is illegal/prohibited when:

1.
2.
3.
4.

III. Examples of sexual harassment included:

IV. What to do if it happens to you:

   Step 1:

   Step 2:

   Step 3:
# STAR

## SAY "NO" TO UNSAFE BEHAVIOR
Refuse the unsafe behavior in a positive and assertive way.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the word &quot;no&quot;</td>
<td>No. I don't want to have sex with you.</td>
</tr>
<tr>
<td>Use body language that reinforces the message:</td>
<td>No. I don't want to touch you there.</td>
</tr>
<tr>
<td>Use a clear, strong voice tone</td>
<td>No. I won't have sex without a condom.</td>
</tr>
<tr>
<td>Look directly at the person and make eye contact</td>
<td>No. Not at this point in the relationship.</td>
</tr>
<tr>
<td>Use hand &amp; body gestures that show the point</td>
<td></td>
</tr>
</tbody>
</table>

## TALK ABOUT WHY YOU WANT TO BE SAFE
Talking openly about each other's feelings helps the relationship grow and eases any tensions that may have developed. Explaining why you want to be safe helps your partner hear and understand your real concerns and prevents him or her from reacting in a negative way.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>EXAMPLES</th>
</tr>
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<tbody>
<tr>
<td>Explain your reason for saying &quot;no&quot;</td>
<td>I feel intimate with you already. We don't have to have sex.</td>
</tr>
<tr>
<td>Communicate your feelings</td>
<td>I feel that using a condom is safer and more responsible.</td>
</tr>
<tr>
<td>Be direct and honest</td>
<td>I really like being with you, but I don't want to have sex yet.</td>
</tr>
<tr>
<td></td>
<td>I feel that you are pressuring me, and it feels uncomfortable.</td>
</tr>
<tr>
<td></td>
<td>If you continue to do so, I'm leaving.</td>
</tr>
<tr>
<td></td>
<td>I would feel a lot safer if we had condoms to protect us.</td>
</tr>
<tr>
<td></td>
<td>We both have goals that we want to achieve. Being safer now will help us meet our future goals.</td>
</tr>
</tbody>
</table>

## PROVIDE ALTERNATIVES
Providing safe alternatives and other strategies shows that you still want to be intimate and have a relationship with this person.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide alternative, less risky behaviors</td>
<td>Let's hug, talk, &amp; kiss but no sex.</td>
</tr>
<tr>
<td>Suggest other activities</td>
<td>Let's go to a friend's house.</td>
</tr>
<tr>
<td></td>
<td>We could go out to eat.</td>
</tr>
<tr>
<td></td>
<td>It's a beautiful day, let's go outside for a walk instead.</td>
</tr>
</tbody>
</table>

## REWARD YOURSELF AND YOUR PARTNER
Congratulate yourself and your partner for being safe.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take pride in your courage, whether or not the outcome is what you wanted</td>
<td>Say: I did it! I stood up for what I wanted, and it was OK. Way to go!</td>
</tr>
<tr>
<td>Tell yourself that you did the responsible thing</td>
<td>Thanks for listening. It means a lot to me.</td>
</tr>
<tr>
<td>Thank your partner for respecting your wishes</td>
<td>I'm so glad you agreed that we should protect ourselves.</td>
</tr>
</tbody>
</table>

Rev. 9-20-97

TEENS STOPPING AIDS
Refusal Skill Script Writing Assignment
(8 points)

Using the following scenario, write a script of the dialogue that would occur between Kelly and Matthew. *Be sure to use all four steps of the STAR method for refusing unsafe behavior.*

Scenario:
Kelly and Matthew have been dating for three months. Kelly thinks that Matthew may want to have sex, but is not sure. She recently attended an AIDS education program at school and learned that sex is one of the ways of getting HIV. Kelly learned that condoms can reduce the risk of HIV infections, but she also learned that abstinence is the most effective. She wants to remain abstinent. She is unsure how Matthew will react.