

High School Reducing Sexual Risk Lesson

Time: 45-60 mins

This presentation is designed to help students identify the difference between risk avoidance and risk reduction. We will discuss the benefits of both avoidance and reduction in sexual relationships. We will identify when a person would want to employ risk avoidance or reduction and what strategies will help the person be successful.

Outline

- Introduction (1 min)
- Activity One: Risk Discussion (9 mins)
- Activity Two: No Risk, Some Risk, High Risk (5 mins)
- Activity Three: Risk Scenarios (20-25 mins)
- Optional Activity (10 mins)
- Conclusion (2 mins)



National Sexuality Education Standards

- SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).
- SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex.
- SH.10.IC.1 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, and preventing, getting testing, and seeking treatment for STDs (including HIV).*
- SH.12.IC.1 Analyze societal factors that might inhibit honest discussion between sexual and/or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations.
- SH.10.DM.1 Apply a decision-making model to choices about contraceptive use, including abstinence and condoms.
- SH.10.GS.1 Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention.
- CHR.10.SM.1 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.



Colorado Comprehensive Health Standards

2.4 Use a decision-making process to make healthy decisions about relationships and sexual health.

- Analyze the possible emotional, mental, social, and physical consequences of early sexual activity.
- Analyze the possible emotional, mental, social, and physical benefits for delaying sexual activity.
- Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.
- Compare the difference between risk avoidance, risk reduction and strategies one can utilize for each as it relates to STDs and pregnancy.
- Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures.

2.5 Support others in making positive and healthful choices about sexual activity.

- Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active.
- Examine the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV.
- Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active.

2.6 Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly.

- Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness.

3.3 Advocate to improve or maintain positive mental, emotional well-being for self and others.

- Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others.

4.7 Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.

- Analyze situations that could lead to pressure to have sex.
- Summarize why individuals have the right to refuse sexual contact.



New Mexico Health Education Standards

C1 Students will comprehend concepts related to health promotion and disease prevention

- B1: analyze how behavior can impact health maintenance and disease prevention (PS1-3 fully met).
- B2: describe the interrelationships of mental, emotional, social and physical health throughout life (PS2-3 fully met).
- B4: analyze how the family, peers and community influence the health of individuals (PS1,2&4 fully met).
- B5: analyze how the environment influences the health of the community (PS2-3 fully met).
- B6: describe how to delay onset and reduce risks of potential health problems (PS2-3 fully met).

C2 Students will demonstrate the ability to access valid health information and health-promoting products and services.

- B3: evaluate factors that influence personal selection of health products and services (PS4 fully met).
- B6: analyze situations requiring professional health services (PS2 fully met).

C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- B1: analyze the role of individual responsibility for enhancing health (PSa fully met).
- B2: evaluate a personal health assessment to determine strategies for health enhancement and risk reduction (PS1 fully met).
- B3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors (PS1&3 fully met).
- B5: develop injury prevention strategies for personal, family, peer and community health (PS3-4 fully met).
- B6: demonstrate ways to avoid and reduce threatening situations (PS4 fully met).

C5 Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- B6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations (PS1 fully met).

C6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health

- B3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community (PS1 fully met).

