

Middle School Reducing Sexual Risk Lesson

Time: 45-60 minutes

This presentation is designed to help participants gain an understanding about the difference between safest, safer and unsafe sex. It includes brief discussions about Abstinence, Contraception and STIs, as well as, communication.

Outline

- Introduction (5 mins)
- Activity One: No Risk, Low Risk, Some Risk, High Risk Presentation (35 mins)
- Optional Activity: Using Condoms (15 mins)
- Conclusion (5 mins)



National Sexuality Education Standards

- SH.8.CC.1 Define vaginal, oral, and anal sex.
- SH.8.CC.2 Explain there are many methods of short- and long-term contraception that are safe and effective and describe how to access them.
- SH.8.CC.3 List at least four methods of contraception that are available without a prescription (e.g., abstinence, condoms, emergency contraception, withdrawal).
- SH.8.CC.5 Explain STDs (including HIV), how common STDs are, and how they are and are not transmitted.
- SH.8.CC.7 Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/ or STD (including HIV) transmission.
- SH.8.CC.8 Discuss current biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP).
- SH.8.AI.1 Identify medically accurate sources of information about STDs, including HIV, such as local STD/HIV prevention, testing, and treatment resources.
- SH.8.IC.1 Demonstrate ways to communicate decisions about whether or when to engage in sexual behaviors and how to reduce or eliminate risk for pregnancy and/or STDs (including HIV)*.
- SH.8.DM.1 Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- SH.8.SM.1 Describe the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams).
- CHR.8.CC.4 Define sexual consent and sexual agency.
- CHR.8.IC.2 Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.



Colorado Comprehensive Health Standards

Sixth Grade

2.3 Comprehend the relationship between feelings and actions during adolescence.

- Describe the need to have clear expectations, boundaries, and personal safety strategies.

Seventh Grade

2.3 Analyze the internal and external factors that influence sexual decision-making and activity.

- Develop strategies that advocate for healthy sexual boundaries and decision-making.

2.4 Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS).

- Explain how certain behaviors put a person in higher risk of contracting STD's.

3.1 Demonstrate effective communication skills to express thoughts and feelings appropriately.

- Demonstrate the ability to state personal needs and articulate limits.

Eighth Grade

2.2 Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active.

- Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
- Define sexual consent and explain why individuals have the right to refuse sexual contact.
- Seek support to be sexually abstinent.

2.3 Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy.

- Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy.
- Examine how healthy relationships can impact one's risk for avoiding STDs.

4.4 Analyze the factors that influence violent and nonviolent behavior.

- Recognize behaviors that are perceived as sexually coercive, and behaviors that are crimes.



New Mexico Health Education Standards

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

- B1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death (PS2 fully met).
- B6: describe ways to reduce risks related to adolescent health issues (PS2-3 fully met).
- B8: describe how lifestyle, pathogens, family history and other risk factors are related to the prevention or cause of disease and other health problems (PS2 partially met).

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

- B4: demonstrate the ability to locate health products and services (PS2 partially met).
- B6: describe situations requiring professional health services (PS1 fully met).

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

- B1: explain the importance of assuming responsibility for personal health behaviors (PS1-2 partially met).
- B2: analyze a personal health assessment to determine health strengths and risks (PS1 partially met).

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

- B5: demonstrate communication skills to build and maintain relationships (PS1-3 fully met).

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

- B1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively (PS1 partially met).
- B3: predict how decisions regarding health behaviors have consequences for self and others (PS1-2 fully met).
- B4: apply strategies and skills needed to attain personal health goals (PS1 partially met).

