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TEEN SEXUAL HEALTH EDUCATION TOOL KIT 2.0

Includes *Grab and Go* Activities for Education

Contents

I.	Introduction	2
II.	Planning and Designing Sexual Health Education	2
	A. Law Defined	
	B. Law Summary	
III.	Involving Your Community	5
	A. Key Stakeholders	
	B. Partnerships/Assets	
IV.	Smart Implementation: Pre-Tests and Post-Tests	6
	A. Value of Pre-Tests/Post-Tests	
	B. Executing a Pre-Test/Post-Test	
	C. Participant Satisfaction	
V.	Planning for Your Future	9
	A. Grants	
	B. Media/Web Presence	
	C. Overview and Conclusion	
VI.	Resources	12
VII.	“Grab and Go” Lesson Plans	13
VIII.	Comprehensive Appendix.....	83

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***Publication date:** January 2020

*This publication was made possible by Grant Number TP1AH000081-01-01 from the Department of Health and Human Services, Office of Population Affairs; its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services.

I. Introduction

Since 2010, Centerstone's Teen Pregnancy Prevention, has provided quality education services throughout Middle Tennessee. Teen Pregnancy Prevention has been offered free of charge through a grant provided by the U. S. Department of Health and Human Services, Office of Population Affairs [OPA]. Centerstone Teen Pregnancy Prevention staff facilitated *Making a Difference!*, an evidenced-based curriculum that provide students with medically accurate and age-appropriate information about pregnancy and STIs/HIV prevention. Beginning in 2015, Centerstone expanded its services into community-based settings using comprehensive curricula *Be Proud! Be Responsible!* and *Sexual Health and Adolescent Risk Prevention*. This created programming opportunities for juvenile justice centers, foster care, group homes and low-income housing. These evidence based curricula encouraged participants to develop skills in both personal responsibility and accountability. However, the funding for Teen Pregnancy Prevention is finite. This has left many counties questioning how they will continue to provide teen pregnancy prevention education for their students. This is important for all counties in Tennessee because:

- Tennessee is ranked 10th highest in the country for teen birth rates (<https://www.cdc.gov/nchs/pressroom/sosmap/teen-births/teenbirths.htm>).
- Tennessee is ranked 11th highest for gonorrhea, 17th highest for chlamydia, and 22nd highest for Syphilis in the country (<https://www.cdc.gov/std/stats18/2018-Surveillance-Report-EMBARGOED-FINAL-State-Ranking-Tables.pdf>).
- Tennessee is ranked 16th highest in the country for HIV infections (https://www.cdc.gov/nchhstp/stateprofiles/pdf/Tennessee_profile.pdf).

These are issues that are ravaging our state and deeply affecting the lives of our young people. In fact, sexually transmitted infections amongst young people continue to rise and, while teen pregnancy rates continue to decline, Tennessee is still in the top ten. Teen sexual health should be a priority for everyone: teachers, parents, community members and others. This toolkit has been designed for the purpose of helping communities implement their own programming in order to provide vital prevention education to their tweens and teens.

II. Planning and Designing Sexual Health (Family Life) Education

A. The Law Defined

In 2012 Tennessee passed a law outlining how sexual health information should be taught within local education agencies (LEAs). This section will pull pieces of the law directly highlighting the most important components for school based education. **This section is only a summary. For a full copy of the law please visit <https://www.tn.gov/content/dam/tn/education/csh/CSH%20School%20Health%20Laws%202019.pdf>.**

B. Summary of TN School Health Laws

Please note that the summary below pertains to LEAs in the state of Tennessee. Those LEAs outside of Tennessee should check with their organization regarding any laws and/or policies.

Surveys

T.C.A. § 49-2-211: Policy for Student Surveys, Analyses or Evaluations

- Must have parent/guardian consent to survey (in writing).
- Parent/guardian has the right to review all materials prior to the survey including information regarding data analysis/study and the purpose of the survey.
- Parent/guardian can opt out.

AIDS, STI Education

T.C.A. § 49-6-1008. AIDS Education Programs -- Prevention of AIDS or Other Sexually Transmitted Infections

- Emphasis must be placed on abstinence and drug abuse prevention.
- Medically accurate.

Family Life Education

T.C.A. § 49-6-1301-1307

- Must be evidence based.
- Factually and medically accurate.
- Must be abstinence focused.
- Do not promote gateway behaviors.
 - Gateway behaviors are defined as sexual contact that could precipitate engagement in a non-abstinent behavior.
 - Promote means encourage, advocate, urge or condone.
- Risk Avoidance is abstinence, all other (condoms, birth-control) are Risk Reduction.
- Sexual intercourse means a penis in a bodily orifice.
- STI education includes bacterial, viral and parasitic.
- Schools whose rates exceed 19.5/1000 girls ages 15-17 are required to institute Family Life Education.
- Outside (qualified) organizations are allowable as long as law and policy compliant.
- Age appropriate.
- Can discuss adoption benefits.
- Do not give out contraception nor do demonstrations on how to use.
 - YOU CAN give medically accurate information on contraception/condoms as long as congruent with law (i.e. Risk REDUCTION vs Risk AVOIDANCE).
- 30 day notification to parents/guardians required.
 - Parent has right to examine/review and confer with school/instructor.
 - Parent can opt student out without penalties or punishment.
- Law violations are serious and could result in penalties and fines.

- Good faith questions are allowed as long as answers are relevant to class and answers are congruent with the law.

Abortion and Referrals

T.C.A. § 68-1-1205. Compliance with Laws Pertaining to Abortion or Birth Control Referrals or Information by Employees – Abstinence

- Do not encourage abortion.
- Do not refer for an abortion.
- Do not advocate nor prescribe the use of contraception.
- Vigorously encourage abstinence.

Contraceptives

T.C.A. § 68-34-107. Contraceptives for Minors

- Do not refer for contraception unless you have parent permission.

Tennessee School Health Laws. (2017). *Office of coordinated school health*. Retrieved from https://www.tn.gov/content/dam/tn/education/csh/csh_school_health_laws_2017.pdf

III. Involving Your Community

A. Key Stakeholders

It is likely that a variety of organizations will be interested in your program. These can include (but are not limited to):

- Organizations serving youth and their families
- Health-based organizations (such as your local health department)
- Local residents
- Faith-based groups
- Local businesses
- Cultural groups
- Volunteer or special interest groups

Each of these groups will provide a unique set of services and resources. Each group will also have individual interests. When approaching stakeholders, you should consider the following:

- What are this organization's main interests?
- Who is in charge? Who is this organization composed of?
- How will my program impact this organization?
- What can this organization do for my program?

Once you have answered these questions, you can then begin to move into the partnership phase of this process.

B. Partnerships/Assets

Working with teens is a community engagement process. While your focus will largely be on the teens in your classroom, parents/guardians, local residents, businesses and community organizations all have a stake in teen sexual health. This conversation must be an ongoing one. In order to accomplish this, you will need community partners. These partners will help you get your message out to the community at large.

A partner's level of involvement will be based on what their organization has to offer. Each organization is going to have a unique variety of opportunities for community engagement. These might include:

- A physical space for trainings
- Guest lecturers
- Educational materials
- Incentives for students
- Media space/coverage
- Fundraising

And so much more. For instance, if you decide to partner with a local Health Department, this organization may be able to provide you with a guest lecturer who is well informed on issues of teen pregnancy. A local newspaper could run an article about tips to keep teens safe. A local faith organization could offer up physical space to hold a teen health meeting for parents and guardians. The possibilities are limitless. It is important that the entire community be united in wanting to keep teens healthy and safe!

IV. Smart Implementation: Pre-Test and Post-Tests

A. Value of a Pre-Test/Post-Test

One of the most valuable things you can do for your program is a pre-test/post-test. A pre-test allows you to establish a baseline for the youth in your community. In other words, you will have a reference point for how much and what kind of information students knew before your programming. *This information is crucial for your program development.* For instance, upon issuing a pre-test, if you discover that 90% of your students understand the physical changes that men and women experience during puberty, then you do not need to dedicate a great deal of class time to this component.

A post-test is equally important. A post-test allows you to assess what your students are learning from your lessons. It also enables you to evaluate and improve the elements that

could be stronger. For instance, if during the pre-test, only 30% of students know the methods of transmission for HIV, and that number does not change during your post-test, then that element of the curriculum needs to be modified. *Post-tests are important because they provide you with tangible evidence of the success of your programming.* This will be increasingly important when you begin to look at the future.

B. Executing a Pre-test/Post-test

There are a variety of ways to conduct a pre-test/post-test. These are largely going to be determined by your available resources. We will briefly discuss a few ways that pre-tests/post-tests can be conducted.

Data Collection

Before you conduct a pre-test/post-test, you will need to decide:

- Who is responsible for collecting data?
- What data will be collected?
- Where will the data be stored?
- How will the data be analyzed?
- Who will analyze the data?

In the way of data analysis, it is recommended that you find someone who has previously analyzed data sets to review your data. You will need to work with this person on the parameters of your data collection and analysis. If no one in your organization is experienced in analyzing data, you can reach out to local colleges and universities. Fortunately, simple data analysis can be performed in Microsoft Excel. Many college students who are studying math or the sciences can conduct this sort of analysis.

All-In-One or True Before and After?

Traditionally, the two most common ways to execute a pre-test/post-test are either “all-in-one” or a “true before and after”. Either of these methods will garner results, but both have distinct advantages. An “all-in-one” pre-test/post-test is administered at the end of your programming.

An “all-in-one” will present series of questions such as, “Before I took this class, I knew that HIV is the virus that causes AIDS” and “After I took this class, I knew that HIV is the virus that causes AIDS.” An “all-in-one” is convenient because both tests can be executed at the same time, saving both time and resources.

A “true before and after” pre-test/post-test is administered at the beginning and end of your programming. The questions on the pre-test/post-test will be the same, just administered at different times. A “true before and after” is useful if you are actively in the process of trying to develop a curriculum. For instance, if your pre-test asks students “I know that a person can have sex only one time and get pregnant or get someone else pregnant” and the majority of your students answer that they did know this before the program, then that is potentially a component of your curriculum that will not require as much class time.

Method of Execution: Paper or Electronic?

Once you have decided on your pre-test/post-test method, you must decide how you will execute your survey. The two most common ways to do this will either be on paper or electronically. A paper survey has its advantages in that it is relatively inexpensive and simple to produce. All the paper survey requires is that you have a printer/copier and students have a writing utensil. However, one disadvantage of paper surveys is physical space and tallying. Storing your paper surveys can consume much storage space. Additionally, you will need someone with the skills to tally your results and input/analyze your data, which can be time consuming. Electronic, or technology-based, surveys have an advantage of making data processing simple and there are many types of software that can quickly compile your data. Additionally, because everything is stored digitally, electronic surveys will not require any storage space. However, some disadvantages with electronic surveys include cost and technological knowledge. Conducting a survey electronically (using technology such as clickers) can yield a great cost. An individual clicker for this system costs between \$30-40. Additionally, using this software to compile your data takes a moderate amount of technological expertise. If you are interested in using technology for your survey, check with your organization to see if a clicker system is already available.

C. Participant Satisfaction

In addition to conducting a pre-test/post-test, it is strongly suggested that you also conduct a participant satisfaction survey. This survey will allow your students to give their input on your class. Participant input is important because student critiques allow us to better develop our curriculum. For instance, one of the questions asked by the participant survey could be “I would recommend this program to a friend.” If students were routinely answering “No” to this question, then this is an indication that you should explore alternative teaching activities that teens may find more engaging. Additionally, it is important that your students give their input regarding a program designed for them. The more included your students feel, the more likely they are to participate.

V. Planning For Your Future

While this toolkit is intended to help you start a teen pregnancy and STI prevention program it is important to also consider the future. If you are working within a school, ideally, your school system would implement the same curriculum standards for all family life education programs. This provides uniformity and cohesion for all educators. But what about for individuals who would like to implement additional teen sexual health programming within the community? Funding and sustainability can be major obstacles to overcome for the implementation of any community programming. This next section will address these issues.

A. Grants

One of the best ways to ensure stable funding for your programming is through grants. A grant is a sum of money or resources given to an organization to fulfill the objectives of an, often larger, organization. For example, the Centerstone program received a grant from the Office of Population Affairs which provided invaluable funding for Teen Pregnancy Prevention. There are

many organizations with a vested interest in teen sexual health. One of the most valuable resources when seeking grant funding is www.grants.gov. This website lists thousands of grants available to various organizations.

If you are interested in seeking grant funding, it is highly suggested that you assign someone the role of grant writer. Writing grants is a difficult job, but it can be done with a little patience and research. A few tips for grant writing:

- 1) Understand what is required to apply for grants – If you wish to apply for grants through www.grants.gov, this will require a user profile on their website. A user profile will require you to have an Employer Identification Number (EIN). An EIN acts as a federal tax number for identifying business entities. Businesses and nonprofit organizations will have EINs. If you, or your organization, do not have an EIN you will need to find a sponsor organization with whom you can apply for funding (or your organization will need to apply for an EIN). Information for how to apply for an EIN can be found here: <http://www.irs.gov/Businesses/Small-Businesses-&Self-Employed/Employer-ID-Numbers-EINs>
- 2) Read the proposal carefully – When reading an abstract for a grant it can be easy to become excited. However, be sure to thoroughly read the proposal. Understand what kind of organization the grant intends to fund and what it will require. For instance, if you would like to start an after school program about teen sexual health for middle school students, but the grant stipulates its funding is only intended for high school students, then this may not be the grant for you. Additionally, if the proposal asks you to address what kind of follow-up you intend to do with your participants this needs to be included in your application!
- 3) Understand what it is that you want to do and know how to sell your program – It is important that you have a basic idea of what you would like your program to look like before you begin. Ask yourself: “Why does our program need this funding?” “What components of our program would be most benefited by this money?” “Do we have the capacity to execute a grant of this size?” Additionally, know how to sell your program to

the giving organization. Explain to them the work that is currently being done in the community and emphasize your program's impact. This is where the results of your pre-test/post-test could be most beneficial!

- 4) Have your budget ready – Most all grant proposals are going to require you have a budget prepared. Be as specific as needed for your budget. Also, be aware of what you can include in your budget. For instance, if you would like to provide snacks for your after school program, but the grant stipulates that its funding cannot be used to purchase food, then you will need to find another source to cover this expense.
- 5) Be aware of deadlines! – Grant deadlines are going to be different dependent on the giving organization. Make sure that you submit your application in plenty of time for it to be processed before the due date.

Obtaining stable funding can go a long way towards ensuring your program's longevity. But what are some ways you can get your program's message out to the public?

B. Media/Web Presence

An easy and cost effective way to relay your message to the community at large is through the Internet. If you have the means to maintain a website for your program it can become a great resource for both students and parents. If you feel that you are unable to maintain a full website then social media websites are a great alternative that appeal to a wide range of users. Social media websites such as Facebook, Twitter and Instagram are free and simple to use. An added bonus of using the web is that it is a source that is easily sustained and your program information can be readily updated as it grows and changes. If you are unsure of how to navigate these websites contact your local high school. There is a strong possibility that a high school student can help you with your social media needs!

In addition to being present on the web research what local media outlets are available to you. If you have a local television channel, radio station or newspaper, utilize these resources! Often, these resources will offer low or no cost advertising space to community programming. This can be an excellent way to broadcast your message within your community.

C. Overview and Conclusion

This toolkit is intended to provide you with information on Tennessee’s laws and requirements, how to involve your community, and smart implementation and sustainability. This toolkit also includes a series of supplementary information contained under the “Resources” section at www.centerstone.org/teen. Additionally, we have included a series of “Grab and Go” lesson plans that are appropriate for implementation in TN schools (**unless otherwise noted**) and designed for quick classroom implementation. We hope that you have found this toolkit helpful in organizing your sexual health education program. Remember, everyone has a stake in teen sexual health. It is important that you and your program continue to stay informed on topics surrounding teen pregnancy and STI prevention information. The more you know the better equipped you will be to address these serious issues that are having a major impact on our young people. We wish you success in your endeavors in your prevention education program and thank you for your support.

VI. Resources

Please see our **Other Resources** section at www.centerstone.org/teen/toolkits for more information including how to answer difficult questions, as well as, links to free trainings on trauma-informed education, and inclusivity in your lesson plans.

VII. “Grab and Go” Lessons

Please see our slideshow lessons under the “Grab and Go” lessons folder on the online toolkit (<https://centerstone.org/teen/toolkits/>). These “Grab and Go” lessons were designed to be appropriate for Tennessee public schools (unless otherwise indicated), as well as, medically accurate. Facilitators may use all the lesson plans and activities included cohesively or these lessons can also be used individually depending on the educational needs. Though there is a suggested outline, the lessons can also be used outside of the listed schedule. These lessons were designed to be used for sixth through twelfth grades. It is strongly suggested that teachers read through the slide-shows and activities to familiarize themselves with the material before presenting it to a group.

Grab and Go Lesson Table of Contents

Unit 1: Teen Pregnancy

- Creating Group Agreements.....15
- Teen Pregnancy Grab and Go.....16
- Puberty Slide Show.....www.centerstone.org/teen/toolkits
- Fact or Fiction Slide Show.....www.centerstone.org/teen/toolkits
- Cost of Raising a Child Slide Show.....www.centerstone.org/teen/toolkits
- Four Corners Activity.....17
- What Could You Buy Activity.....20

Unit 2: HIV and other STIs

- HIV and other STD's Grab and Go.....22
- STI Slideshow.....www.centerstone.org/teen/toolkits
- HIV/STI Jeopardy Review Activity.....24
- 20 Million Activity.....28
- STI Pamphlet ALTERNATE Activity.....29

Unit 3: Skill Set

- Refusal Skills Grab and Go.....30
- SWAG Slide Show.....www.centerstone.org/teen/toolkits
- Advice Twitter Activity.....33
- Advice Text It Activity41
- Table Talk ALTERNATIVE Activity.....47

Unit 4: Media Safety

- Media Safety Intro.....48
- Safety and Social Media Slide Show.....www.centerstone.org/teen/toolkits
- Who Would You Hire Activity.....51
- Catfish Activity.....58
- Caught in the Web ALTERNATIVE Activity.....63

Unit 5: Consent

- Partner to Partner.....66
- Consent Slide Show.....www.centerstone.org/teen/toolkits
- Pizza and Consent.....67

Unit 6: Healthy Relationships and Dating

- Healthy Relationships Grab and Go.....68
- Healthy vs Unhealthy Activity.....70
- In Love or Just Hanging Out.....72
- Relationship or Red Flag - ALTERNATIVE Activity.....74

Unit 7: Pornography

- What is Pornography.....77
- Agree/Disagree-Views on Pornography.....79
- Healthy Flirting and Healthy Intimacy Discussion.....81

Unit 8: Comprehensive Appendixes.....82

This Unit includes Comprehensive alternatives to select lessons. These lessons are not congruent with TN Law regarding sexual health/family life lesson for public schools.

This Tool Kit is Abstinence Focused and, unless otherwise indicated, is compliant with Tennessee's Family Life Law. The word "abstinence" has been substituted with phrases such as "not have sex", "not engage in sexual behaviors", etc. In our experience we found that tweens and teens related better to this terminology as it is more engaging and easier to understand.

Group Agreements

Begin the activity by hanging your “Group Agreements” poster.

Say: *Because of the subject material we will be discussing, I am going to explain some guidelines that will make our time together go more smoothly.*

Discuss each component with participants.

1. **CONFIDENTIALITY:** *The information we will be discussing in this class is very important. However, there may be people in the hallway or on the bus who are not ready to hear this kind of information. So, what we talk about in this classroom will need to stay in this classroom. That doesn't mean you can't discuss the information you've learned in here at home with your parents/guardians. However, we are not going to disclose other's private information. This includes self-confidentiality. Do not disclose information in here that you would really not want other people to know or repeat. However, there are sometimes things that need to be repeated, such as if you tell me someone is hurting you or someone else. If you tell me something like this, I will report that to the appropriate parties.*
2. **BE KIND AND RESPECTFUL:** *Everyone in this room is different and has different experiences. It is important that we respect these differences. This means no criticizing, name-calling or bullying. It's ok to disagree with someone, but you must do so in a respectful manner.*
3. **THERE IS NO SUCH THING AS A SILLY QUESTION:** *Many of you will likely have questions about some of the material we will be discussing. I encourage you to ask questions! If a question is asked earnestly to gain knowledge, then there is no such thing as a silly question. If you feel like asking your question aloud would be embarrassing or uncomfortable, you may write your question down and place it in the **Question Box**.*
 - a. *The Question Box is located in the back of the classroom. Every day you will be given a piece of scrap paper. This is for you to write down any questions that you do not want to ask aloud. You DO NOT write your name on it. At the end of class EVERYONE needs to drop your post it note in the box, even if you do not have a question. This helps maintain confidentiality because, if everyone drops in a paper, then no one will know whose questions I am answering. I will answer the questions the next day in class.*
4. **RIGHT TO PASS:** *All group members have the right to not participate in any activity that makes them feel uncomfortable. If you think an activity is going to make you feel uncomfortable, please let me know, and I will arrange for you to have an alternate activity.*
5. **CLASSROOM RULES:** *All classroom and school rules apply while this class is in session.*

Say: *Is everyone clear on the expectations for this class? Are there any additional guidelines anyone would like to add? (Pause and allow students to give input.) Alright! Let's get started!*

Grab and Go Lesson Plan – Pregnancy

Objective: Students will explain human reproduction, identify the potential outcomes of engaging in sexual behaviors, discuss the challenges associated with teen pregnancy and examine the lifelong responsibilities and requirements of parenthood.

Supplies Needed:

- **Fact or Fiction** Power Point: www.centerstone.org/teen/toolkits
- **Cost of Raising a Child** Power Point: www.centerstone.org/teen/toolkits
- **Four Corners and/or What Could You Buy** Activity (attached)
- Pencils/Markers and Butcher paper or newsprint

Say: *Today we are going to talk about one the potential outcomes of teens having sex: pregnancy. First, we are going to look at some information about teen pregnancy.*

Show the **Fact or Fiction** slideshow.

*Please visit www.centerstone.org/teen/toolkits for a video version of this slideshow.

Say: *I hope the **Fact or Fiction** helped you to learn about how teen pregnancy affects teens in Tennessee and all over the country. Now that we know some more facts about how pregnancy happens, let's talk about how high the cost can be to a teen parent.*

Show the **Cost of Raising a Child** slideshow.

Say: *As you can see, teens can face a lot of struggles when they become parents so young. Let's do an activity to explore what you think their biggest obstacles are.*

Do **Four Corners of Teen Pregnancy** activity.

Say: *Hopefully you can see that being both a teenager and a parent can be difficult to handle. You, and your child, are more likely to be successful and live an easier life if you wait until you are older to have a baby! Remember that not having sex is the only 100% effective way to prevent pregnancy.*

Four Corners of Teen Parenting Activity

Objective: Students will explain human reproduction, identify the potential outcomes of engaging in sexual behaviors, discuss the challenges associated with teen pregnancy and examine the lifelong responsibilities and requirements of parenthood.

Tennessee Core Curricula Tie-In:

- Introduction to Social Health: Course Standard #7
- Introduction to Human Studies: Course Standard #15
- Lifespan Development: Course Standards #12 a/c/d/
- Lifetime Wellness (9-12): Course Standards #6.4, 6.6, 6.8, 6.12, 6.13
- Health Education (6-8): Course Standards #7.1, 7.2, 7.3

Supplies Needed:

- Butcher paper or newsprint (4 pieces)
- Markers (4)
- Tape

Directions:

For this activity, divide your class into four groups. Each group will designate a writer, and each group will get their own color of marker. Write the follow headings on four different pieces of butcher paper or newsprint: Future, Social, Emotional and Financial. Then, hang one newsprint in each corner.

Example:

The diagram consists of four vertical rectangular boxes arranged horizontally. Each box has a title at the top and two sub-points below it. The sub-points are connected by a horizontal line.

- Future**
 - teen parent*
 - child*
- Social**
 - teen parent*
 - child*
- Emotional**
 - teen parent*
 - child*
- Financial**
 - teen parent*
 - child*

Say: *Your groups will be taking a few minutes at each corner of the classroom to write down your ideas of how becoming a teen parent would affect that aspect of the teen parents' lives and the child's life. For*

future, write how being a teen parent will affect the future of the teen, or the future of their baby. What might they have difficulty achieving in the future? For social, write the social things teen parents might have to miss out on because they have a baby. For emotional, write down some of the emotional stressors a teen parent might have to deal with. And for financial, write how it will affect a teen parent financially and what sort of things they have to buy for their child.

Assign each group a corner to start with and give them 1 minute to write ideas on their corner's newsprint. Then have them all move one corner clockwise and give them 1 minute to add new ideas to that newsprint. Do this until each group has had the opportunity to write at each newsprint.

You can read the newsprints yourself aloud or you can allow students to present at the newsprint station where they are currently standing.

Include the following discussion points for each category:

Financial:

Teen parents are more likely to live in poverty (The National Campaign, 2012). Teen parents will need to pay for formula, diapers, daycare, crib, baby clothes, medicine, doctors, insurance, etc. This leaves little funding for college, a car, rent, and potential for child support and court costs.

Social:

Teen parents might have to miss homecoming, prom, dates, parties, football games, playing sports, hanging out with friends, etc.

Future:

According to the Schuyler Center for Analysis and Advocacy (2008), children of teen parents are more likely to become teen parents, to face incarceration and/or do poorly in school. Teen parents often struggle to finish high school and pursue secondary education.

Emotional:

Missing out on "typical" teen activities, issues with dating/child's other parent, fighting with parents/family, loss of friends, rumors and name calling, depression, loneliness, etc.

NOTE If you find your students have trouble coming up with ideas, you may write some leading questions at the top of each paper. For financial you could write, "What extra costs would the family of

teen parents have?” For social you could write, “What might teen parents miss out on socially? How might a teen parent’s Friday night or Saturday look different than teens who are not parents?” For future you could write, “How would being a teen parent effect the teen’s future? How would being a teen parent affect the baby’s future?” For emotional you could write, “What emotional toll would being a teen parent take on a teen’s dating relationships? With family? With friends?”

Please note that it is not unusual for students to list positive statements about teen parenting, particularly under the “Emotional” category. This is perfectly acceptable. Many teen parents are excited about their baby. However, if this comes up, this is an opportunity for you to say, “Not all the feelings surrounding teen pregnancy are negative. Most teen parents are excited about the birth of their child. This is completely normal. However, having a child as a teen creates not only the responsibilities of a teenager but also the responsibilities of being a parent, which can be really stressful.”

*** Please visit www.centerstone.org/teen/toolkits for a *Video Activity Guide* demonstrating this activity.**

Alternative Activity – What Could You Buy?

Objective: Students will explain human reproduction, identify the potential outcomes of engaging in sexual behaviors, discuss the challenges associated with teen pregnancy and examine the lifelong responsibilities and requirements of parenthood.

Tennessee Core Curricula Tie-In:

- Introduction to Social Health: Course Standard #7
- Introduction to Human Studies: Course Standard #15
- Lifespan Development: Course Standards #12 a/c/d/
- Lifetime Wellness (9-12): Course Standards #6.4, 6.6, 6.8, 6.12, 6.13
- Health Education (6-8): Course Standards #7.1, 7.2, 7.3

Supplies Needed:

- Student access to a computer with an Internet connection
- Copies of item price sheet (see **What Could You Buy** printout)

Directions:

This project could be done as a homework assignment or in a computer lab during class.

Say: *We learned in the **Cost of Raising a Child** slide-show that, according to the USDA it costs approximately \$12,310 annually to raise a child. First, let's find out where those costs come from. Research and try to find the lowest prices for everything on the following list and write them down in the blank next to the item.*

Say: *Some of you will not reach the full \$12,310 but remember, the items on this list are not the only things required to raise a baby. Unexpected expenses such as doctor's visits and medicine, daycare (\$150+ per week), insurance, bills, housing, etc. can quickly add up. This list also doesn't include solid food once they get off baby food, or milk once they get off formula or breast milk. This list is NOT all inclusive. It is just a basic idea to show you how much cost there is to having a baby.*

Now, let's research to find something fun on which you could spend \$12,310. Your imagination is the only limit! (Students could look for clothes, cars, make up, music, an apartment, a vacation, etc.)

Allow students to research for 10-15 minutes in as much detail as they want and then ask a few people to present their dream to the class.

Say: *Finally, let's spend just a few minutes researching how far your \$12,310 would go towards a college education or trade school? What about rent and utilities for an apartment? A car and insurance?*

Conclusion: *Raising a child is a big responsibility that takes a lot of time and money. Waiting until you are older to engage in sexual behaviors removes the risk of becoming a teen parent. It can also help you keep focused on reaching your own goals.*

What Could You Buy?

ITEM	PRICE	ITEM	PRICE	ITEM	PRICE
Diapers for 2 years (approx. 40 cases of at least 90 diapers, varying sizes)		Baby food for 4 months to 1 year (approximately 500 jars)		2 crib sheets	
Formula for 1 year (approx. 210 containers)		3 bottles of baby shampoo		2 blankets	
OR a breast pump, and 2 nursing bras, 2 cases of breast pads, and 3 packs of breast milk storage containers		3 bottles of baby lotion		5 bibs, 5 burp cloths	
Clothes from size NB-2T (5 pajamas, 5 shirts or dresses, 5 pants, 5 socks per size)		Car seat (must be new, you don't know if a used one has been in an accident)		Changing pad and cover	
High Chair		Stroller		Diaper bag	
Crib		8 bottles (brand of your choice)		100 packages of wipes (10 cases)	
Additional Item		Additional Item		Additional Item	

“Grab and Go” Lesson – HIV and other STIs

Objective: Students will analyze the causes, modes of transmission, signs, symptoms, treatment, and prevention of STIs. Students will also determine risk factors that could cause a possible exposure to STIs. Students will also identify appropriate community agencies providing resources for treatment, information and support.

Tennessee Core Curricula Tie-In:

- Lifetime Wellness (9-12) : Course Standards #1.1, 1.2, 1.3, 1.4, 1.6, 6.6, 6.8
- Health Education (6-8): Course Standard #3.2, 7.3, 9.1, 9.2, 9.3, 9.4

Supplies Needed:

- **Sexually Transmitted Infections** Power Point located at www.centerstone.org/teen/toolkits
- **Jeopardy Game** activity (attached)

Say: *Today we are going to talk about STIs. Can someone tell me what STI stands for? Allow students to answer.*

Then say: *Yes, STI stands for Sexually Transmitted Infection. STI is often used interchangeably with the term STD. STI stands for Sexually Transmitted Infection. There are a lot of sexually transmitted infections to learn about and hopefully after this lesson, you will have a greater knowledge of what the different STIs are, how they affect your body and how you can avoid them. We are going to start with a slideshow about the different STIs. This slideshow has a lot of information and it can be overwhelming. If you think of any questions during the slideshow, write them down on a piece of paper, and I will answer them for you tomorrow*.*

*A video version of this Power Point is also available at www.centerstone.org/teen/toolkits .

After the slideshow,

Say: *Can someone raise their hand and tell me one fact you were surprised to learn about STIs? Allow a few moments for discussion.*

Then say: *We are now going to play a game to see how much you learned from the slideshow! Play **Jeopardy Game** activity (attached) or alternatively, read the text questions and have them raise their hands. Possibly offer an incentive for the team that answers the most correctly.*

Say: *Great work everyone! You have clearly learned a lot about STIs! Hopefully, you can all see how common STIs are among teenagers. If you wrote down any questions, please put them in the Question Box and I will answer them tomorrow*.*

STI Pamphlet (attached) is an alternative activity that you may include if time permits.

*If students have questions, it is best for you to have them write them down so you have time to look them up on a medically accurate website such as cdc.gov and give yourself a chance to prepare an answer appropriate for the age group you are teaching.

*This lesson plan requires that you talk about methods of sexual transmission. These are defined and should be relayed to students as follows:

- Vaginal sex is the insertion of a penis into a vagina.
- Anal sex is the insertion of a penis into someone else's rectum.
- Oral sex is someone's mouth on someone else's genitals or anus.

Activity – HIV/STI Jeopardy Review or In-Class Review

Objective: Students will analyze the causes, modes of transmission, signs, symptoms, treatment, and prevention of STIs. Students will also determine risk factors that could cause a possible exposure to STIs. Students will also identify appropriate community agencies providing resources for treatment, information and support.

Tennessee Core Curriculum Tie-In:

- Lifetime Wellness (9-12): Course Standards #1.1, 1.2, 1.3, 1.4, 1.6, 6.6, 6.8
- Health Education (6-8): Course Standard #3.2, 7.3, 9.1, 9.2, 9.3, 9.4

Supplies Needed:

- Access to a computer with Internet or Jeopardy handouts
- Small incentives if possible

Directions:

You can go to **jeopardylabs.com/play/stdsti-review** and use our online game or you can call out the following answers in class. You can split your class into teams to make it a competition or have students raise hands from their seat. This should be an engaging, fun way to review the knowledge they gained during the slideshow.

The traditional way to play this game includes dividing students up into teams. One team may be selected to choose categories first. Each subsequent category will be selected by the team who answered the previous question correctly. Students may “buzz in” by raising their hands. Allow members of each team to confer with each other before answering. For added fun, require students to answer in the form of a question, such as “What is Viral – No cure?” If students are raising their hands too quickly instruct them that they may not answer until you have completed reading the question.

An alternative way to play this game is to rotate which team gets to select each category. Once a team has selected a category that team will have an opportunity to answer the question. If the team answers incorrectly then other teams will have the chance to answer. This is a great alternative for classrooms with students who may be hesitant to participate.

Here are the questions that are on the Jeopardy game for you to use in a classroom where the game is unavailable or you do not have time for the full game:

Bacterial or Viral?:

- 1) Herpes (A: Viral – No cure. <https://www.cdc.gov/std/herpes/stdfact-herpes.htm>)
- 2) Syphilis (A: Bacterial – Curable. <https://www.cdc.gov/std/syphilis/stdfact-syphilis.htm>)
- 3) HIV (A: Viral – No cure. <https://www.cdc.gov/hiv/basics/whatishiv.html>)
- 4) Trichomoniasis (A: Parasitic – Curable. <https://www.cdc.gov/std/trichomonas/stdfact-trichomoniasis.htm>)
- 5) Antibiotic Resistant Gonorrhea (AGR) (A: Bacterial - No current cure. While gonorrhea is normally treatable, some strains have become resistant to antibiotics. <https://www.cdc.gov/std/gonorrhea/arg/default.htm>)

HIV/AIDS Facts:

1. True or False: A person can contract HIV by kissing someone because HIV is contained in saliva. (A: False. HIV is not contained in saliva. <https://www.cdc.gov/hiv/basics/transmission.html>)
2. What is the cause of AIDS? (A: HIV. A person cannot have AIDS without first contracting HIV. <https://www.cdc.gov/hiv/basics/whatishiv.html>)
3. Name two body fluids through which HIV can be transmitted. (A: Blood, semen, vaginal fluids or breast milk. <https://www.cdc.gov/hiv/basics/transmission.html>)
4. Name a non-sexual way a person could contract HIV. (A: Sharing needles/syringes, mother to child during vaginal childbirth, mother to child through breastfeeding. <https://www.cdc.gov/hiv/basics/transmission.html>)
5. How long can it take for HIV antibodies to show up on an HIV test? (A: Up to 3 months. <http://www.sfaf.org/hiv-info/testing/hiv-test-window-periods.html?referrer=https://www.google.com/>)

Symptoms & Facts:

- 1) What is one sign that discharge is "abnormal"? (A: Color (green or yellow), foul odor, or thick/chunky texture. <http://www.mayoclinic.org/diseases-conditions/sexually-transmitted-diseases-stds/in-depth/std-symptoms/art-20047081>)
- 2) What can happen if pelvic inflammatory disease is left untreated? (A: Ectopic pregnancy (pregnancy outside the uterus), Infertility (inability to get pregnant) or long-term pelvic/abdominal pain. <https://www.cdc.gov/std/pid/stdfact-pid.htm>)

- 3) How can a person tell that they have an STI? (A: The only way to know is to get tested! While a person may have external symptoms, many people will have no symptoms at all.
<https://www.stdcheck.com/blog/how-to-tell-if-someone-has-an-std/>)
- 4) How many people contract an STI every year in the U.S.? (A: CDC estimates that youth ages 15-24 make up just over one quarter of the sexually active population, but account for half of the 20 million new sexually transmitted infections that occur in the United States each year.
<https://www.nichd.nih.gov/health/topics/stds/conditioninfo/Pages/risk.aspx>)
- 5) What is the most common symptom of STIs? (A: No symptoms at all!
<https://www.thestdproject.com/most-common-std-symptoms/>)

HPV Facts:

- 1) True or False: There are over 40 strains of HPV. (A: True, there are over 150 types of HPV that live on the body. Only a small number of types (ie. high-risk HPV) cause problems by changing cells from normal to abnormal.. <http://www.webmd.com/sexual-conditions/hpv-genital-warts/hpv-virus-information-about-human-papillomavirus#1>)
- 2) What does HPV stand for? (A: Human Papilloma Virus. <https://www.cdc.gov/std/hpv/HPV-FS-July-2017.pdf>)
- 3) What can happen to a person who contracts HPV? (A: HPV may clear up on its own. The person could also contract genital warts or cancer. <https://www.cdc.gov/std/hpv/HPV-FS-July-2017.pdf>)
- 4) What does the HPV vaccine protect against? (A: The most common wart-causing and cancer-causing strains of HPV. <https://www.cdc.gov/hpv/parents/vaccine.html>)
- 5) Name 2 types of cancer you can get from the cancer-causing strains of HPV. (A: Cervical, vulva, vaginal, penile or anal cancers. It can also cause cancer in the back of the throat, including the base of the tongue and tonsils. (<https://www.cdc.gov/std/hpv/stdfact-hpv.htm>))

Playing Doctor:

- 1) A teenage patient comes to you and says they had sex with their partner and soon noticed itching in their pubic hair. They looked and noticed they have pubic lice. They have decided they are just going to shave their pubic hair to get rid of the lice. Will this work? Why or why not? (A: No. Pubic Lice can burrow into the skin, so removing pubic hair is not an effective treatment. A person must use a medicated shampoo prescribed by a doctor and an Over the Counter lotion. <https://www.cdc.gov/parasites/lice/pubic/treatment.html>)
- 2) You are seeing a teenage patient, who informs you that they are sexually active. When you ask if they would like to be tested for STIs, they tell you that they aren't worried about STIs because they aren't "nasty" and that their partner is "clean." What do you tell them? (A: Anyone can contract an STI! STIs have nothing to do with how "clean" or "good" a person is. If a person is engaging in sexual activity, they can contract an STI. <https://www.cdc.gov/std/life-stages-populations/stdfact-teens.htm>)

- 3) Your teenage patient says, "I'm not worried about getting the HPV vaccine. HPV clears up for most people in a few years." Are they correct? What would you say to them? (A: While HPV clears up for most people, it can still cause genital warts or certain cancers. The CDC recommends vaccination for all young people ages 11-26. <https://www.cdc.gov/hpv/parents/vaccine.html>)
- 4) A teenage patient tells you that they are not worried about contracting HIV because "you can just take a pill for that now." What do you tell them? (A: While there are better HIV medications now available, HIV still does not have a cure. Medications for HIV can be expensive, the person must take them for the rest of their life. HIV medication can also have serious side effects such as diabetes, heart disease and liver damage. <https://aidsinfo.nih.gov/understanding-hiv-aids/fact-sheets/22/63/hiv-medicines-and-side-effects>)
- 5) A teenage patient tells you they recently had oral sex with their dating partner. When you ask if they would like to be tested for STIs, they say, "No! You can't get STIs from oral sex!" Are they correct? What would you say to them? (A: A person can absolutely contract an STI by engaging in oral sex. <https://www.cdc.gov/std/healthcomm/stdfact-stdriskandoralsex.htm>)

20 Million Activity

Objective: Students will analyze the causes, modes of transmission, signs and symptoms and treatment and prevention of STIs. Students will also determine lifestyle factors which place the student at risk for infection.

Tennessee Core Curriculum Tie-In:

- Lifetime Wellness (9-12): Course Standards #1.1, 1.2, 1.3, 1.4, 1.6, 6.6, 6.8
- Health Education (6-8): Course Standard #3.2, 7.3, 9.1, 9.2, 9.3, 9.4

Supplies Needed:

- 20 beads; 10 of one color and 10 of another
- see through jar or bowl

*Note: You may use whatever small items you wish. Instead of beads, you might use Legos, pennies and dimes, etc. Whatever it is you want it to make a sound as it lands in the glass jar or bowl.

Directions:

Choose two students to come up to the front of the classroom. Hand each of them ten beads; each student having a different color (ie. 10 blue, 10 red).

Say: *According to the Centers for Disease Control, there are nearly 20 million new cases of sexually transmitted infections that occur in the United States every year. Each of these beads (have students display the beads they are holding) represents one million of those **new** cases. Remember these are NEW cases. This number does not count the people who already have an STI.*

Ask each student to drop their beads into the glass. You can make this a bit dramatic (drop slowly so they make a noise as they hit the glass) as you want to make an impact regarding the high amount of STI diagnoses in the United States.

Say: *We have learned that anyone who engages in sexual activity can contract an STI. Now, in this jar are 20 beads. One bead equals 1 million people. Let's now guess how many of these diagnoses occur to young people ages 15-24. Which color bead do we want to represent your age group (let students decide)?* Allow students to begin guessing how many of the 20 million STI diagnoses occur in 15-24 year olds. You can remove, or add back in, as they guess. Let this go on for a minute or two.

Say: *The correct answer is 10 million! Over half of all the new STI cases in the United States occur in people ages 15-24. This means that young people are overwhelmingly affected by STIs.* (Have students add to/take away from the beads until the jar again holds half of each color.)

Say: *STI rates among young people continue to rise. In fact, in 2018 the Center for Disease Control released an **STI Surveillance** study that refers to the rise in STIs as an "epidemic" in need of "urgent action" (<https://www.cdc.gov/nchhstp/newsroom/2019/2018-STD-surveillance-report-press-release.html>).*

What action can we take to prevent the spread of STIs? (use condoms, get tested regularly if sexually active, not have sex, not engage in sexual activities).

Taking action to reduce or avoid the spread of STIs is definitely a step in the right direction to keep yourself (and others) as healthy as possible.

Alternative Activity: STI Pamphlet

Objective: Students will analyze the causes, modes of transmission, signs and symptoms and treatment and prevention of STIs. Students will also determine lifestyle factors which place the student at risk for infection.

Tennessee Core Curriculum Tie-In:

- Lifetime Wellness (9-12): Course Standards #1.1, 1.2, 1.3, 1.4, 1.6, 6.6, 6.8
- Health Education (6-8): Course Standard #3.2, 7.3, 9.1, 9.2, 9.3, 9.4

Supplies Needed:

- Paper
- Markers
- Magazines
- Glue
- Scissors

Directions:

Divide students into groups of 2 or 3. Assign each group an STI discussed during the STI slideshow lesson. Students can use the lesson for information, or if time allows, can do their own research on the CDC.gov website. Have the students create a tri-fold pamphlet about the STI including symptoms, statistics, testing, and treatment. Students can print off pictures, draw their own or use magazine clippings. Encourage students to make the pamphlets appropriate and medically accurate. Allow each group to read their pamphlet to the class.

“Grab and Go” Lesson Plan – Skill Set

Objective: Students will formulate a plan for self-protection skills and identify appropriate resources for help. Students will also demonstrate techniques to assertively deal with peer pressure.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standards #8, 9
- Introduction to Human Studies: Course Standard #15
- Lifespan Development: Course Standards #12 c/d
- Family Studies: Course Standards #7, 8
- Lifetime Wellness (9-12): Course Standards #5.2 b, 6.7
- Health Education (6-8): Course Standards #7.3, 8.1, 8.2, 8.3, 8.4, 12.1, 12.2, 12.3

Supplies Needed:

- **Refusal Skills** Power Point: www.centerstone.org/teen/toolkits
- **Advice Twitter** Activity (attached)
- **Text It!** Activity (attached)

Directions:

Say: *We have discussed the reasons why a person might say no to having sex, but today we are going to focus on how to say no. Talking about why you do not want to have sex can be awkward, but it is crucial to be honest with your partner. In order to practice how to say no, we are going to use an acronym called SWAG.*

Show the **Refusal Skills** slideshow.

***A video version of this slideshow is also available in our Toolkits section at www.centerstone.org/teen/toolkits .**

Say: *Does anyone have any questions about SWAG?*

After answering questions, do the **Advice Twitter** Activity and the **Text It!** Activity.

If there is still time remaining, you can do the **SWAG Table Talk** Activity (attached) to get students to come up with their own ideas for the steps of SWAG.

SWAG

Say: When you are being pressured in to doing something that you do not want to do such as drink alcohol, do drugs, send a nude text or even have sex saying NO can be hard; especially if it is to a friend or partner you have a great relationship with. The following exercise will help you learn how to get out of high pressure situations (or avoid them altogether) while still being friends or dating partners.

S.W.A.G. may seem like a silly acronym to use but it is easy to remember! Let's go over the steps together.

S – STOP, take a breath and SAY what you feel are feeling.

If you STOP what you are doing and take a deep breath, it will give you a chance to think about what you really want to do, not what you are being pressured to do.

SAY how you feel about the situation and insist that your boundaries be respected. If you say NO your partner needs to stop pressuring you right then and there. **You are NOT giving consent.** That means the activity, and the pressure to do it, should STOP immediately. You must also respect their feelings about the situation. If you are the one doing the pressuring and your friend/partner say NO then you do not have consent. The activity and the pressure to do it should stop immediately.

EX. “Can we take a few minutes to stop and talk about this? I feel uncomfortable and like we are moving too fast. I really want to wait to have sex until I am out of high school.”

W – Give reasons WHY.

Talk to your partner about WHY you do not want to have sex. Remember that it is always ok to just say, “I don’t want to.” You don’t have to offer any other explanation than that unless you choose to do so. Your consent is required for anything to continue! Their consent is required also. If they say, “I don’t want to,” or any other reason why, you must stop and accept that. Do not continue to pester them.

EX. “I don’t want to worry about pregnancy or STDs right now.” “I love you so much, but I think we should wait until we are older.” “I promised myself and my parents I would wait until I’m out of high school.”

A – AVOID the situation, and offer ALTERNATIVES.

Sometimes you might have the option to AVOID a risky situation. For example, if you are invited to go to a party where you know drugs will be present you can AVOID the party and pick an ALTERNATIVE activity like going to a movie with a friend. Or if you know you and/or your dating partner might be tempted to have sex if you are alone, then you can AVOID being alone until your boundaries feel more strong. AVOIDING the situations that put you at risk can be an easy way to stick to your boundaries.

If you do find yourself in a high pressure situation it’s a good idea to offer ALTERNATIVES to having sex. This shows your partner that you are interested in spending time with them and having fun in other meaningful ways.

EX. “Let’s go see a movie with our friends!” “Why don’t we go for a walk outside and talk more about other things we are comfortable with besides having sex.” “Maybe you should go home so I can cool off but I’ll text you later and we can talk.”

G – GO do something fun, or GET OUT of the relationship/situation if it is unsafe.

Say: *After an awkward conversation like this, it's a good idea for you and your partner to go do something fun and light. This helps to reinforce the fact that you care about each other and you appreciate their willingness to help you maintain your boundaries.*

If they continue to pressure you, or if you feel unsafe in the situation you are in, you have every right to leave by any means necessary. If they are not taking NO for an answer you may even need to end the relationship to protect yourself. Remember that someone who truly cares about you will never ask you to do something you are not ready for or don't want to do.

EX. – “Thank you for having this talk with me. I know it was super awkward. Do you want to go to the mall?” “I really feel respected by you because you don't pressure me. Let's go on a fun date and talk about something else for a while!”

“If you can't respect me and stop pressuring me, I want to break up.” “I love you, but you scare me when you pressure me like this. I'm leaving.”

Say: *You did a great job going over those steps. Before we move forward I want to make sure you know that it is NEVER okay for another person to lay hands on you to hurt you or try and force you to do what they want you to. Name calling, belittling, insulting or isolating you from your friends is also not okay. If you or someone you know is experiencing this please talk to an adult you trust as soon as possible.*

Activity – Advice Twitter

Objective: Students will formulate a plan for self-protection skills and identify appropriate resources for help. Students will also demonstrate techniques to assertively deal with peer pressure.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standards #8, 9
- Introduction to Human Studies: Course Standard #15
- Lifespan Development: Course Standards #12 c/d
- Family Studies: Course Standards #7, 8
- Lifetime Wellness (9-12): Course Standards #5.2 b, 6.7
- Health Education (6-8): Course Standards #7.3, 8.1, 8.2, 8.3, 8.4, 12.1, 12.2, 12.3

Supplies Needed:

- Blank Twitter templates (attached) and pens/pencils

Directions:

Divide students into smaller groups (2-3) per group and give each group a Twitter template.

Say: Pretend that *your group has a special Twitter account for students to “tweet” questions and receive advice. Today, it is your turn to respond to student tweets. Using the SWAG. skill set, and less than 140 characters, respond to the tweets on the following page. (If you need to use more than 140 characters you can.)*

Note: If your students seem to be enjoying this activity you can also allow the students to write their own questions and give each other advice using the blank twitter templates.

Derrick Mosely

@football4life

@askastudent - I know I want to wait to have sex, but I don't know how to talk about it with my gf. It's way too awkward.

✓ **Following**

@football4life

@askastudent - thanks for the advice. what reasons could i give my gf for not wanting to have sex that don't make her feel bad or like i don't want to be with her?

@football4life

@askastudent - those are really good ideas. i really love my gf. you don't think she'll dump me over this do you?

Name
Location
Web
Bio

[Following](#) [Followers](#) [Listed](#)

Tweets

Favorites

Actions
[block](#)
[report for spam](#)

Following

[RSS feed of tweets](#)

Jess

@jessluvsu

@askastudent - my b/f is really pressuring me to send nudes but I don't want to.

✓ **Following**

@jessluvsu

@askastudent - he says nothing bad is going to happen. swears he won't share them.

@jessluvsu

@askastudent - thanks for your advice, but what do i do if he just keeps pressuring? i really don't want to break up.

@jessluvsu

Name

Location

Web

Bio

[Following](#) [Followers Listed](#)

Tweets

Favorites

Actions

[block](#)

[report for spam](#)

Following

[RSS feed of tweets](#)

Josh Pierson

@jp2394

@askastudent - all my friends joke about how many girls they have hooked up. i'm starting to think i'm seriously the only virgin in school...

✓ **Following**

@jp2394

@askastudent - but you don't think people think i'm weird because i'm a virgin? i don't want to seem like a loser...

@jp2394

@askastudent - are you sure? sometimes it just feels like i should hook up to get it over with. is virginity THAT big of a deal?

@jp2394

Name
Location
Web
Bio

[Following](#) [Followers](#) [Listed](#)

Tweets

Favorites

Actions
[block](#)
[report for spam](#)

Following

[RSS feed of tweets](#)

Molly Jenkins

@mollyjok

@askastudent - my best friend says having sex is no big deal. should i get it over with? is she right?

✓ **Following**

@mollyjok

@askastudent - she had sex with her boyfriend a long time ago and nothing bad has happened. she says they love each other more now.

@mollyjok

@askastudent - i'm just tired of feeling left out. am i the only one not doing it?

@mollyjok

Name
Location
Web
Bio

[Following](#) [Followers Listed](#)

Tweets

Favorites

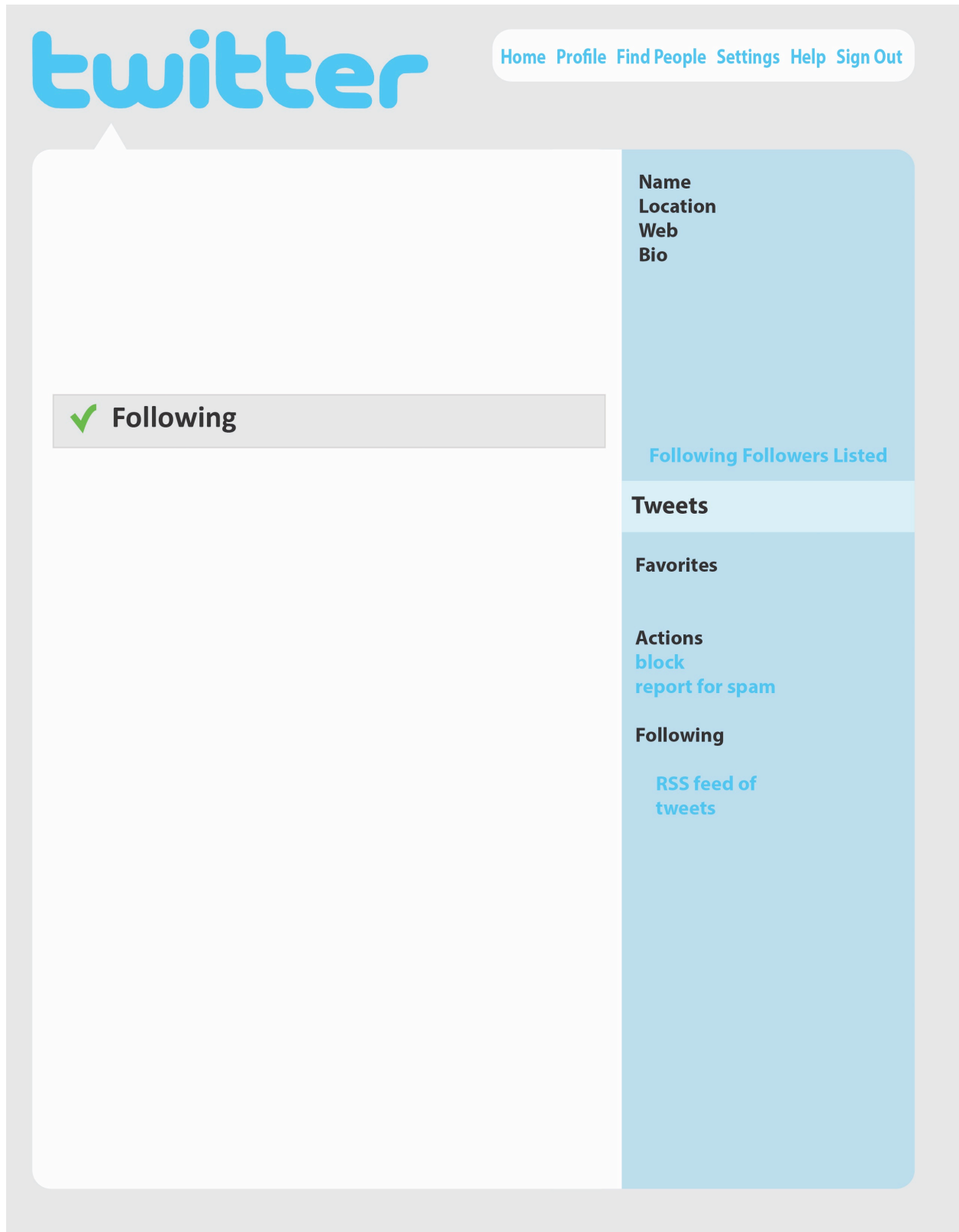
Actions

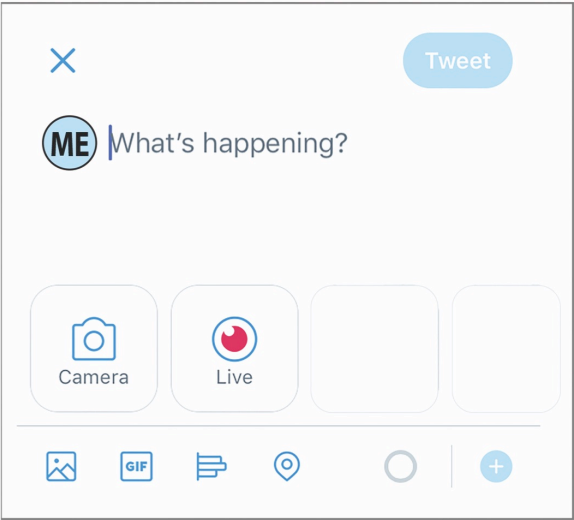
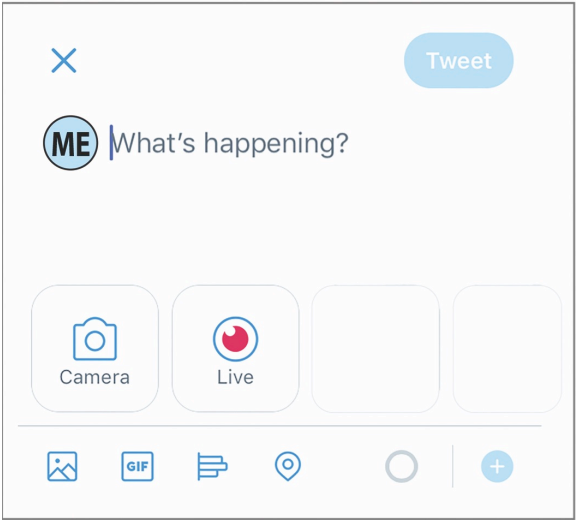
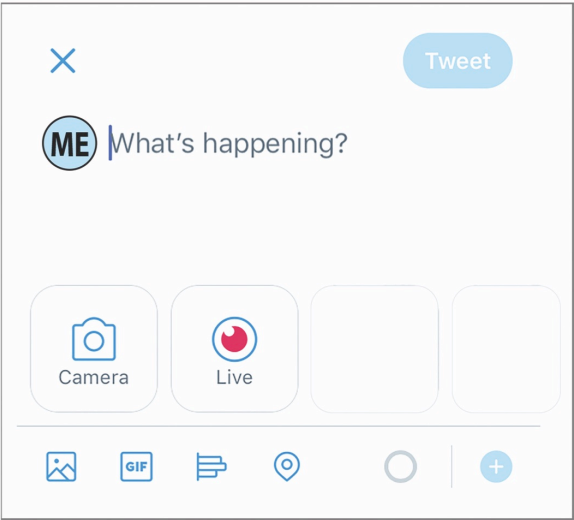
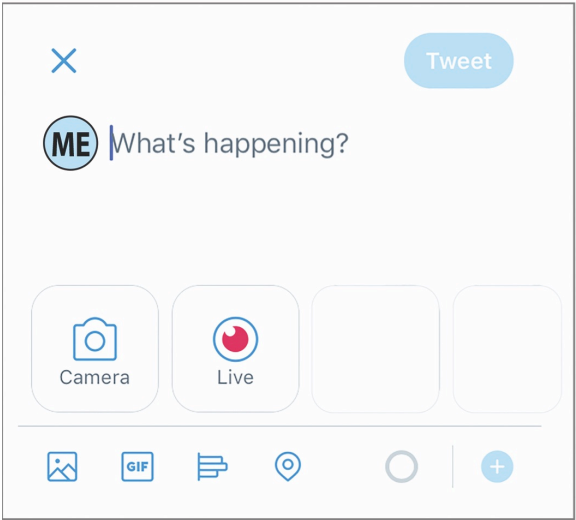
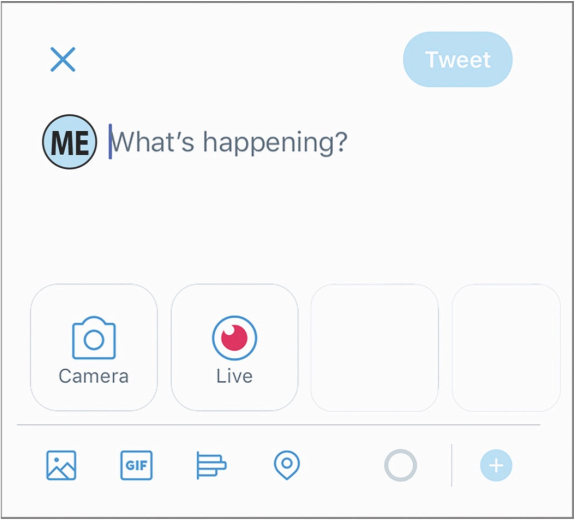
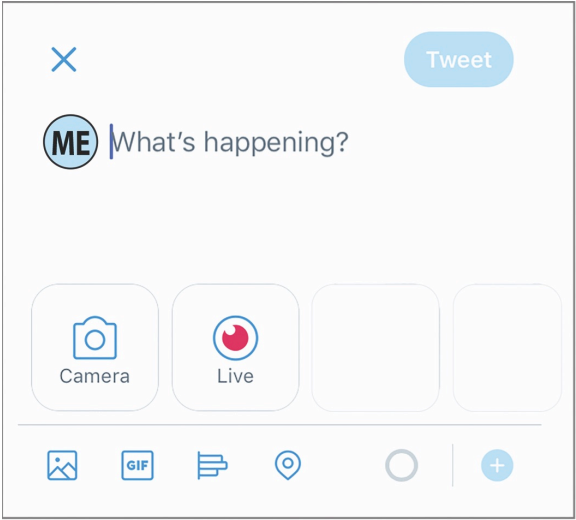
[block](#)

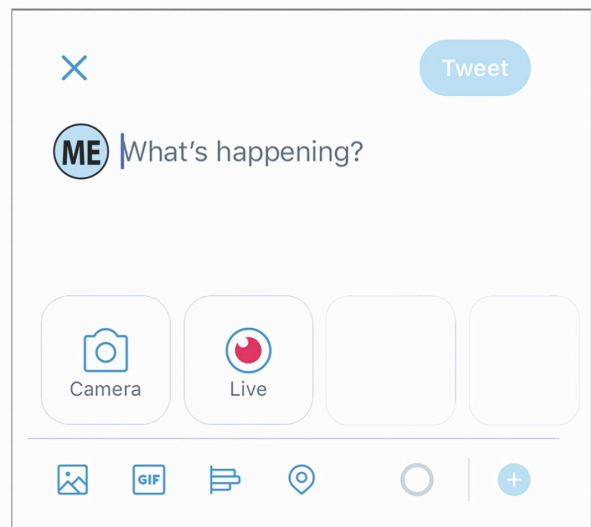
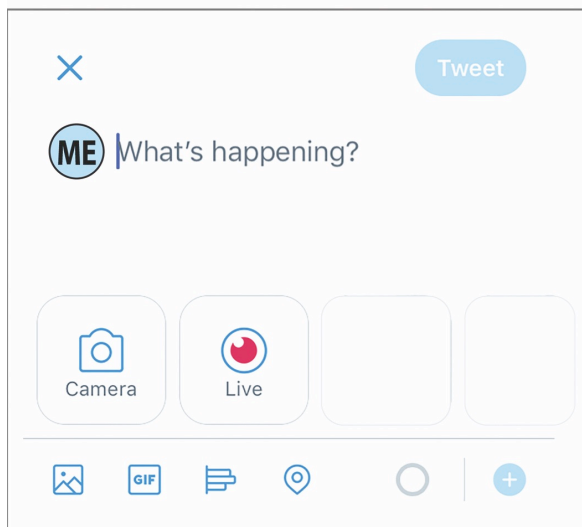
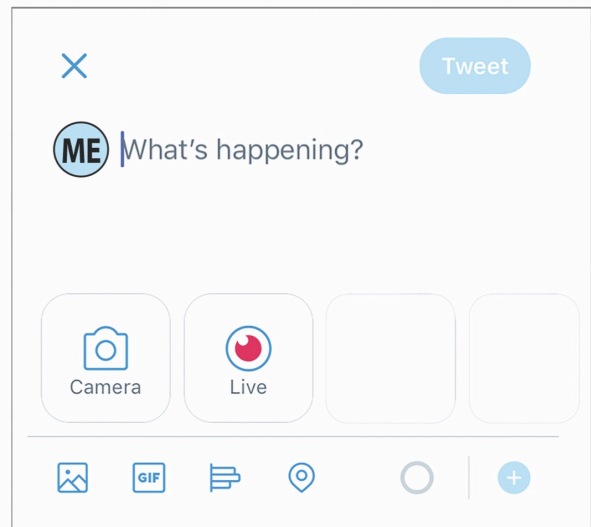
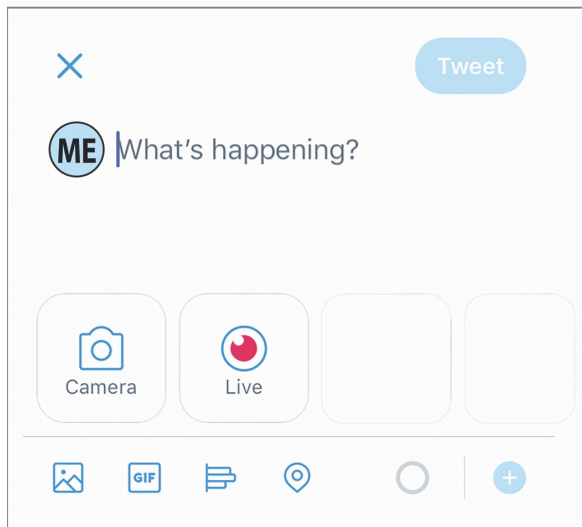
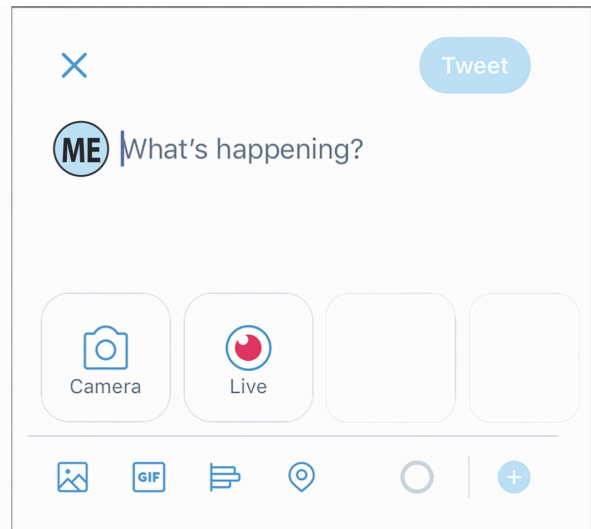
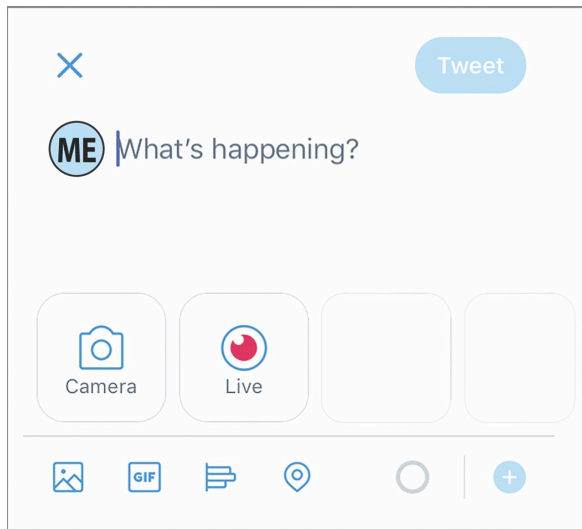
[report for spam](#)

Following

[RSS feed of tweets](#)







Alternative Blank Template

Text It!

Objective: Students will formulate a plan for self-protection skills and identify appropriate resources for help. Students will also demonstrate techniques to assertively deal with peer pressure.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standards #8, 9
- Introduction to Human Studies: Course Standard #15
- Lifespan Development: Course Standards #12 c/d
- Family Studies: Course Standards #7, 8
- Lifetime Wellness (9-12): Course Standards #5.2 b, 6.7
- Health Education (6-8): Course Standards #7.3, 8.1, 8.2, 8.3, 8.4, 12.1, 12.2, 12.3

Supplies Needed:

- Blank phone templates and pens/pencils

Directions:

In order to practice SWAG students will fill out an iPhone texting template using the steps to talk to their partner.

Before beginning, place the example text conversation on the overhead projector, or provide each student with a copy. Have two students read it out loud if they are willing. If not, you can read both parts. Address how each step of SWAG was used.

Print the template pages beforehand and split students into groups of two or three. Give each group a scenario and a template. Give them 5-7 minutes to write a text conversation based off their scenario using SWAG. To help you may leave the example on the overhead or you can put up the examples page from the SWAG slideshow on the projector.

Any student who wants may read their text conversation out loud when time is up.

Scenarios:

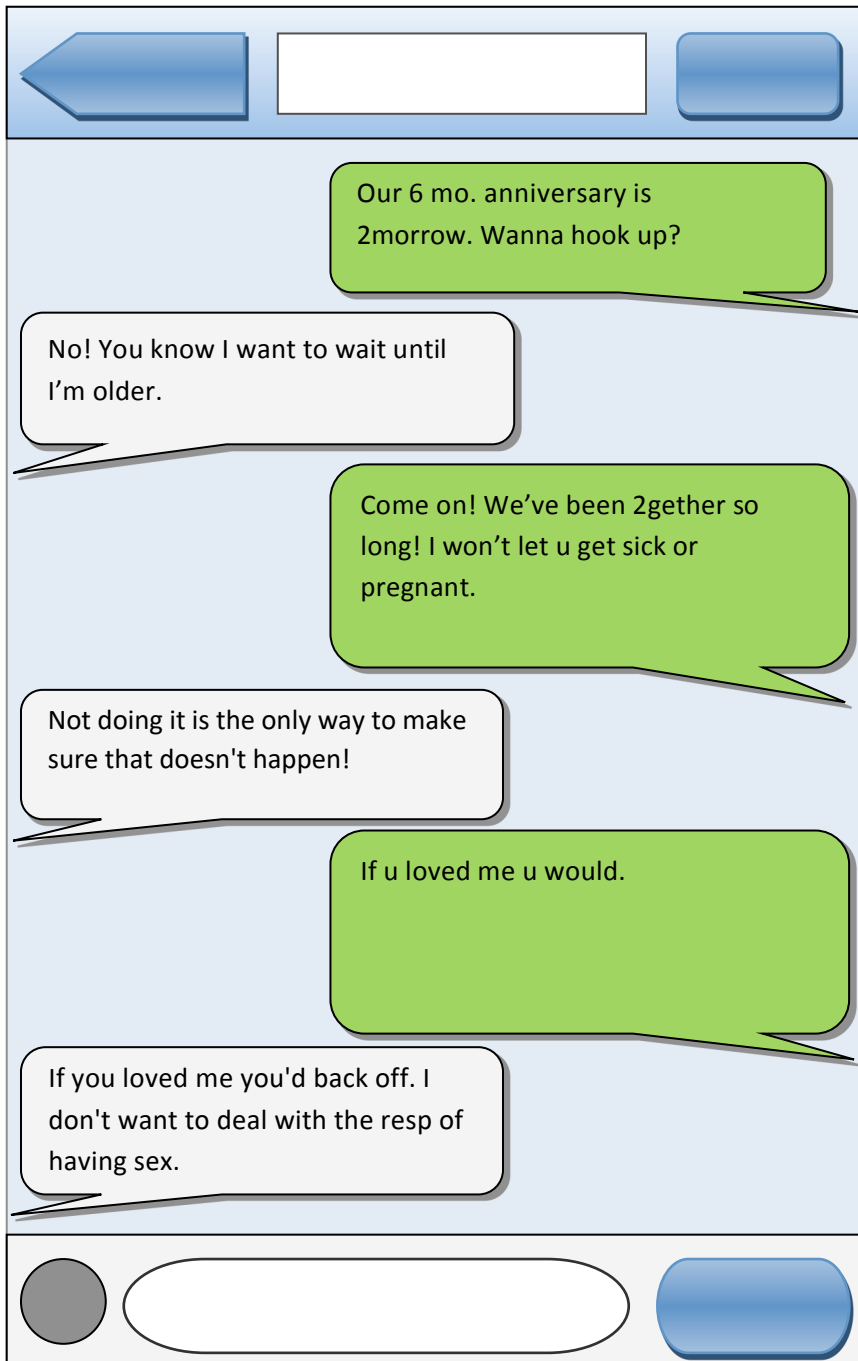
- 1) Jessie and Chris are going on their first date tomorrow. Jessie has had sex before and hopes to hook up with Chris at the end of the night. Chris has liked Jessie for a long time and is excited to be asked out but, unlike Jessie, Chris really wants to wait to have sex until after high school. Write the conversation between Chris and Jessie the night before their first date. Help Chris use SWAG to keep from giving into Jessie.

- 2) Alex and Riley have been dating for a year. Alex has a good job and uses money to buy nice gifts and take Riley out on fun dates. Riley wants to wait to have sex and has told Alex this repeatedly. After all this time Alex thinks that Riley should give in because of how much money Alex has spent on Riley. Help Riley use SWAG to resist when Alex texts to pressure for sex again.
- 3) Taylor just found out that their crush, Casey, is going to be at the biggest party of the year. Taylor hopes that Casey will want to hang out at the party and get to know each other more. Maybe it will even lead to Taylor and Casey going out! When Taylor texts Casey to find out if they can hang out together at the party Casey starts asking Taylor if Taylor wants to hang out alone upstairs. Taylor has heard a lot of people talk about hooking up at this party and is now wondering if that is why Casey wants to go upstairs. Taylor wants to wait but what happens if Casey has sex with someone else at the party? Help Taylor use SWAG to explain to Casey why they don't want to go upstairs.
- 4) Devin and Payton are hanging out at Payton's house before Payton's parents get home from work. They are watching a movie and start making out on the couch. Devin starts to pressure Payton to have sex even though Payton wants to wait. Payton says, "I have to go to the bathroom!" and leaves the room to take a deep breath. While in the bathroom, Payton texts Devin to explain why Payton wants to wait to have sex. Write the text conversation between Payton and Devin helping Payton use SWAG to resist Devin's pressure.
- 5) Bailey (age 17) and Jenna (age 14) are neighbors. Jenna really likes Bailey and thinks of her like a big sister. So when Jenna's boyfriend starts pressuring her to cut school and come to his house she texts Bailey for advice. Jenna is not ready to have sex and doesn't want to get in trouble for cutting school. Using SWAG help Bailey give advice to her younger neighbor.
- 6) Skyler and Jamie have been dating for a while and they love to text each other when they are not hanging out in person. One day Skyler starts texting and pressuring Jamie to send nudes. Jamie is really scared to sext message with Skyler because Jamie knows they could get in trouble for it. Skyler promises no one else will see it. Help Jamie use SWAG to text Skyler back and explain why they will not send a nude photo.
- 7) Haden and Charlie ride the same bus home from school. Haden has a huge crush on Charlie. Haden is only in 8th grade and Charlie is in 10th grade. One day Charlie asks Haden for Haden's phone number. Haden is so excited Charlie wants to get to know each other more. As they continue to talk and get closer, Charlie starts to pressure Haden into hanging out alone and having sex. Charlie says, "Everyone at the high school has sex. If you want to be with someone older like me, you need to get over it and do it already. I can find someone else to have sex with any time I want to. You are lucky I want to be with you!" Help Haden use SWAG to text Charlie and explain why they want to wait to have sex.

Non-Sexual Scenarios – these scenarios are meant to show students that SWAG can be used in non-sexual scenarios as well.

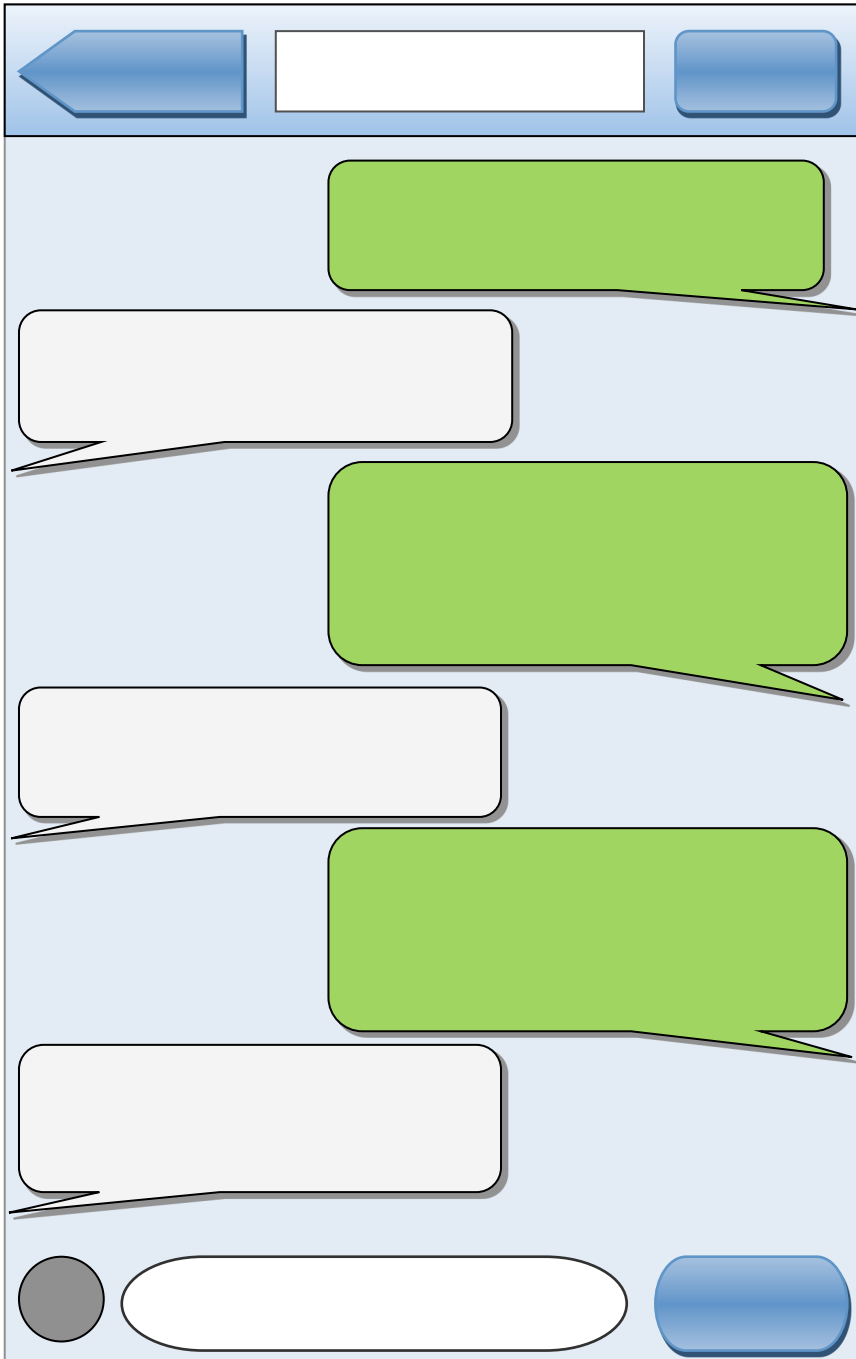
- 8) Blaire and Sam are best friends. Sam wants Blaire to hang out after school but Sam knows that Blaire likes to smoke weed when they get off the bus. Sam does not want to get in trouble or mess with their future by getting caught up in using drugs. Help Sam use SWAG to let Blaire know that they can hang out but not if drugs are involved.
- 9) Shiloh is so tired of school and wants to take a break in the middle of the week so Shiloh invites crush, Avery, to go to a local mall and hang out. Shiloh says, “There is nothing going on this week. Let’s just skip. There is no way we’ll get caught.” Avery is worried they will get in trouble and doesn’t want to risk it but Shiloh keeps pressuring. Help Avery using SWAG to let Shiloh know that they won’t be skipping school.
- 10) Dakota and Sidney are at a party for the basketball team. They are both starting players on the team and very popular. Dakota sneaks a bottle of liquor into the party and starts offering drinks to people. Dakota says, “We’ve worked hard this season! We should let loose and have some fun.” Sidney does not want to drink and is worried about the coach finding out and kicking them all off the team. Sidney hopes to go to college on a basketball scholarship one day. Dakota keeps pushing and pushing so Sidney leaves to sit outside on the front porch and get some air. Help Sidney use SWAG to write the texts to send to Dakota to explain why Sidney does not want to drink.

Phone Template Example





Blank Phone Template



SWAG Table Talk Activity

Objective: Students will formulate a plan for self-protection skills and identify appropriate resources for help. Students will also demonstrate techniques to assertively deal with peer pressure.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standards #8, 9
- Introduction to Human Studies: Course Standard #15
- Lifespan Development: Course Standards #12 c/d
- Family Studies: Course Standards #7, 8
- Lifetime Wellness (9-12): Course Standards #5.2 b, 6.7
- Health Education (6-8): Course Standards #7.3, 8.1, 8.2, 8.3, 8.4, 12.1, 12.2, 12.3

Supplies Needed:

- Butcher paper or newsprint and markers
- 7 writing stations
- **SWAG** Handout from **Skill Set** Activity

Directions:

To set up for this activity, lay butcher paper or newsprint on each writing station label as follows: "Ways to Stop", "Ways to Say No", "Give reasons Why You Want to Wait", "Ways to Avoid the Situation", "Alternatives to the Risky Behavior", "Something Fun you Could Go Do After Talking" and "Reasons Why You Might Need to Get Out of the Situation"

Assign students to each table and give them markers. Give them a few minutes to discuss the label on their table and then write their ideas for that label on the butcher paper. If they are having difficulty coming up with examples they can use the **SWAG** handout from the **Skill Set** Activity. If time allows you can rotate students to each table giving them an opportunity to write their ideas for each topic. Upon completion of the activity ask for students to read examples aloud for a group discussion. For example, on "Ways to Stop" an example might be *Leave the party* or under "Something Fun you Could Go Do After Talking" might be *go out to eat*.

Say: *Saying NO to risky behaviors (like drinking or having sex) can be hard sometimes especially if someone you like is trying to pressure you. By practicing the STEPS to refuse or avoid unhealthy situations you are better prepared when they happen. This can help you keep safe boundaries and practice consent.*

“Grab and Go” Lesson Plan – Media Safety

Objective: Students will learn responsible and safe use of technology, identify potential hazards associated with technology, identify situations that should be reported to a trusted adult and evaluate the effect of media and technology on individual, family and community health.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standard #9, 17, 18
- Introduction to Human Studies: Course Standard #15, 16, 17
- Lifespan Development: Course Standards #12 b/c/d, #13 c/d
- Lifetime Wellness (9-12): Course Standards #5.2 a/b
- Health Education (6-8): Course Standards #1.1, 1.6, 12.1, 12.2, 12.3, 14.8

Supplies Needed:

- Social Media Safety** Power Point: www.centerstone.org/teen/toolkits
- Who Would You Hire** Activity (attached)
- Catfish Activity** (attached)
- Caught in the Web** Activity (attached)

Say: *What is media? (Answer: internet, books, tv, magazines, music, movies, video games, etc.) Do you think media has an influence on the choices teenagers make? (Allow them to answer.) Raise your hand if you have access to the internet at home. Raise your hand if you have access here at school. We are all exposed to media all the time. It can be used for good, or in some cases it can be harmful. Let's take a look at a slideshow about being safe when using the internet and other forms of media.*

Show **Safety and Social Media** slide show.

***Visit www.centerstone.org/teen/toolkits for a video version of this slideshow.**

***On the following pages there is a reference sheet to slides in the slideshow.**

Say: *Now that we know more about how to protect ourselves online, on our phones, and while we consume media, let's do an activity about how our social media profiles can influence the jobs we get.*

Do **Who Would You Hire? Activity**.

Say: *Now let's do a lesson about trusting people online.*

Do **Catfish Activity**.

If time allows, do **Caught in the Web Activity**. The best location would be after the media safety slideshow or even during the slideshow!

Social Media Slide Show Reference Sheet

Slide 3:

Social media logo explanations. From left to right

Youtube- videos, youtube star as a career now

Omegle- a video app where you can meet random people. You can put interests and the app matches you with people who share the same interests. Sadly its frequently used for sexting and nudes. (not widely used by teens anymore)

Pinterest- an app to find ideas about anything

Facebook- one of the first and still running social media sites, can send private messages, post pics, words and video. Follows location and can make location public

Tik tok- app that records video of you with music

Whats app- messaging and phone call app

Kik.- messaging app, can join public group chats on different topics

Skype- video chat

Instagram- photo sharing and communication app, can stamp photo location

Tumblr- blog app. (not widely used by teens anymore)

Twitter- live status app, can share words, ideas, and can attach photos

Snapchat- instant photo or video messaging app, pic disappears but can be screenshotted. Can follow others locations

Ask FM- a question asking and answering service that gives people the opportunity to ask and answer controversial questions totally anonymously. The answers can be either in text or video format, and users can also browse other people's profiles

Slide 13

"Teen jailed over LOL"...

"My "My dumb--- got a DUI and hit a car LOL," Asher posted to Facebook after she allegedly T-boned another vehicle with four people inside on July 20 — while she was intoxicated. Asher claimed that she did not realize she struck the vehicle, according to the police report. Parents of teenagers in the other car read Asher's comment and alerted the county

<http://www.nydailynews.com/news/crime/teen-jailed-making-lol-crack-facebook-car-crash-drunk-driving-article-1.1162283>

Cyberbullying Section- slides 26-27

Rebecca Ann Sedwick: of Winter Haven Fla. Two girls were arrested in a Florida bullying case after one of them admitted online over the weekend that she harassed a 12-year-old girl who killed herself last month, a sheriff said Tuesday. Polk County Sheriff Grady Judd said they arrested a 14-year-old girl because they were worried she would continue cyberbullying other girls. The girl is accused of threatening to beat up 12-year-old Rebecca Ann Sedwick, telling her "to drink bleach and die" and saying she should kill herself, the sheriff said. Last month, CBS News correspondent Michelle Miller reported that the one message that her mother, Tricia Norman, cannot forget urged Rebecca Ann to kill herself. "'You haven't killed yourself yet,'" Norman recalled the message saying. "'Go jump off of a building.'" After nearly a year of bullying by as many as 15 girls, authorities said Rebecca climbed a tower at an abandoned concrete plant Sept. 9 and hurled herself to her death. She was being bullied in person and on different social media outlets, such as Facebook, Kik, Ask.fm, Instagram and Voxer.

<https://www.cbsnews.com/news/12-year-olds-suicide-spotlights-cyber-bullying-threat/>

<https://www.cbsnews.com/news/rebecca-ann-sedwick-suicide-2-arrests-made-in-death-of-bullied-florida-girl/>

Audrie Pott: a student at Saratoga High School in Silicon Valley, hanged herself in her bathroom on Sept. 10, 2012, only a week after passing out drunk at a party where she said boys she had known for years took off her clothes, sexually assaulted her and took images of the attack on their phones. <http://www.nydailynews.com/news/national/new-details-revealed-audrie-pott-cyber-bullying-suicide-article-1.1459904>

Carla Jamerson: Carla was picked on by classmates from kindergarten through middle school, her mother said. Bullying was especially bad at the southwest valley's Canarelli Middle School where Carla most recently attended, Bird said. Students there made a Facebook page about her daughter that spread rumors of pregnancy and sexual promiscuity.

<https://www.reviewjournal.com/local/local-las-vegas/abuse-investigation-was-ongoing-when-las-vegas-teen-took-her-life/>

Ashawnty Davis: Ashawnty (a fifth grader) was bullied after a video of a fight she was in at her school in Aurora, CO in October was posted on an app. Ashawnty confronted a girl who had already been bullying her, her mother said, and the fight was recorded on a cellphone and posted to an app called Musical.ly. She hanged herself 2 weeks later. <https://www.cnn.com/2017/12/02/health/girl-bullying-suicide-trnd/index.html>

Channing Smith: From Manchester, TN died by suicide the night of Sept. 22 after intimate messages between him and another boy were shared on Instagram and Snapchat. Channings brother Joshua said ""My brother committed suicide because of the actions of 2 kids that he trusted that turned personal screen shot messages over to social media in a deliberate attempt to assassinate his character" Channing's case of being "outed" on social media by other people is similar to many cases involving suicide and LGBTQ youth, including 15 year old Nigel Shelby of Huntsville, Alabama.

<https://www.usatoday.com/story/news/nation/2019/10/01/channing-smith-lgbt-tennessee-teen-died-suicide-after-being-outed/3828952002/>

<https://www.washingtonpost.com/nation/2019/09/30/tennessee-teen-channing-smith-instagram-lgbt-killed/>
<https://newsone.com/3851461/alabama-deputy-nigel-shelby/>

Who Would You Hire? Activity

Objective: Students will analyze responsible and safe uses of technology. Students will be able to identify potential hazards associated with technology and apply online personal safety guidelines.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standards #17, 18
- Introduction to Human Studies: Course Standard #15
- Lifetime Wellness (9-12): Course Standards #5.2 a/b
- Health Education (6-8): Course Standards #10.3, 12.2, 14.8

Supplies Needed:

- "Fake" Facebook profiles (attached)

Directions:

Print out the fake profiles and pass out copies to groups of students.

Say: *Social media is something that we often think about as being “private”. However, as you all well know, nothing online is ever really private. Friends, family, colleges, and employers can all look at our presence on social media. Sometimes, people post information or pictures that could be considered a “red flag”. What is a “red flag”?*

Allow students to answer.

Say: *A “red flag” is any information or pictures that a person posts online that would make a college or employer think twice about selecting them. This can include references to drug and alcohol use, complaining about school or work, or sexually explicit material. Look at the profiles in front of you. I want you to circle things on each profile that would be red flags that the person would not be a good employee. Then, decide which employee you would hire and we will discuss why you chose **that person(s) instead of the other(s).***

Have a group discussion over which profiles they chose and why.

Alternatively, you could put these on the overhead projector and have the class discuss them together as a whole.



More ▼

From [East Ridge, Tennessee](#)

i am only a junior but ne1 down for senior skip day next week???

...

September 13 at 10:29pm





Cassidy Steiner



 Following  Message 

Timeline


About


Friends 72 Mutual


Photos

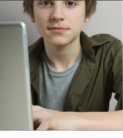
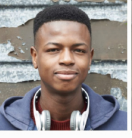




More 

 Intro

 Attends [Hume Fogg High School](#)

 From [Nashville, Tennessee](#)

 Photos



 Make Post  Photo/Video



A big THANK YOU to my co-worker Jenny for taking my shift last night so I can work on my science project! #mcdfamily


 Photo/Video  Feeling/Activity 








Cassidy Steiner
September 13 at 10:29pm 

THAT'S MY BEST FRIEND! Anaya checking the specs on our robot right before we took FIRST in the science fair

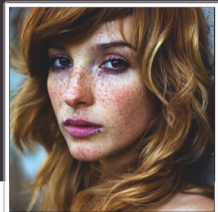




Q


Laci
Home

 1
 12


THIS SPACE IS AVAILABLE FOR ADVERTISING.




Laci McEntire

{ SEND A MESSAGE IF INTERESTED }

✓ Friends

✓ Following
Message
...


Timeline
About
Friends 72 Mutual
Photos
More








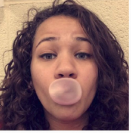
Intro


Attends Franklin High School


From Franklin, Tennessee





Photos









✎ Make Post
 Photo/Video



Got a lil tipsy at joey's last night... got home and luckily my mom was asleep! Good thing she isn't on Facebook either!!!


 Photo/Video
 Feeling/Activity
...




Laci McEntire

September 13 at 10:29pm

Spring break and time off work = beach with mom and sisters. Too bad I freckle instead of tan!



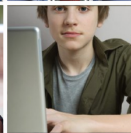


CENTERSTONE

56



More ▼



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Activity – Catfish

Objective: Students will analyze responsible and safe uses of technology. Students will be able to identify potential hazards associated with technology and apply online personal safety guidelines.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standards #17, 18
- Introduction to Human Studies: Course Standard #15
- Lifetime Wellness (9-12): Course Standards #5.2 a/b
- Health Education (6-8): Course Standards #10.3, 12.2, 14.8

Supplies Needed:

- "fake" Facebook profile printouts
- Manila folders or envelopes
- Catfish printouts

Directions:

Prepare the activity by printing off the fake Facebook profiles and taping them to the outside of a manila folder or envelope. Randomly insert a picture of a catfish (attached) or the *Not a Catfish* fact sheet into the folders until all fake profiles include one or the other.

Divide students into groups.

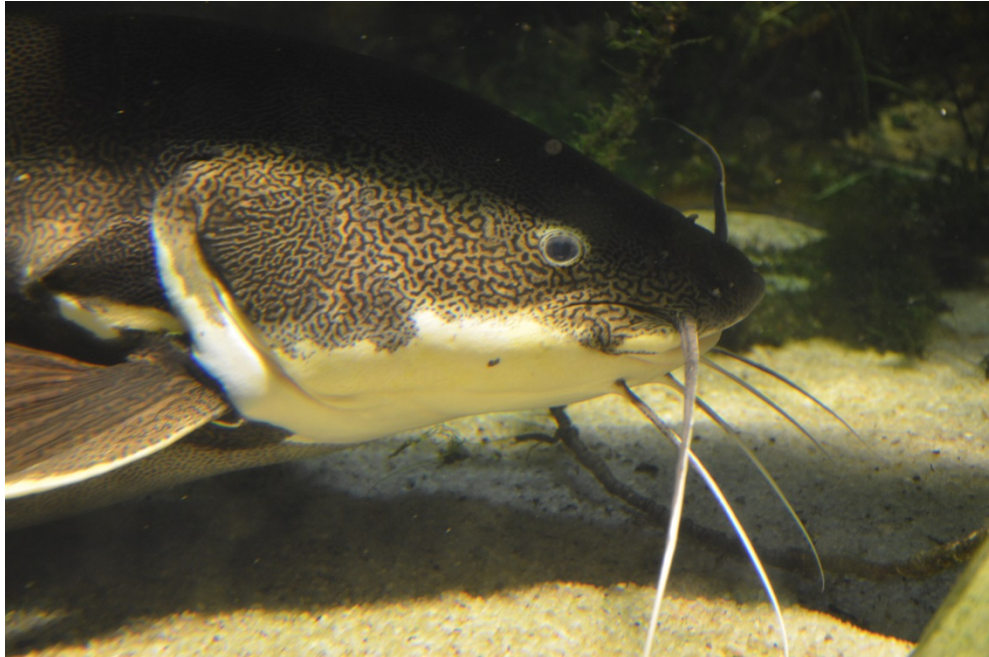
Say: *You just received a friend request from someone you don't know (or don't know very well). They even messaged you to tell you HI and ask you to approve their friend request. Read the profile on the outside of the folder you've been given and decide if you would want to be friends with that person or not. They seem really into being friends or maybe more. Would agree to meet the person in the profile? Why or why not?*

Next, have each group open and reveal if their person was a catfish or not. Have them read the information on the paper they remove.

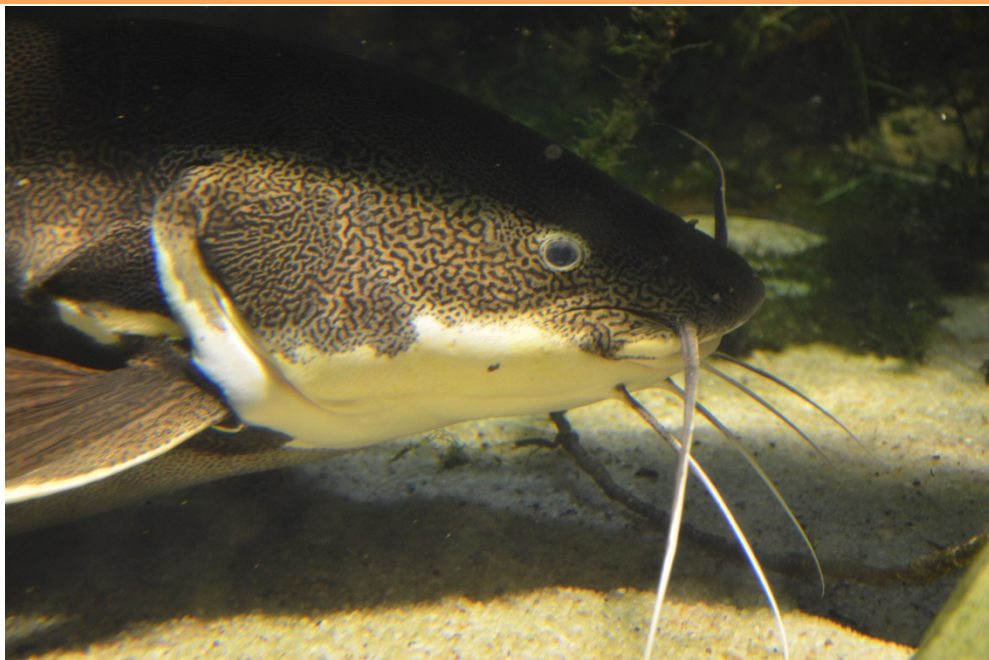
Say: *What could happen if you meet up with someone based ONLY on your on line (or phone) communication. In other words, you have never met them in person. What are the dangers? (Allow the class time to respond.)*

Say: *It's important to remember that you can never know who you are talking to when you are online. Never friend someone, or allow them to follow you, send personal information or agree to meet in person. If you do, then you are at risk for being catfished, having your identity stolen or worse...you could be in physical danger. For example, human trafficking (when people are kidnapped and sold in to slavery) happens all over the world. including right here in Tennessee. People put themselves at risk daily on the Internet by sharing too much information and allowing people, they do not know, to have access to their online profile.*

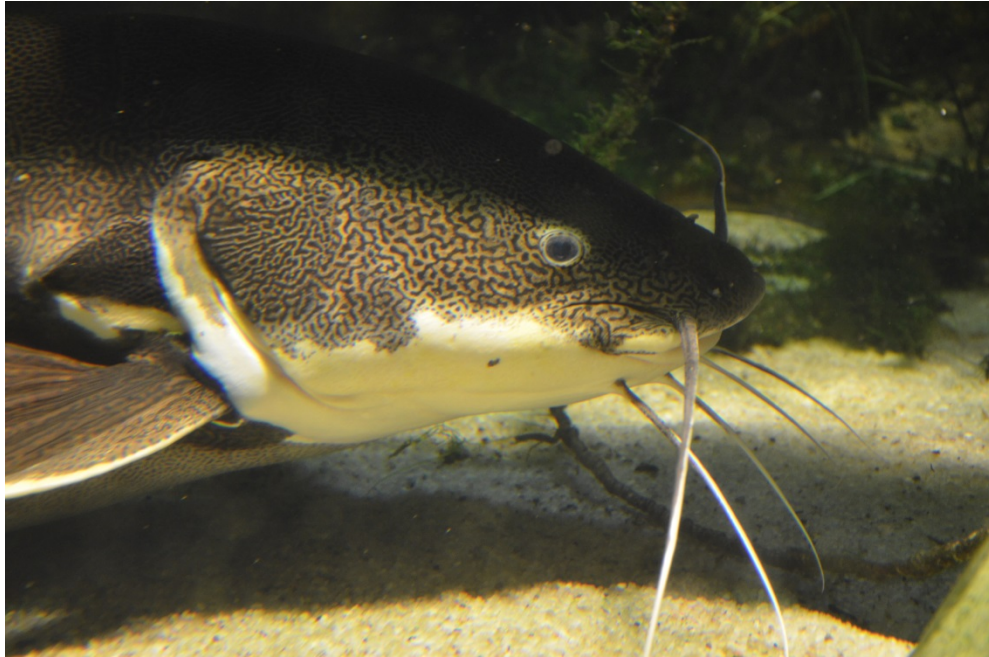
**If you would like to share more information on Human Trafficking with your class you can visit
<https://www.dhs.gov/blue-campaign/online-safety> .**



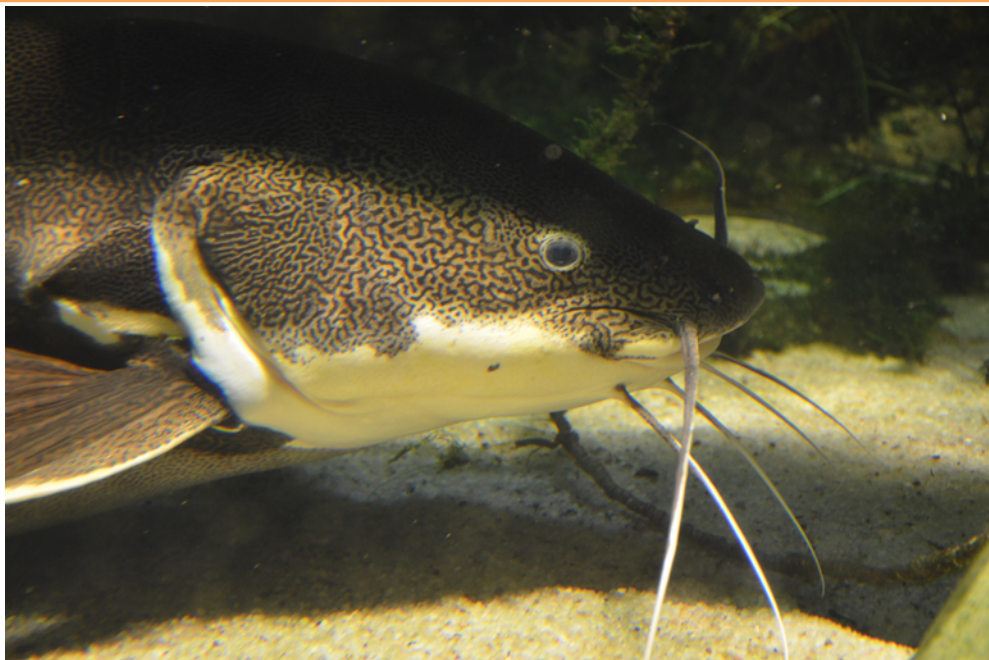
Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This person is actually a 40 year old man that likes to talk to young children.



Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This person is actually a 50 year old woman. She has done this before and has over 20 profiles set up to fool people!



Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This person is actually a 12 year old little girl who pretends to be older to get people to pay attention to her.



Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This person is actually your ex pretending to be someone else so they can get information on you and spread rumors to get you back for breaking up with them!



Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This is a friend at school who is trying to prank you!



You got lucky! This person is who they say they are. However, remember to never give out personal information online. You never really know who you are talking to or how they might use the information. Keep yourself safe!



You got lucky! This person is who they say they are. However, if anyone online ever bothers you or makes you feel uncomfortable, go tell a trusted adult RIGHT AWAY! Save your conversations with the person so an adult can read them.

Alternative Activity – Caught in the Web

Objective: Students will analyze responsible and safe uses of technology. Students will be able to identify potential hazards associated with technology and apply online personal safety guidelines.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standards #17, 18
- Introduction to Human Studies: Course Standard #15
- Lifetime Wellness (9-12): Course Standards #5.2 a/b
- Health Education (6-8): Course Standards #10.3, 12.2, 14.8

Supplies Needed:

- Ball of yarn
- Alternative – stress ball or tennis ball

Directions:

Gather your students into a large circle. Hand one student a ball of yarn. This is Student 1.

Say: *While holding the end of the yarn, Student 1 is going to gently toss the yarn to someone else. Once that person catches it they will HOLD ON to the yarn in their left hand and toss the ball to another person. Remember, do NOT let go of the yarn once you toss it. (It is a good idea for you to call out the name of the person to whom you are throwing the yarn to.) Repeat this process until everyone is holding onto their piece of yarn. You cannot toss the yarn to someone standing next to you; it must go across the circle.*

Allow students to continue until yarn has run out or every student is holding a piece of yarn. The resulting pattern should look like a web. To complicate the web you can make sure students toss the yarn over and under parts of the "web" that already exist. The objective is to make it HARD to untangle.

Say: *Now, without letting go of the yarn, you all have 60 seconds (or whatever time you feel is appropriate – it is better if your students do NOT untangle the web) to untangle yourselves.*

When time is up, instruct your students to stop, and drop the yarn to the ground, being careful not to trip in it.

Say: *This yarn represents something we send out digitally, whether that be a text, a picture, or something on social media. Once Student 1 threw the yarn to Student 2, did Student 1 have any control over where the yarn went? No. What about after that? It just went on and on creating a complicated web. Likewise, an electronic message/picture can be passed and passed until you have a complicated web catching everyone who sends and receives the message. It can be impossible to untangle the mess. Remember, what you put out in the digital world is forever....even if you delete it there is still an image on a hard drive somewhere that can resurface anytime causing embarrassment or other negative consequences (loss of job, loss of scholarship, etc.).*

Activity Modification: If your classroom does not have the space to perform the yarn activity, you may instead use a tennis ball or stress ball. Instruct students to circulate the ball to every person in the room as quickly (but safely!) as possible. Once every student has had an opportunity to catch the ball, hold the ball in your hand.

Say: *This ball represents any time we send something out digitally, whether that be a text, a picture, or something on social media. Once Student 1 threw the ball to Student 2, did Student 1 have any control over where the ball went? No. What about after that? The moment a message leaves your hands, you have no control over where it travels. And just like you all threw this ball around quickly, digital messages can travel even faster. This is why it is so important to carefully think before we post, send or forward anything!*

*** Visit www.centerstone.org/teen/toolkits for a video demonstrating this activity.**

Consent “Grab and Go” Lesson Plan

Objective: Students will analyze the components of healthy and unhealthy relationships and identify ways to maintain consent in healthy relationships. Students will be instructed on consent and how to identify situations that should be reported to a trusted adult.

Supplies Needed:

- Partner to Partner** Activity (attached)
- Healthy Relationship and Consent** Power Point: www.centerstone.org/teen/toolkits
- Pizza and Consent** Activity (attached)

Directions:

Say: *What do you think when you hear the word "consent"? (Allow participants to respond). The point of this lesson is to help us understand how to gain consent and to make sure we are giving consent in a healthy way. The first thing we are going to do is an activity to help us better understand why consent is important.*

Complete **Partner to Partner Activity**.

Say: *From this activity we have learned why asking for and maintaining consent is very important, especially when it comes to physical touching. We also learned that while we are verbally discussing consent we can also use our body language to help emphasize our point.*

Show Healthy Relationships and Consent Slideshow.

***View a video version of this slideshow at www.centerstone.org/teen/toolkits**

Say: *Now you have a better understanding of what consent is and how important it is to respect the boundaries of others.*

Do **Pizza and Consent Activity**.

Say: *Great job. Hopefully you now have a better understanding of consent and why it is so important. It is never ok for someone to touch you without your permission. It is also not ok for you to touch someone else unless they say it is ok.*

If you or someone you know is in an unsafe relationship, you can call (866) 331-9474 and/or visit www.loveisrespect.org to talk to someone 24 hours a day. You should also talk to a trusted adult as soon as possible.

Partner to Partner

Objective: To understand why it is important to ask and maintain consent during any physical touching and that our body gestures should match what we are saying.

Directions:

1. Let people know that this activity involves some physical touching of other people and they should STOP the moment they feel uncomfortable. **This is very important as their STOPPING is the point of the activity.** They can choose to re-start the activity but stop at any time they don't feel comfortable anymore.
2. Ask people to partner up. State commands to touch body parts that the partners follow (e.g. hand to hand, foot to foot, knee to knee, elbow to elbow, ect.) Whenever the facilitator calls out "partner to partner," everyone must find someone new to work with.
3. Eventually say "belly to belly" or "nose to nose" to elicit a response. [Note: In most cases, participants will not be comfortable touching bellies or noses and they will STOP. REMIND THEM THAT THEY SHOULD STOP THE SECOND THEY BECOME UNCOMFORTABLE. THIS IS THE POINT OF THE ACTIVITY. What typically happens is they shout, giggle, and yell "no way" which is what we want to happen so we can talk about it.]

Debrief Questions:

1. What made you react when I said "belly to belly" or "nose to nose"?
2. How did you know someone didn't want to continue to do something?
3. How did you know when they did?
4. How did they know when you wanted to do something or not?
5. What is consent?

Take-Away Point:

1. Consent is a willing and enthusiastic "YES"
2. Consent should be verbal. You can pay attention to your partners body language as we did today in partner to partner, but to be on the safe side you should do both. Ask for consent for good measure.

Pizza and Consent Activity

Facilitators Note: This section has been adapted from "Ask. Listen. Respect. Facilitator Discussion Guide." It is incorporated into this Tool Kit with permission from its creators: the Virginia Sexual and Domestic Violence Action Alliance (with an influence and adaptation from the Vermont Network Against Domestic and Sexual Violence).

Objective: Students will understand that consent means seeking and receiving permission before asking, or expecting, another person to engage in an activity.

Say: *We are now going to review different scenarios about pizza that relate to consent. Most people like pizza, but some people do not. Some people like pepperoni, and some people only want cheese. A lot of people can't even eat cheese! Some people love anchovies, but a lot of people really hate them. If you are going to order pizza for everyone, how would you learn what to get so that everyone can eat? (Allow time to answer.) You need to ask.*

Okay, let's get started. (Be sure to allow time for discussion between each scenario.)

-If your friend walks into your house with a pizza that has a topping you do not like, and offers you a slice and you decline, "How would you feel if they pressured you to eat the pizza?" or said, "It's weird you don't want a slice?"

-If your friend walks into your house with a pizza and offers you two slices and you eat four without asking, what do you think their reaction would be? How do you think they would feel?

-If your friend walks into your house with a pizza and you ate it with them. Then they came back the next day with another pizza, offered you a slice, and you declined, how would you feel if they got upset?

-Do you need to accept something today just because you accepted it the day before or last month?

-If your friend walks into your house with a pizza and half of it had a topping you didn't like, and half of it had a topping you did like....would you feel comfortable asking for a slice of the one you wanted?

-How would you react if your friend told you that you could only have a slice of the one you didn't like or were allergic to?

-If your friend came over while you were sleeping and tried to make you eat pizza (while you are asleep) how would you feel? Is that okay?

Continue the Discussion:

We discussed this in terms of friendship and pizza. Let's discuss what that might look like in a dating relationship:

- *How do you know if someone wants to hold your hand or kiss you?*
- *If someone wants to hold your hand, does that mean they want to kiss you?*
- *If someone wants to kiss, does that mean they want to go further?*
- *If someone wants to kiss you today, does that mean they want to kiss you tomorrow?*

Say: *Obviously people like different types of pizza (or do not even like it at all). People also like different ways of touching, or not touching at all. Everyone has different boundaries and enjoys different things. That is why it is important to talk to your partner about consent. It's just as simple as asking if they want pepperoni on their pizza!*

Healthy Relationships “Grab and Go” Lesson Plan

Objective: Students will analyze the components of healthy and unhealthy relationships and identify ways to maintain healthy relationships. Students will be instructed on consent, resources for getting out of an unhealthy relationship and how to identify situations that should be reported to a trusted adult.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standard #8
- Family Studies: Course Standard #8
- Lifespan Development: Course Standards #12 c/d
- Lifetime Wellness (9-12): Course Standard #6.1
- Health Education (6-8): Course Standards #8.1, 8.2, 8.3, 8.4, 12.1, 12.2

Supplies needed:

- Health Vs. Unhealthy** Activity (attached)
- Love Vs. Infatuation** Activity (attached)
- Relationship or Red Flag** Activity (attached)

Directions:

Begin by saying:

What are some ways we can work to keep our bodies healthy? (Allow participants to respond with “eat right, exercise, don’t smoke and trips to the doctor.”) Just like it takes hard work to keep our bodies healthy, we have to work hard to keep our relationships healthy, too. The point of this lesson is to help us learn what makes a healthy relationship and how to keep it that way.

The first thing we are going to do is an activity to help us better understand what distinguishes a healthy vs. unhealthy relationship..

Do Healthy vs. Unhealthy Activity.

Say: *Why does any of this matter to you? Well, according to loveisrespect.org, 1 in 3 teens in the U.S. experiences violence from a dating partner in the form of physical, sexual, or verbal abuse. That means people your age are dating and, sadly, they are experiencing dating violence. Sometimes this happens because young people do not understand consent. Consent is one of the most important factors in building a healthy relationship.*

Show Healthy Relationships and Consent Slideshow (ONLY IF YOU DID NOT SHOW IT ALREADY WHEN COVERING CONSENT).

***View a video version of this slideshow at www.centerstone.org/teen/toolkits .**

Say: *Hopefully, you now have a better understanding of what consent is and how important it is to be in a respectful relationship. Now, we will talk about the differences between love and infatuation.*

Do Love vs. Infatuation Activity

Say: *Now that we know the difference between being in love and having a crush, let’s talk more about the differences in healthy and unhealthy relationships. Many times if someone you know is in an unsafe*

relationship, there will be warning signs, or red flags, to let you know that something is wrong. This next activity will help us recognize some of those red flags.

Do **Relationship or Red Flag** activity if time allows.

Finish up by saying:

Everyone deserves to be in a safe, consensual, respectful, healthy relationship. NO ONE deserves to be scared, or to be abused physically, verbally or emotionally. If you are someone you know is in an unsafe relationship, you can call (866) 331-9474 or visit loveisrespect.org to talk to someone 24 hours a day. You should also talk to a trusted adult as soon as possible.

Healthy vs. Unhealthy Relationships Activity

Objective: Students will analyze the components of healthy and unhealthy relationships and identify ways to maintain healthy relationships.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standard #8
- Family Studies: Course Standard #8
- Lifespan Development: Course Standards #12 c/d
- Lifetime Wellness (9-12): Course Standard #6.1
- Health Education (6-8): Course Standards #8.1, 8.2, 8.3, 8.4, 12.1, 12.2

Supplies Needed:

- 50 or more beads; two different colors
- clear plastic storage bags (quart size or larger)
- Ahead of time put the two different colored beads in the clear plastic bag. There should be more of one color than the other. For example, if you have 50 beads in the bag then 30 should be red and 10 should be blue.

Say: *Let's brainstorm the qualities of unhealthy relationships.* (You can offer suggestions if they are stuck. Make sure the following are included: no trust, lying, cheating, unfair fighting, bad communication/no communication, abuse (physical, verbal, sexual), obsessive, controlling, isolation, etc)

Say: *Now let's brainstorm the qualities of healthy relationships.* (Have them brainstorm qualities of healthy relationships. Make sure the following are included: trust, honesty, faithfulness, good communication, having their own interests, not controlling, love, etc.)

Say: *These beads represent all the possible relationships a person could be in. The red beads represent the unhealthy qualities we discussed such as being controlling or cheating. The blue beads represent the healthy qualities like trust or open communication.*

Place the beads in the storage bag. Be sure that there are more red (UNHEALTHY TRAITS) in the bag than blue (HEALTHY TRAITS). Ask for a volunteer.

Say: *Close your eyes and try to pick out a healthy relationship.* (They will most likely pull out a red one. If they get a blue one tell them that they were very lucky to get since their eyes were closed.)

When they pull out a red, have them give an example of an unhealthy relationship and ask if that is a quality they'd want in a relationship. (No!) Ask the class to suggest a way to make it easier for the volunteer to ensure they will pull a "healthy relationship" blue bead out of the bag. They may suggest that the volunteer open their eyes.

Say: *This represents how some people have their eyes closed when they are infatuated with someone. They are so into the new relationship that they ignore any warning signs or bad parts of the relationship even if other people see it. If they open their eyes, and keep them open, they are more likely to find a healthy partner.*

Ask: *How can we remove unhealthy relationships from our lives? (Answers should include; by hanging out with good people, getting to know people before you date them, having high expectations, etc.)*

*Note: It is recommended that you complete this activity before showing students the **Healthy Relationships and Consent Slideshow**. Otherwise, student answers will predominantly consist of “Consent” or “No Consent” for healthy vs. unhealthy relationship qualities.

In Love or Just Hanging Out Activity

Objective: Students will analyze the different types of feelings one may have about another person and how feelings can be very confusing as they begin dating and having relationships. Students will learn the importance of getting to know someone before you can identify how you (or they) really feel.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standard #8
- Family Studies: Course Standard #8
- Lifespan Development: Course Standards #12 c/d
- Lifetime Wellness (9-12): Course Standard #6.1
- Health Education (6-8): Course Standards #8.1, 8.2, 8.3, 8.4, 12.1, 12.2

Supplies Needed:

- Sign that reads "In Love?"
- Sign that reads "Hanging Out"?

Directions:

Begin by hanging up a sign on one side of the room that says "In Love?" and one on the other side that says "Hanging Out"?

Say: *Some people want to be in a dating relationship, which is okay. Some people do not want to be in a relationship, either because they are not ready, or they just don't want to. This is also okay. For someone who does want to have a dating relationship with another person, it is important to understand their feelings. It is also important to understand that some people might fall in love while others are just hanging out.*

Dating, or figuring out how, can be tough. It can be hard to figure out if someone really likes you, or if you really like them. You all are going to listen to some scenarios about couples and decide if they are getting serious and falling in love, or just hanging out. If they are in love, you will go stand under the "In Love?" sign and if they are just "Hanging Out?" you will go underneath that sign. You need to choose a side, you cannot stand in the middle, and you should be prepared to explain why you feel the way you do.

Scenario 1: Jamie and Casey have known each other since 3rd grade. They were friends for years before they realized their relationship was heading towards something more. Jamie asks Casey out, and after several months of dating exclusively, the couple tells each other that they love one another. They are faithful to each other and both want to wait until after high school to take their relationship further. Are they in "love" or just "Hanging Out"?

Scenario 2: Chris and Jai started dating two weeks ago. They are so into each other that they Facetime for hours every night before bed. They text all the time and check in on each other. Jai tells Chris how hot they are all the time. One night Jai asks Chris to send a nude text. When Chris refused Jai started texting with someone else. Chris was hurt but they don't want to be with someone who disrespects their boundaries. Were Jai and Chris in love "or just "hanging out"?

Scenario 3: Alex is an 8th grader that is really into a person, Corey, that rides their bus and goes to the high school. They are nice and talk a lot about how much they enjoy school and sports. Alex spends a lot of time on Instagram and knows all about Corey. They think they might be in love with Corey. Is Alex "in love" or just "hanging out"?

Scenario 4: Des started dating Jean during their senior year of high school. They went to different colleges and maintained a long-distance relationship throughout all four years of college, only hanging out over holidays and summers. Des and Jean decided early in their relationship to save sex until they were old enough to handle the responsibilities. Despite having lots of friends in college, neither one of them dated anyone else. After college graduation, Des and Jean started planning for their future together. Do you think they were in "in love" or "hanging out"?

Relationship or Red Flag Activity

Objective: Students will analyze the components of healthy and unhealthy relationships and identify ways to maintain healthy relationships. Students will be instructed on resources for getting out of an unhealthy relationship and how to identify situations that should be reported to a trusted adult.

Tennessee Core Curriculum Tie-In:

- Introduction to Social Health: Course Standard #8
- Family Studies: Course Standard #8
- Lifespan Development: Course Standards #12 c/d
- Lifetime Wellness (9-12): Course Standard #6.1
- Health Education (6-8): Course Standards #8.1, 8.2, 8.3, 8.4, 12.1, 12.2

Supplies Needed:

- 3 red paper flags (see “Flags for Red Flag Activity”)

Directions:

Ask students for three volunteers to be the Judges. Have them sit at the front of the class with their backs facing their classmates like in the popular show, "The Voice".

Say: *The three judges will each hold a red paper flag in their hand. I will read a person’s description of their relationship. When a judge hears a relationship red flag, they will raise their red flag up quickly and then put their arm back down. Once they have heard enough to determine that it is an unhealthy relationship they will turn their chair around to the audience. I will have them discuss why the person in the scenario should end the relationship. *Note – you will likely need to instruct students to raise their flags as quietly as possible. Students will often shake their flags, which alerts other students to the raising of the flag.*

*Activity modification – If you would like all students to be able to participate, you may allow all students to be “judges.” Instruct the entire classroom to close their eyes, and to quietly raise their hands when they hear a red flag.

Interview 1 – Briley – “Jordan is just great. We’ve been together for 6 months. Jordan buys me great gifts all the time and takes me on dates to see movies and stuff. I kind of miss hanging out with my friends because Jordan just wants to spend every minute we’re not in school with me. So romantic, right? You know, one time when we were arguing, Jordan grabbed me pretty hard by the arm. It was kind of scary! But Jordan was so sorry that I got a dozen red roses the next day! A dozen! No one has ever done anything that nice for me before. Besides, Jordan says no one else is ever going to want me, so why would I leave? I don’t want to be alone.”

Interview 2 – Benjamin – “I’m really into my girlfriend Jenna. She’s a cheerleader and I’m a football player so we’re meant to be. We have so much in common and she really understands how important

football is to me. Or, at least she says she does. Sometimes she gets really mad when I'm at practice and don't answer her texts right away. One time she called me 23 times when I was just out hanging out with the other guys on the team and my phone was on silent. I told her she needed to back off a little bit and she freaked out and asked if I was cheating on her. I tell her over and over she has nothing to worry about, but every time I even talk to one of my other friends who is a girl, she throws a fit and threatens to beat the girl up. It's irritating, but that's just how girls are, right?"

Interview 3 – Jacob – “Beth and I have been together for a year. I really care about her. Our friends think it's weird that we don't hang out constantly, but we have our own lives. We see each other at school and sometimes on weekends, but she is busy with band and I play pickup basketball a lot. Any time I know she is out with her friends, I try not to text her because I want her to be able to concentrate on them. When we get mad at each other – and we do sometimes – we talk about it calmly and sometimes spend some time apart until we cool down. She's a really cool girl. I feel like I can talk to her about anything.”

Interview 4 – Craig – “I really think Lauren is perfect. She makes me feel really good about myself. The thing is, I haven't had sex yet but she has. She knows I'm not ready to have sex, but she's constantly trying to pressure me into going farther than I want to. She keeps saying that, it's a part of a "mature relationship" and she can only "wait so long." A few months ago, she had sex with another guy, but she promised it will never happen again. I want to believe her. If I ever bring it up she gets mad and screams at me. She calls me names and doesn't talk to me for a while. I really think that if I just give in it will make things better.

Interview 5 – Casey – “Blake and I have a healthy relationship. Like, he would never lay a hand on me. He never calls me names. He protects me. He treats me right. He takes good care of me. He works to keep things good between us. Like, he wants the password to my Facebook and my phone. He checks my texts and my call log a lot, but I promise that's not him being controlling. He just wants to know that whoever I'm talking to is being nice to me. He doesn't want any other guys to talk to me because they might not treat me like a princess. That's what he always tells me. He's perfect. We are perfect together.”

Interview 6 – Drew – “My girlfriend, Bella, gets really upset when I hang out with my family. I don't know why, but she gets super jealous when I spend time with them and don't answer her texts right away. When we went on vacation, she called me five or six times a day until my mom got mad and took my phone. She almost ruined my whole vacation. I know she just wants to spend time with me and talk to me, but sometimes she makes me skip out on fun stuff with my cousins. She tells me she'll break up with me if I don't hang out with her instead. It's hard, but I like having a girlfriend, so I don't want her to break up with me.”

Interview 7 – Reagan – “Dakota and I have been dating for a few months. We met through our after school video game club. Dakota and I like to spend time together playing video games. We can spend hours working through a game together! However, we like different kinds of games, so sometimes, we play with other people. The last person I dated used to make fun of the games I like, but Dakota is

always respectful. Dakota really understands that it's important that we have our own interests sometimes. We think it is important that we both make time for our friends. I really like Dakota, but it would boring if we never saw our friends, you know?"

*** View a video demonstrating this activity at www.centerstone.org/teen/toolkits.**

Pornography “Grab and Go” Lesson Plan

Please note that the following Unit (pages 78-81) may not be compliant with TN Law for school based education. Please check with your administrator before proceeding.

Objective: Students will analyze the components of pornography. Students will understand what pornography is, why someone might engage in pornography, and how to have a healthy relationship and intimacy when someone uses pornography as a way to learn about relationships and intimacy.

Supplies needed:

-**What is Pornography** Activity (attached)

Begin by saying:

We are going to start by defining what pornography is and if we think it's a healthy or unhealthy way to learn about sex and relationships.

Complete the **What is Pornography Activity**

Say: *Now that we understand what pornography is, and that some of the people who engage in pornography are paid actors and actresses putting on a show, we are going to explore agreements and disagreements on pornography.*

Do Agree/Disagree Views on Pornography

Say: *We have now covered different opinions on pornography. Now let's look at healthy intimacy.*

Do Healthy Flirting and Healthy Intimacy Discussion

Say: *Now we know that when it comes to flirting and intimacy we need to do this in a healthy way. We cannot depend on pornography to teach us how to do these things in a healthy way especially since pornography isn't always consensual. When it is consensual though, it's people who are being paid to put on this production for entertainment, so it's not a realistic example.*

What is Pornography Activity

Objective: To analyze and understand how pornography affects our relationships and intimacy.

Facilitators Note: This section has been adopted from another curriculum called "*The Truth About Pornography: A Pornography-Literacy Curriculum for High School Students Designed to Reduce Sexual and Dating Violence*." It is used with permission to "make this our own" as long as it is taught in an unbiased, factual manner, and without the addition of religious ideology (Alder, Daley, & Rothman, 2016).

Directions:

Begin by saying:

- What do you think about when you hear the word pornography?
- Let's start by defining the term pornography:
 - Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate erotic rather than aesthetic or emotional feelings (www.google.com/definepornography)
- What are some reasons why someone might watch pornography?
- Is pornography a realistic expectation of what sex will be like in the future?
 - Pornography is a production or a show, it's meant to draw you in. The people who are participating in pornography are typically paid actors or actresses.
 - A majority of the people in the pornography industry have either had enhancements done to their bodies or have been photo shopped in some way. With this being said you can't compare your "real life body" to someone who has had these different enhancements done to their body or to a body that has been photo shopped in some way.

Agree/Disagree views on Pornography

Objective: To understand the different views about pornography

Supplies Needed:

- Three sheets of paper
- Tape

Directions:

1. Hang up slips of paper that say "Agree" "Disagree" and "Neutral"
2. Tell the students that you are going to read a statement and they are to stand under the sign that represents how they feel about the statements that are being read aloud. They can move at any time during the conversations if their opinions change because of what someone says or because of their own further thinking.
3. Share that you will ask follow up questions and ask people to share their opinions.

Statements:

1. **All pornography should be illegal for all people to view.**
 - a. Take away point: Everyone is entitled to their own opinion. It's a good idea to listen to all the arguments about this and then to think critically about them.
2. **Being in Pornography is a good way to get rich.**
 - a. Take away point: There is a tremendous range in what actors and actresses get paid to do pornography, and the pay scale is usually low for people who are new. Some people don't get paid at all if they are coerced to perform. Even people who make hundreds of dollars shooting a scene still owe taxes on that money so it isn't an easy or quick way to get rich or become a pop star or celebrity.
3. **Everyone who appears in pornography gets paid and wanted to do it.**
 - a. Take away point: Not everyone gets paid and some people are coerced or even forced to be in pornography. We do not know the percentage of people who are coerced or forced because there is no census count of everyone who performs in pornography and no representative survey research of pornography performers. Sometimes people may be paid and want to do one pornography performance, but not the next one-so even if someone chose to be in a pornography scene, it is possible for them to not want to do certain things.
4. **Pornography actors and actresses should wear condoms while filming.**
 - a. Take away point: This was up for debate in California in 2016 and there was even a popular vote about the issue. The result of that vote was that performers were not required to wear condoms while filming. In general, everyone should know that consistently using a condom when you have sex is one of the best ways to prevent transmitting STIs and one of the best ways to prevent pregnancy.
5. **Pornography is a good way to learn about sex.**
 - a. Take away point: Human sexuality is diverse, but mainstream pornography is created first and foremost to be entertainment and to earn money, not to document the wide range of human sexuality-so it tends to show certain kinds of sexual behavior, or sex from a particular perspective, and leaves out a lot of other information or perspective. Pornography can create expectations about what sex is like, or what people want sexually, that aren't true for people that you may meet or date. What's more, people have to do things for the camera and for the lighting to make the video look good-so in pornography there are actions that you would not typically see in real life, which are happening simply because it is being filmed.

Adler, J., Daley, N., Rothman, E. (2016). *The Truth About Pornography: A Pornography-Literacy Curriculum For High School Students Designed to Reduce Sexual and Dating Violence*. Boston, MA: Boston's Start Strong

Debrief Questions:

1. Does this change any of your thoughts about pornography? If so, how does that change what you think about pornography? What questions does it raise for you?
2. Do you think that this is a good way to get rich? Why or why not?
3. Are there reasons why someone may choose to do sex work even though it isn't something they enjoy?

Adler, J., Daley, N., Rothman, E. (2016). The Truth About Pornography: A Pornography-Literacy Curriculum For High School Students Designed to Reduce Sexual and Dating Violence. Boston, MA: Boston's Start Strong

Healthy Flirting and Healthy Intimacy Discussion

Objective: To understand what healthy flirting and healthy intimacy are in relationships, especially when it comes to learning this information from pornography.

Directions:

1. Break the group up into small groups or leave them in one large group.
2. Explain to the group that we are going to go deeper into our thinking about healthy intimacy and flirting.
3. Ask the group to think of someone they are wanting to talk to or someone in the past they wanted to talk to. Other than focusing on physical intimacy, how could you start a conversation with that person that you are interested in?

Debrief Questions:

1. Are men entitled to women's attention? If people feel they are, what makes them feel/act this way?
2. How do media images (including what we might see in pornography), influence how we act with potential dating partners (or people we want to get to know better)?

Take-Away points:

1. Gender norms are the unspoken rules that society uses to limit our behavior.
2. Sometimes messages are sent to young men that they need to take control and powerful in a relationship. Sometimes messages are sent to young women that they need to be protected and submissive.
3. When these messages clash, it can cause unwanted attention and it can promote unhealthy intra personal behaviors.

Comprehensive Appendix



CENTERSTONE

centerstone.org/teen/toolkits

TEEN SEXUAL HEALTH EDUCATION TOOL KIT 2.0

Includes *Grab and Go* Activities for Education

The following information in this Tool Kit provides lessons on sexual health within a comprehensive construct. Per TN law these lessons can not be taught in a public school. For a summary of this law please see page 3 of this Tool Kit.

“Grab and Go” Lesson – HIV and other STIs

Objective: Students will analyze the causes, modes of transmission, signs, symptoms, treatment and prevention of STIs. Students will also determine risk factors that could cause a possible exposure to STIs. Students will also identify appropriate community agencies providing resources for treatment, information and support.

Directions:

Say: *Today we are going to talk about STIs. Can someone tell me what STI stands for?*

Allow students to answer.

Then say: *Yes, STI stands for Sexually Transmitted infection. STI is often used interchangeably with STD. STI stands for Sexually Transmitted Infection. There are a lot of sexually transmitted infections to learn about and hopefully after this lesson, you will have a greater knowledge of what the different STIs are, how they affect your body, and how you can avoid them. We are going to start with a slideshow about the different STIs. This slideshow has a lot of information and it can be overwhelming. If you think of any questions during the slideshow, write them down on a piece of paper and I will answer them for you tomorrow*.*

Show the **Comprehensive STI/HIV slideshow** located at www.centerstone.org/teen/toolkits

***A video version of this slideshow is also available in our Toolkits section at www.centerstone.org/teen/toolkits .**

After the slideshow,

Say: *Can someone raise their hand and tell me one fact you were surprised to learn about STIs?*

Allow a few moments for discussion

Then say: *We are now going to play a game to see how much you learned from the slideshow!*

Play STI/HIV Jeopardy Review Game, or alternatively, read the text questions and have them raise their hands. Possibly offer an incentive for the team that answers the most correctly (page 24).

Say: *Great work everyone! You have clearly learned so much about STIs! Hopefully, you can all see how common STIs are among teenagers. If you wrote down any questions, please pass them in before class ends and I will answer them tomorrow*.*

STI Pamphlet is an alternative activity that you may include if time permits. (See the instructions on page 29.)

If you intend to show students the **Contraception Slideshow** (www.centerstone.org/teen/toolkits), this module may be the appropriate time to include that.

*If students have questions, it is best for you to have them write them down so you have time to look them up on a medically accurate website such as cdc.gov and give yourself a chance to prepare an answer appropriate for the age group you are teaching.

*This lesson plan requires that you talk about methods of sexual transmission. These are defined and should be relayed to students as follows:

- Vaginal sex is the insertion of a penis into a vagina.
- Anal sex is the insertion of a penis into someone else's rectum.
- Oral sex is someone's mouth on someone else's genitals or anus.

Instructions for Putting on an External Condom

1. Check the expiration date. Expired condoms are more likely to break!
2. The “bubble test”- Check for holes or tears by squeezing the middle of the condom package with your thumb and forefinger. If you can feel the air bubble and no air is leaking out, the packaging has not been compromised.
3. Open the condom carefully. Do not use your teeth or scissors as you may tear the condom.
4. Make sure the condom is not inside out before attempting to roll it on. The rim should be on the outside, and the condom should almost look like a little hat. You can test this by blowing into the condom or unrolling it a little away from the penis before putting the condom on. If you accidentally unroll a condom the wrong way, it is best to start over with a new condom.
5. You may put a few drops of water-based lubricant inside the tip of the condom before unrolling it, or on the outside of the condom once it has been placed on the penis. (Only use water or silicone based lubricant, oil based lubricant can increase the chance of the condom tearing).
6. Pinch the tip of the condom and place it on the head of the penis. Leave a little bit of space at the top to collect semen.
7. Hold the tip of the condom to remove any air and then roll it down to the base of the erect penis with the other hand.
8. After sex and ejaculation, hold onto the rim of the condom while removing the penis from your partner’s body. Do this before the penis becomes soft, as the condom can slip off and semen can leak out. Carefully remove the condom away from your partner so that you do not spill semen on them.
9. Tie the end of the used condom (like a balloon) to prevent spillage. Throw the used condom into the garbage. Do not flush condoms as they can clog plumbing.

*** Please see our Toolkits section**

at www.centerstone.org/teen/toolkits for an Instructions for Putting on an External Condom video.

“Grab and Go” Lesson Plan – Skill Set

Objective: Students will formulate a plan for self-protection skills and identify appropriate resources for help. Students will also demonstrate techniques to assertively deal with peer pressure.

Say: *Today we are going to discuss how to say NO to sex or NO to having sex without a condom or dental dam. Talking about why you won't have sex without protection (or won't have sex at all) can be awkward, but it is crucial to be honest with your partner. In order to practice we are going to use an acronym called SWAG.*

Show the **COMPREHENSIVE SWAG Slideshow** located at www.centerstone.org/teen/toolkits

***A video version of this slideshow is also available in our Toolkits section at www.centerstone.org/teen/toolkit .**

Say: *Does anyone have any questions about SWAG?*

After answering questions, do the **Advice Twitter Activity** and **the Text It! Activity**. (pages 32-46)

If there is still time remaining, you can do the **SWAG Table Talk Activity** (page 47) to get students to come up with their own ideas for the steps of SWAG. (NO MODIFICATION NECESSARY)

SWAG

S – STOP, take a breath and SAY what you feel.

If you stop what you are doing and take a deep breath, it will give you a chance to think about what you really want from the situation.

Say how you feel about the situation, and demand respect for what you want. If you say no, your partner needs to stop pressuring then and there. You must also respect their feelings about the situation, and never pressure them after they have said no.

EX. "Can we take a few minutes to stop and talk about this?" "I feel uncomfortable and like we are moving too fast." "I really want to wait to have sex." "You know how I feel about protecting myself."

W – Give reasons WHY you want to WAIT to be safe.

Talk to your partner about why you do not want sex or why you want to use a condom or a dental dam. Remember that it is always ok to just say, "I don't want to have sex" or "I will not have sex without a condom (dental dam)." You don't have to offer any other explanation than that unless you choose to do so. Your consent is required for anything to continue! Their consent is required also. If they say, "I don't want to have sex," or any other reason why, you must stop and accept that. Do not continue to pester them to be physical, or to give you further reasons why. If you and your partner cannot agree about boundaries, safety, or physical activity then neither of you should proceed until consent is given and safety is established.

EX. "I don't want to have a baby right now." "I love you so much, but I think we should wait until we are older." "I really like you, but I don't have a condom right now. Let's try this again when we can both be safe!"

A – AVOID the situation, and offer ALTERNATIVES.

If you are not ready to engage in a sexual activity, it is always best to avoid the situation by setting boundaries. Avoid secluded places or places you feel uncomfortable, plan to hang outside the bedroom, or in groups of friends. If you don't feel comfortable being in the car alone with the other person during or after a date, maybe you could drive separately. Avoiding the situations that make you uncomfortable may keep you safer and prevent you from having a conversation, interaction (or possible confrontation) you didn't want to or weren't ready for in the first place.

If you do find yourself in a high pressure situation, it's a good idea to offer alternatives to having sex/unprotected sex. This shows your partner that you are interested in spending time with them and having fun, just in ways other than being sexual.

EX. "Let's go see a movie with our friends!" "Why don't we go for a walk outside and talk." "Maybe you should go home, but I'll text you later and we can talk." "I'm ok with kissing, but I'm not ready for sex yet."

G – GO do something fun, or GET OUT of the relationship/situation if it is unsafe.

After an awkward conversation like this, it's a good idea for you and your partner to go do something fun and light to cement the fact that you care about each other and you appreciate their willingness to respect your choices.

If they continue to pressure you, or if you feel unsafe in the situation you are in, you have every right to leave by any means necessary. If they are not taking no for an answer, you may even need to end the relationship to protect yourself. Remember that someone who truly loves you will never ask you to do something you are not ready for or don't want to do.

EX. – “Thank you for having this talk with me. I know it was super awkward. Do you want to go get some frozen yogurt?” “I really feel respected by you because you don't pressure me. Let's go on a fun date and talk about something else for a while!”

“If you can't respect me and stop pressuring me, I want to break up.” “I love you, but you scare me when you pressure me like this. I'm leaving.”

Text It!

Objective: Students will formulate a plan for self-protection skills and identify appropriate resources for help. Students will also demonstrate techniques to assertively deal with peer pressure.

Supplies Needed:

- Blank iPhone templates

Directions:

In order to practice SWAG, students will fill out an iPhone texting template using the steps to talk to their partner.

Before beginning, place the example text conversation on the overhead projector, or provide each student with a copy. Have two students read it out loud if they are willing. If not, you can read both parts. Address how each step of SWAG was used.

Print the template pages beforehand and split students into groups of two or three. Give each group a scenario and a template. Give them 5-7 minutes to write a text conversation based off their scenario using SWAG. To help you may leave the example on the overhead, or you can put up the examples page from the SWAG slideshow on the projector.

Any student who wants may read their text conversation out loud when time is up.

Scenarios:

- 1) Jessie and Chris are going on their first date tomorrow. Jessie has had sex before and hopes to have sex with Chris at the end of the night if the date goes well. Chris has liked Jessie for a long time and doesn't want to disappoint, but Chris really wants to wait to have sex. Write the conversation between Chris and Jessie the night before their first date. Help Chris use SWAG to keep from giving in to Jessie.
- 2) Alex and Riley have been dating for a year. Alex has a good job and uses money to take Riley out on nice dates, as well as purchasing nice gifts for Riley. Riley wants to wait to have sex and has told Alex this repeatedly, but now Alex thinks that Riley owes sex because of how much money Alex has spent on Riley. Help Riley use SWAG to resist when Alex texts to pressure for sex again.

- 3) Taylor just found out that crush, Casey, is going to be at the biggest party of the year. Taylor hopes that Casey will want to hang out at the party and get to know each other more. Maybe it will even lead to Taylor and Casey going out! When Taylor texts Casey to find out if they can hang out together at the party, Casey starts asking Taylor if Taylor wants to have sex because everyone else at the party will be hooking up. Taylor wants to wait, but what happens if Casey has sex with someone else at the party? Help Taylor use SWAG to explain to Casey why they won't be having sex at the party.
- 4) Devin and Payton are hanging out at Payton's house before Payton's parents get home from work. They are watching a movie and start making out on the couch. Devin starts to pressure Payton to have sex. Payton realizes they do not have a condom, but Devin seems ready to go. Payton says, "I have to go to the bathroom!" and leaves the room to take a deep breath. While in the bathroom, Payton texts Devin to explain why Payton wants to wait to have sex. Write the text conversation between Payton and Devin, helping Payton use SWAG to resist Devin's pressure.
- 5) Bailey and Jordan have been dating for a couple of weeks. Things have been heating up, and Jordan really wants to have sex. However, Bailey and Jordan haven't talked about contraception or STI testing yet. Write a text conversation between Bailey and Jordan where you help Bailey use SWAG to explain why Bailey doesn't want to have sex yet until the couple has a plan to be safe.
- 6) Skyler and Jamie have been dating for a while and they love to text each other when they are not hanging out in person. One day, Skyler starts texting and pressuring Jamie to send nudes. Jamie is really scared to sext message with Skyler because Jamie knows they could get in trouble for it. Skyler promises no one else will see it. Help Jamie use SWAG to text Skyler back and explain why they will not send them a nude photo.
- 7) Haden has a huge crush on Charlie, a person that rides the bus. Haden is only in 8th grade and Charlie is in 10th grade. One day Charlie asks Haden for Haden's phone number. Haden is so excited Charlie wants to get to know each other more. As they continue to talk and get closer, Charlie starts to pressure Haden into hanging out alone and having sex. Charlie says, "Everyone at the high school has sex. If you want to be with someone older like me, you need to get over it and do it already. I can find someone else to have sex with any time I want to. You are lucky I want to be with you!" Help Haden use SWAG to text Charlie and explain why they want to wait to have sex.

Non-Sexual Scenarios – these scenarios are meant to show students that SWAG can be used in non-sexual scenarios as well.

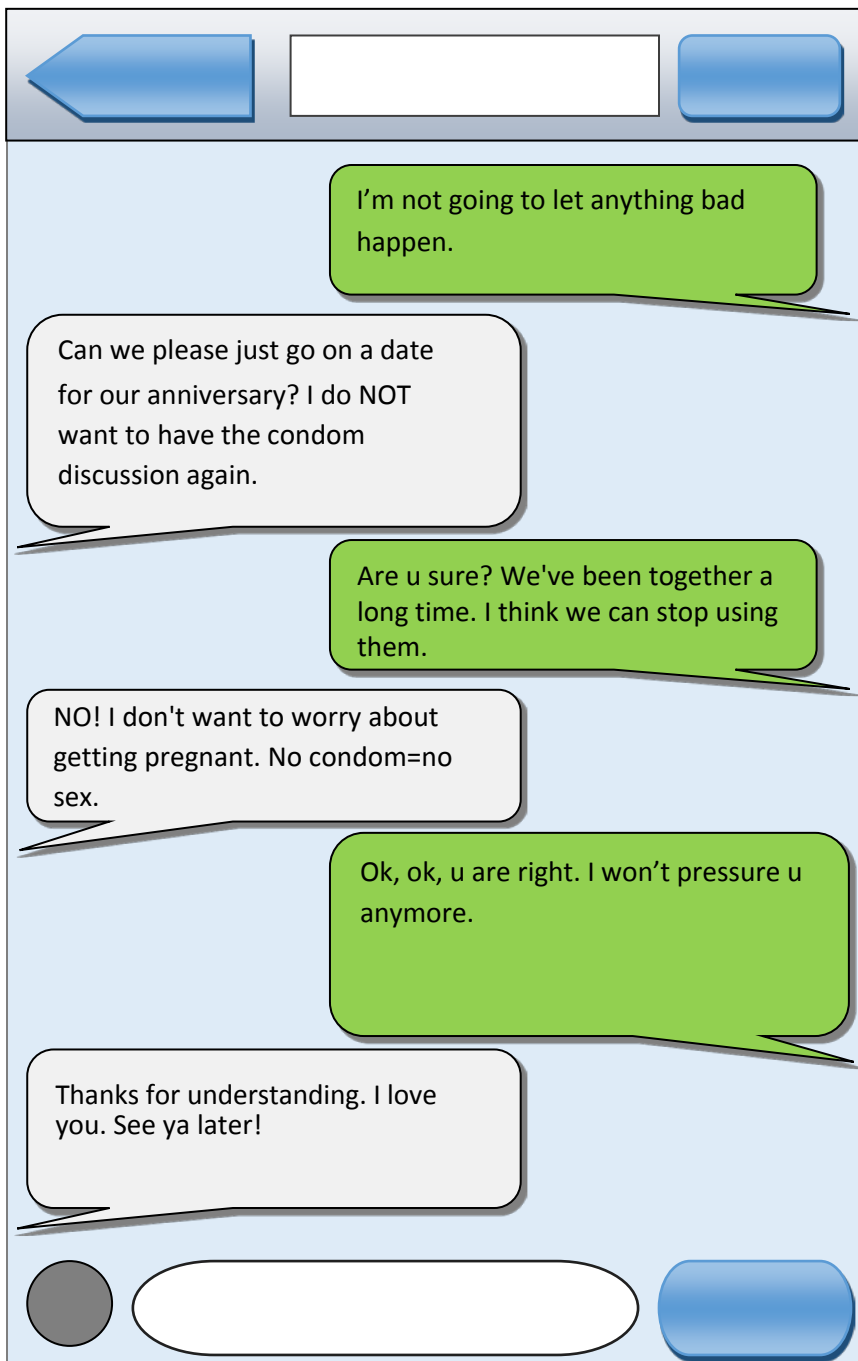
- 8) Blaire and Sam are best friends. Sam wants Blaire to hang out after school, but Sam knows that Blaire likes to smoke weed after school, and that Blaire will try to pressure Sam into smoking,

too. Sam does not want to get in trouble or mess with their future by getting caught up in using drugs. Help Sam use SWAG to let Blaire know that they can hang out, but not if drugs are involved.

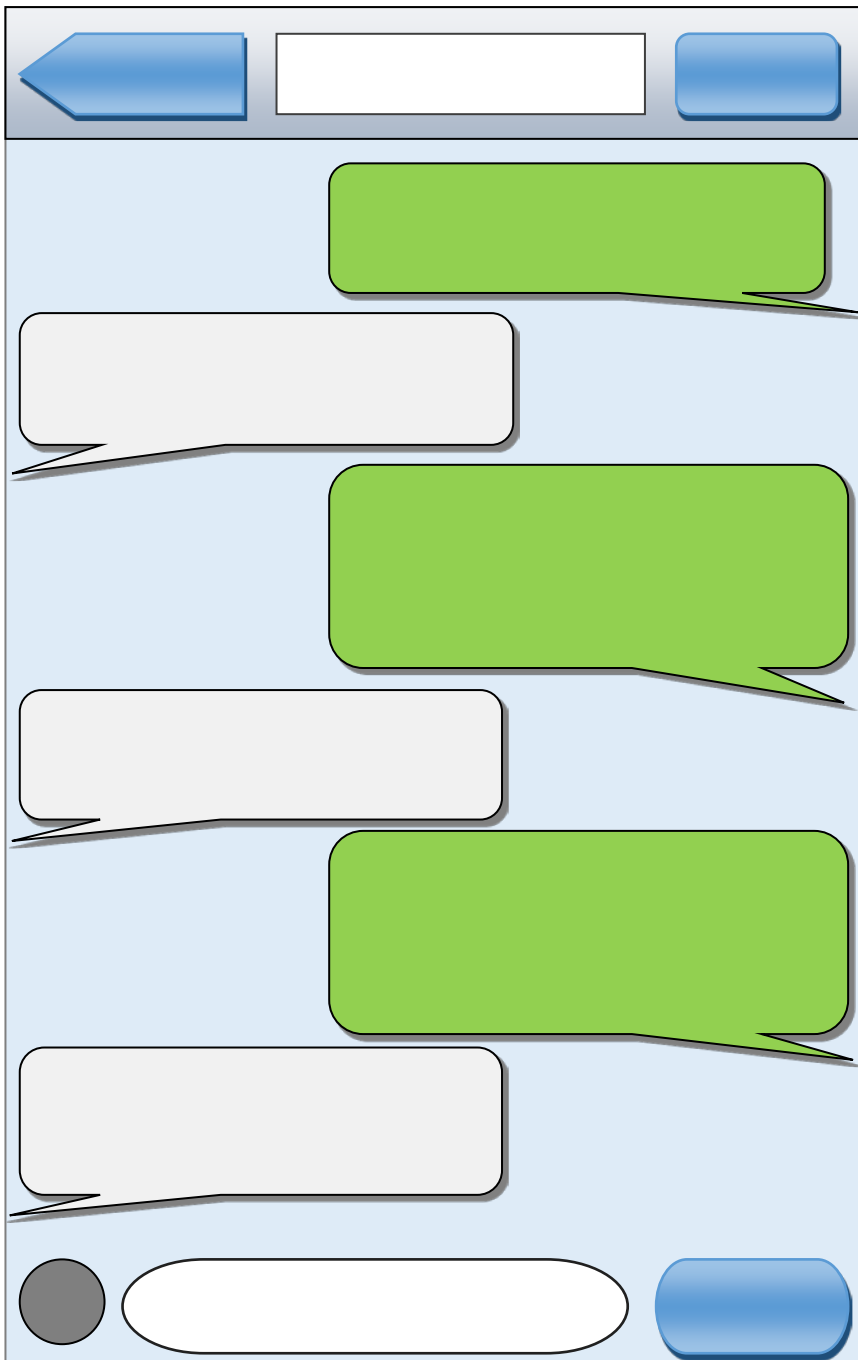
- 9) Shiloh is so tired of school and wants to take a break in the middle of the week, so Shiloh invites crush, Avery, to go to a local mall and hang out. Shiloh says, "There is nothing going on this week. Let's just skip. There is no way we'll get caught." Avery is worried they will get in trouble and doesn't want to risk it, but Shiloh keeps pressuring. Help Avery using SWAG to let Shiloh know that they won't be skipping school.
- 10) Dakota and Sidney are at a party for the basketball team. They are both starting players on the team and very popular. Dakota sneaks a bottle of liquor into the party and starts offering drinks to people. Dakota says, "We've worked hard this season! We should let loose and have some fun." Sidney does not want to drink and is worried about the coach finding out and kicking them all off the team. Sidney hopes to go to college on a basketball scholarship one day. Dakota keeps pushing and pushing, so Sidney leaves to sit outside on the front porch and get some air. Help Sidney use SWAG to write the texts to send to Dakota to explain why Sidney does not want to drink.

Phone Template Example





Blank Phone Template



“Grab and Go” Lesson Plan – Media Safety

Objective: Students will learn responsible and safe use of technology, identify potential hazards associated with technology, identify situations that should be reported to a trusted adult and evaluate the effect of media and technology on individual, family and community health.

Say: *What is media? (Answer: internet, books, tv, magazines, music, movies, video games, etc.) Do you think media has an influence on the choices teenagers make? (Allow them to answer.) Raise your hand if you have access to the internet at home. Raise your hand if you have access here at school. We are all exposed to media all the time. It can be used for good, or in some cases it can be harmful. Let’s take a look at a slideshow about being safe when using the internet and other forms of media.*

Show **Media and Internet Safety Slideshow** located at https://centerstone.org/wp-content/uploads/Social_Media_Safety.pdf

***A video version of this slideshow is also available in our Toolkits section at www.centerstone.org/teen/toolkits .**

Say: *Now that we know more about how to protect ourselves online, on our phones and while we consume media, let’s do an activity about how our social media profiles can influence the jobs we get.*

Do **Who Would You Hire? Activity** (page 51).

Say: *Now let’s do a lesson about trusting people online.*

Do **Catfish Activity** (page 58).)

***If time allows, do Caught in the Web Activity.** The best location would be after the media safety slideshow or even during the slideshow!* (page 63)

Healthy Relationships “Grab and Go” – Lesson Plan

Objective: Students will analyze the components of healthy and unhealthy relationships and identify ways to maintain healthy relationships. Students will be instructed on consent, resources for getting out of an unhealthy relationship and how to identify situations that should be reported to a trusted adult.

Directions:

Begin by saying:

What are some ways we can work to keep our bodies healthy? (Allow participants to respond with “eat right, exercise, don’t smoke, trips to the doctor.”) Just like it takes hard work to keep our bodies healthy, we have to work hard to keep our relationships healthy, too. The point of this lesson is to help us learn what makes a healthy relationship and how to keep your relationship healthy.

The first thing we are going to do an activity to help us better understand what distinguishes a healthy vs. unhealthy relationship.

Do **Healthy vs. Unhealthy Activity** (page 71).

Say: *Why does any of this matter to you? Well, according to loveisrespect.org, 1 in 3 teens in the U.S. experiences violence from a dating partner in the form of physical, sexual, or verbal abuse. 69% of High School students reported dating or going out with someone in the last 12 months” (Youth Risk Behavior Survey 2017). So, people your age are dating, and they are experiencing dating violence. Sometimes, this happens because young people do not understand consent. Consent is one of the most important factors in building a healthy relationship.*

Show **Healthy Relationships and Consent** slideshow located at https://centerstone.org/wp-content/uploads/Healthy_Relationships__Consent_Comprehensive.pdf

***A video version of this slideshow is also available in our Toolkits section at www.centerstone.org/teen/toolkits .**

Say: *Hopefully, you now have a better understanding of what consent is and how important it is to be in a respectful relationship. Now, we will talk about the differences between love and infatuation.*

Do **Love Vs. Infatuation Activity** (page 73.)

Say: *Now that we know the difference between being in love and having a crush, let’s talk more about the differences in healthy and unhealthy relationships. Many times if someone you know is in an unsafe relationship, there will be warning signs, or red flags, to let you know that something is wrong. This next activity will help us recognize some of those red flags.*

Do **Relationship or Red Flag** if time allows (page 75.)

Finish up by saying:

Everyone deserves to be in a safe, consensual, respectful, healthy relationship. NO ONE deserves to be scared or to be abused physically, verbally or emotionally. If you are someone you know is in an unsafe relationship, you can call (866) 331-9474 or visit loveisrespect.org to talk to someone 24 hours a day. You should also talk to a trusted adult as soon as possible.