

Rights, Respect, Responsibility (High School)

Understanding Gender

Lesson 1

Group Agreements

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Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 1 Classwork:*
"Understanding Gender"
- **After the lesson is over**, please complete the homework assignment for this lesson:
 - *High School 3Rs Lesson 1 Homework:*
"I Am Jazz"

What Is Gender?

- What does **gender** mean?
- How does someone determine whether a person is a boy or girl?
- When you're born, how do they know what your gender is?
 - When you look at a person's genitals, that is their **biological sex**.
 - When people have a combination of female and male organs, chromosomes, and/or hormones, that is called **intersex**.

Gender vs. Biological Sex

- What you see in the mirror is part of your **biological sex** (your body).
- How you see yourself when you close your eyes is your **gender identity**.
 - When these match, the word is **cisgender**.
 - If they don't match, this is called **transgender**.
- Some people do not identify with any gender at all, which could be called **agender** or **non-gendered**.
- Or they identify somewhere in between male and female, which can be referred to as **gender fluid**, **nonbinary**, **gender expansive**, or **gender queer**.

Gender Identity vs. Expression

- *Gender identity* doesn't necessarily match *gender expression*.
- **Gender expression** is how we present ourselves to the world.
- **Gender identity** is *not* a choice.
- **Gender expression** *is* an individual choice.

Sexual Orientation

- **Sexual Orientation** is the gender or genders of people we are romantically and/or physically attracted to.
- This is **different** from our gender identity, which is more about how we see ourselves.

Sexual Orientation

- A person who is attracted to the same gender is typically referred to as **gay or lesbian**.
- A person attracted to more than one gender might be referred to as **bisexual** or **pansexual**.
- A person attracted to only the opposite gender could be referred to as **heterosexual**.
- A person who is not sexually attracted to other people (but may or may not have romantic attraction) might be referred to as **asexual**.

Sexual Orientation

Everyone can identify in a way that makes sense to them!

Gender Identity vs. Sexual Orientation

- We all have both a **gender identity** and **sexual orientation**.
- **Gender identity** is your sense of whether you are male or female, or neither, or both, or somewhere in between.
- **Sexual orientation** is the gender(s) of who you are physically and/or romantically attracted to.

Example 1

A person characterized at birth as female...

- Who feels female on the inside...
- Is only attracted to people whose biology at birth was characterized as male and who also identify as male...
- > Will likely identify as **heterosexual**.

The fact that she identifies as female (and he as male) is **gender identity**.

The fact that they are attracted to each other are their **sexual orientations**.

Example 2

A person characterized as female at birth...

- Who also feels female on the inside...
- And is only attracted to people whose biology at birth was assigned female and who also identify as female...
- Will likely identify as a *lesbian*.

The fact that they identify as female are their *gender identities*.

The fact that they are attracted to each other are their *sexual orientations*.

2019 Youth Risk Behavior Survey

San Diego Unified School District High School Students

- 14.4% describe their appearance as equally masculine and feminine.
- 1.1% identify as transgender.
- 10.9% identify as lesbian, gay, or bisexual.
- 4.5% are not sure of their sexual orientation.

2019 SDUSD YRBS

Class Activity: “Gender Scripts”

Gender scripts are how we’re told to be or behave based on our assigned gender.

- On your “Google Form, think about and write down **gender scripts** you have received or have heard about for genders in our society (specifically boys and girls).
- For example, “girls should be caring and maternal” or “boys should be tough.”

Class Discussion: “Gender Scripts”

Record your responses on your Google Form:

- What do you notice about your two responses for “boys” and “girls”?
- How did you know that these were gender scripts as you were growing up?
- From where/whom have you been receiving these scripts?
- How might someone who is transgender react to these scripts?

Class Activity: “Guess Who?”

We are going to do a quick activity where you are going to guess the gender of the person I describe.

For example:

- This person is smiling.
- They have dark hair that is styled up on their head.
- They are wearing lipstick and other makeup.
- How would you describe their gender?



Advocates
for Youth
Rights. Respect. Inclusivity.

Try this one:

- This person has dark hair that is sort of spiked up.
- They're wearing eye makeup and a necklace with a leather jacket.
- How would you describe their gender?



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Class Discussion: “Guess Who?”

- What we call ourselves is our *gender identity*.
- You may assume someone identifies a certain way based on their appearance, but you might be mistaken.
- Reflect on your form, why did you guess the genders you did based on my descriptions?
- UNLESS the photo is of a famous person who has made their gender identity known, **you don't actually know their gender unless you ask them.**

Body Image

- *Body image* is how we feel about and perceive our own bodies.
- It can be positive, such as “I feel strong” or “I like my hair.”
- It can also be negative, such as feeling too tall or too skinny.
- Our perceptions of ourselves and *what society expects of us* also influence the way we see other people.
- We might compare our appearance to other people we see in media or meet in real life.
- Sometimes these comparisons also lead to judging others about their own bodies and physical appearance.

Class Discussion: Body Image, Continued

- Silently reflect on how many times a day you judge (or hear others judge) your own or someone else's appearance.

How do these judgments affect us over time?

Summary

- No one has the right to tell someone else how they are supposed to express their gender or how they should look.
- We get messages from society, media, family, culture, and religion.
- Each person has the right to discover who they are and let others know in ways that feel right to them.
- Students can find resources for LGBTQIA+ students, including LGBTQIA friendly clinics, on our Student Support Website, www.sandiegounified.org/Support.

Homework: “I Am Jazz”

Watch a video excerpt from an episode of *I Am Jazz* and respond to the questions on the Google Form

Rights, Respect, Responsibility (High School)

Sexual Decision Making

Lesson 2

Group Agreements

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Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 2 Classwork: "Sexual Decision Making"*
- **No homework!**

Discussion

Write your answers on your Google Form:

- Has you ever struggled to make a really tough decision?
- Have you ever made a really tough decision and even after you made the decision, you weren't 100% sure that you made the right choice?
- Making decisions about sex can be even more difficult since everyone has different values and beliefs.

Discussion, Continued

Write your answers on your Google Form:

- When do you think someone is ready to have sex—either oral, vaginal, or anal sex—with their partner?
- What would have to be in place in their relationship for them to have safer sex (i.e., mutually agreed upon sex that takes into account STI or pregnancy prevention)?
- What kinds of questions should young people ask themselves before taking this step?

Class Activity: "Sexual Readiness"

1. Read through the "Sexual Readiness" PDF.
2. Write your responses on your Google Form.

Response: "Sexual Readiness"

- Which questions do you think are most important to talk about with a partner? Which are least important?
- Which questions surprised you?
- Are there any questions that you think are missing?
- What do you think it would feel like for a couple to talk through all these questions?

Class Activity: "Sexual Readiness Role Play"

You will now do some role playing to practice making healthy decisions about sexual behaviors.

Remember, healthy relationships are:

- Consensual and non exploitative
- Concerned about consequences such as STIs and pregnancy
- Respectful and caring

Class Activity: "Freeze Frame Role Play"

1. Your Google Form has 2 scenarios of couples making decisions about sex
2. Read the scenario and think through how you this conversation can happen in a healthy way.
3. Write a paragraph or a script of the conversation. The couple should reach a decision.
4. Use the "Sexual Readiness" worksheets to guide you.

Summary

- It's important for each of you to figure out where you stand about decisions regarding sex so you can be clear for yourself and find ways to be clear with your future partners.
- It's also important to **ask** these questions of your partner(s) in order to make sure that you both understand the wants, needs, and boundaries of the other person.

Homework

None!



Rights, Respect, Responsibility (High School)

Rights, Respect, Responsibility: Don't Have Sex Without Them

Lesson 3

Group Agreements

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Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 3 Classwork: "Rights, Respect, Responsibility"*
- **After the lesson is over**, please complete the homework assignment for this lesson:
 - *"High School 3Rs Lesson 3 Homework: "Putting It Into Practice"*

Introduction

- As you grow older, you may find yourselves in more complex situations.
- That makes it hard to figure out the right thing to do sometimes!
- Some of these situations involve **consent**.
- What does the word "consent" mean? What does it mean to "give consent"?

"ConsentBot" Video

Play the video:

["2 Minutes Will Change the Way You Think About Consent"](#).

“ConsentBot” Video: Discussion

Answer these in your Google Form:

1. What are your reactions to this video?
2. The ConsentBot says her first attempt was “coercion.” What does that mean? What did she do that was coercive?
3. When she goes to visit her friend Jonathan, the ConsentBot says it’s not consent because he’s “incapacitated.” What does that mean?

“ConsentBot” Video: Discussion

- **Consent must be voluntary, which means a person has to *want* to give consent.**
- **Jonathan was asleep, so he would not have been completely aware of what he was saying. The same thing goes if someone is drunk or using drugs.**

“ConsentBot” Video: Discussion, Continued

4. What do you think of the example when she is in the library and asks the person wearing the headphones for their phone and they don’t respond—and she assumes she has consent because that person did not say no?
5. Why isn’t that the same thing as having consent?

“ConsentBot” Video: Discussion, Continued

6. Have you ever been in a situation where you haven’t wanted to do something but a friend said, “It’s fine, just do it”? How did that feel?
7. Why did the ConsentBot say that wasn’t consent?

“ConsentBot” Video: Discussion, Continued

8. What did you notice in the last exchange, which the ConsentBot finally agrees is consent?

The ConsentBot said that this was clear consent and it was also healthy, clear communication.

“Tea and Consent” Video

- The first video was about using someone else’s phone. Now let’s take a look at a different video about another common item, tea.
- Let’s watch the video [“Tea and Consent”](#).
- Did you have any reactions to or thoughts about the “Tea and Consent” video that are similar or different to the “ConsentBot” video?

Class Activity: “Consent Scenarios”

We’re going to take a look now at what it’s like to ask for and give consent in a relationship.

1. In both scenarios, read the perspectives of Person 1 and Person 2.
2. Create a brief conversation between these two people that demonstrates consent.
3. Remember to use your decision-making and negotiation skills that you have learned in previous lessons.

Discussion: “Consent Scenarios”

Take a look at the conversations that you just wrote:

- Was consent clear? Why or why not?
- Did you notice anything about your skits that might have perpetuated some gender stereotypes?

Summary

Everyone has the right and responsibility to say what they want to do and do not want to do in a relationship, regardless of gender.

Homework: “Putting It Into Practice”

1. Open the Google Form: “*Putting It Into Practice.*”
2. Over the next week, log the following situations and record how they went:
 - a. Two situations in which you were asked to give permission to someone else for something
 - b. Two situations in which you asked someone else for permission to do something

Rights, Respect, Responsibility (High School)

Planning and Protection: Avoiding or Managing STIs

Lesson 4

Group Agreements

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Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 4 Classwork: "Planning and Protection"*
- **After the lesson is over**, please complete the homework assignment for this lesson:
 - *High School 3Rs Lesson 4 Homework: "STI/HIV Investigative Reporting!"*

STIs and HIV

Write down what "STI" & "HIV" mean on your Google Form.

- **What do the letters "STI" stand for?**
 - Sexually Transmitted Infection
 - STIs and STDs mean the same thing and refer to the same group of bacteria, viruses, and other organisms that can be passed from one infected person to another during sexual contact.
- **What does "HIV" stand for?**
 - Human Immunodeficiency Virus
 - HIV is the virus that can lead to AIDS.

Video: "STD Myths"

Watch the [*STD Myths*](#) video in your Google Form.

Write down some of the myths about STDs that they discuss in the video.

Planning and Protection

- 1) **Abstinence** is the safest and only 100% effective choice for eliminating STI/HIV risk.
- 2) **Condoms** and other latex barriers are a must for reducing STI/HIV risk.
- 3) **Talking with your partner** is key before having any kind of sex.
- 4) **Contraceptive methods** like the pill are great for pregnancy prevention, but they do not protect against STIs or HIV.
- 5) **Get tested** for STIs and HIV if you are having sex and ask your partner(s) to get tested, too.

Protect Yourself

- **CONDOMS:**
 - One source of free condoms is **our School Nurse**. The nurse will give you a plain looking package containing condoms, condom-compatible lubricant, and information on how to use the condoms correctly.
 - Your conversation will be private and confidential.
- **VACCINES:**
 - There are two STIs for which you can be vaccinated: Hepatitis B and HPV (Human Papillomavirus).
 - In California, minors 12 years and older can consent to these vaccines without their parents' permission, if they wish to.

Protect Yourself

On your Google Form, write down 3 main ways you can protect yourself and your partner from STIs.

Summary

- STIs and HIV are a very real part of our world.
- 1 in 4 teens will end up with an STI once they are engaging in some kind of sex.
- 21% of new cases of HIV in the U.S. are contracted by young people.
- Everyone has a responsibility to know how to practice ways to reduce their chances of contracting an STI or HIV.

Homework: “STI/HIV Investigative Reporting”

1. Read through the instructions of the “STI/HIV Investigative Reporting” Google Form.
2. Section 1 involves asking 3 high school students about their knowledge of STIs.
3. Section 2 requires that you have a conversation with a parent or other trusted adult about STIs and HIV.

Rights, Respect, Responsibility (High School)

Getting Savvy about STI Testing

Lesson 5

Group Agreements

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Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 5 Classwork: "Getting Savvy about STI Testing"*
- **After the lesson is over**, please complete the homework assignment for this lesson:
 - *High School 3Rs Lesson 5 Homework: "HIV Now - Testing and Treatment Today!"*

Introduction

- Having sex is a perfectly normal and natural part of growing up.
- We want to make sure you understand how to stay healthy if and when you start to explore your sexuality with others.
- Today we're going to talk about STIs and HIV, and the importance of getting tested regularly if and when you become sexually active.

Why People Get Tested

1. **What are some reasons someone would choose to get tested for STIs?**
2. Brainstorm some reasons and record these on the Google Form for this lesson.

Why People Don't Get Tested

1. What are some reasons someone would choose *NOT* to get tested for STIs?
2. Brainstorm some reasons and record these on the Google Form for this lesson.

Classwork: "Getting Savvy about STI and HIV Testing"

Review the reasons that you wrote that people may have for *NOT* wanting to get tested for STIs.

- 1) Choose one of the reasons that you wrote down.
- 2) Come up with 2 things someone could say in response to that reason to encourage them to get tested.
- 3) Go to the [Get Tested](#) website and find 2 possible locations nearby where a teen could get tested for HIV.
- 4) Go to [Student Support](#) website and find 2 additional STI and HIV testing locations nearby.

Use These Websites:

- <https://gettested.cdc.gov>
- www.sandiegounified.org/Support

Reflection: "Getting Savvy about STI and HIV Testing"

- What was it like to do this activity? Why?
- Did you find anything on these websites that surprised you?
- What does this tell you about how you might support a friend or romantic partner who is nervous or hesitant to get tested for STIs?

Video: "Let's Talk About Sexual Health"

- Knowing you should get tested for STIs and HIV and actually going to see a health care provider can be two different things.
- People have real concerns about what will happen during the test, how they will be treated by the staff, and if their visit will be kept confidential.
- [This video](#) will address some of these concerns.

Video Discussion

- What do you think of what you saw in the video?
- Did anything surprise you?
- Did you learn any new information from the video? If so, what?

Summary

- The only way for someone to know whether or not they have an STI is to *get tested*.
- There are places in the community, such as the clinics that you found in class today, where teens can be tested *confidentially and usually for no or low cost*.
- *Be honest with your healthcare provider about any sexual contact you may have had*, because there are different tests and different types of treatments for different STIs and even for different parts of the body (oral, anal, or vaginal).

Protective Factors

- CA Minor Consent Laws
 - In California, anyone 12 years and older can consent to their own STI and HIV testing and treatment without notifying parents or guardians if they do not wish to (we'll talk more about this later).
 - Minors can also consent to their own HPV vaccine.
- Condoms are available from:
 - Online programs such as teensource.org
 - Local clinics
 - From your School Nurse when school is in session

Homework: "HIV Now - Testing and Treatment Today"

1. Go to the websites listed on your Google Form.
2. Answers the questions about STIs/HIV.
3. Have a conversation with a parent or other trusted adult about the research that you did and the information that you learned.

Rights, Respect, Responsibility (High School)

Know Your Options

Lesson 6

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Assignments

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 - *High School 3Rs Lesson 6 Classwork: "Know Your Options"*
- **After the lesson is over**, please complete the homework assignment for this lesson:
 - *High School 3Rs Lesson 6 Homework: "Emergency Contraception Investigation"*

Introduction

- Today we're going to look at *contraception*, or birth control, such as abstinence, condoms, and the pill.
- Remember that in order for a pregnancy to occur, a sperm must fertilize an egg and implant in a uterus.
- This typically happens during vaginal sex when a penis ejaculates into a vagina and the semen—which contains the sperm—travels through the cervix, uterus, and fallopian tubes to come into contact with an egg.
- When a fertilized egg implants in a uterus, this is called a pregnancy.

Introduction

The only 100% effective way to avoid a pregnancy is not to have vaginal sex.

However, if people of different sexes do decide to have sex, then *contraception*, or birth control, can safely and effectively decrease the risk of an unplanned pregnancy *if used consistently and correctly*.

Why Might a Person Use Birth Control?

Brainstorm ideas on your Google Form!

- Who do you think might use birth control and why?
- How do their partners come into play? What rights and responsibilities do they have?
- Which of these reasons could apply to people in same sex relationships?

We typically think of different sex couples as being the only ones at risk for unplanned pregnancy. But some of these concerns apply to all people regardless of sexual orientation or gender. Keep this in mind.

Why Would a Person or Couple NOT Use Birth Control?

Brainstorm ideas on your Google Form!

Group Activity: "Teen Options"

Now we're going to look at some scenarios of different teens who are considering using birth control.

1. On your Google Form, there will be information about 6 different teens. Choose one of these scenarios that you will investigate birth control methods for.
2. Take the "Which Contraception Is Right for Me?" quiz [on this website](#) to identify the top 3 recommended birth control methods for the scenario that you chose. *(This quiz is geared towards cisgender girls & women, but a lot of the information can apply to anyone.)*
3. You may not know the answer to every question based on the scenario, so it's ok to take your best guess at some answers.

Birth Control Methods

- **Birth control methods fall into three categories:**
 - Abstinence
 - Barrier Methods
 - Hormonal Methods
- Each method has an effectiveness rate that tells how well it can work to prevent pregnancy when used *consistently and correctly*.
- The best birth control method is the one that is used consistently and correctly.

Abstinence

Abstinence is the most effective way to prevent pregnancy and protect against HIV and STIs. This option is available to everyone.

Abstinence means not having oral, vaginal, or anal sex, or any genital-to-genital touching.

Here are some ways to plan for abstinence:

1. Talk with your partner.
2. Discuss different ways to show affection.
3. Find activities you can do with other couples.
4. Avoid alcohol and drugs.

Long-Lasting Hormonal Methods

Intrauterine Device (IUD)

- Tiny device inserted into the uterus.
- Can last from 3-6 years depending on the type of IUD.
- Available with a prescription and must be inserted by health care practitioner at a doctor's office or clinic.
- 99% effective at preventing pregnancy when used *consistently and correctly*.



Injection (Shot)

- An injection administered by a healthcare practitioner every 3 months.
- Available with a prescription and can be administered at a clinic or at any licensed pharmacy.
- 99% effective if used *consistently and correctly*.

Implant

- Tiny rod inserted into arm.
- Available with a prescription and must be inserted by health care practitioner at a doctor's office or clinic.
- 99% effective if used *consistently and correctly*.



Hormonal Methods

Pills

- o Taken daily.
- o Prevents release of egg from ovary.
- o Available with a prescription at clinics.
- o 99% effective at preventing pregnancy when used *consistently and correctly*.

Ring

- o Inserted into vagina for 3 out of 4 weeks.
- o Prevents release of egg from ovary.
- o Available with a prescription at clinics.
- o 99% effective at preventing pregnancy when used *consistently and correctly*.

Patch

- o Placed on body for 3 out of 4 weeks.
- o Prevents release of egg from ovary.
- o Available with a prescription at clinics.
- o 99% effective at preventing pregnancy when used *consistently and correctly*.



Barrier Methods

External Condoms

- o Covers erect penis.
- o Available without a prescription at drugstores or clinics.
- o 98% effective at preventing pregnancy when used *consistently and correctly*.

Dental Dams

- o A thin sheet of latex can be used to protect mucosa during oral sex.
- o Available without a prescription at clinics.
- o Not a birth control method, but used to prevent transmission of HIV and STIs.

Internal Condoms

- o Inserted into vagina or anus.
- o Available with a prescription at drugstores or clinics.
- o 95% effective at preventing pregnancy when used *consistently and correctly*.

Spermicides

- o Used with other barrier methods to immobilize or kill sperm.
- o Available without a prescription at drugstores or clinics.
- o 72-82% effective at preventing pregnancy when used *alone*.



Barrier Methods

Cervical Cap

- o Soft silicone cap placed inside vagina to cover cervix.
- o Available with a prescription at clinics.
- o 86% effective at preventing pregnancy when used *consistently and correctly*.

Sponge

- o Small spongy plastic placed inside vagina to cover cervix.
- o Available without a prescription at drugstores and clinics.
- o 91% effective at preventing pregnancy when used *consistently and correctly*.

Diaphragm

- o Shallow silicone cup placed inside vagina to cover cervix.
- o Available with a prescription at clinics.
- o 94% effective at preventing pregnancy when used *consistently and correctly*.



Emergency Contraception (E.C.)

- Prevents pregnancy after unprotected sex or when birth control fails.
- **Does not work if someone is already pregnant; does not harm fetus.**
- **Can be taken up to 3 days (72 hours) after unprotected sex.**
- **Available at clinics or pharmacies:**
 - Plan B One-Step is available without a prescription for a person of any age.
 - People under 15 years may need a prescription for other brands.
 - Call 888-NOT2LATE for where to find over-the-counter E.C.



Protection from HIV and STIs

Hormonal, intrauterine, and some barrier methods of contraception DO NOT offer protection against HIV and STIs.

Using a **condom** with these methods can reduce the risk of pregnancy and reduce the risk of contracting HIV and STIs.

Safely Surrendered Baby Law

- Parent or legal guardian can surrender a newborn baby within the first 72 hours of birth to a person at a designated "safe surrender site" such as a hospital or fire department.
- Parent may claim physical custody of newborn within 14 days of surrender.
- More Information: (877) 725-5111 or <http://www.babysafe.ca.gov/>



Sterilization

Vasectomy

For a person with a penis:

- A vasectomy is a simple, safe, and effective surgical procedure that **permanently** prevents pregnancy by blocking sperm from leaving the body.
- A vasectomy will not protect against STIs or HIV.
- A person needs to be 18 years old or have the consent of their parent or legal guardian to receive this procedure.

Tubal Ligation

For a person with ovaries:

- This is a safe and effective surgical procedure that **permanently** prevents pregnancy by closing or blocking fallopian tubes.
- A tubal ligation, sometimes called "getting your tubes tied", will not protect against STIs or HIV.
- A person needs to be 18 years old or have the consent of their parent or legal guardian to receive this procedure.

Your Rights

- In California, anyone of any age is allowed to get birth control, including condoms and methods that require a prescription, without notifying parents or getting permission. See more information [here](#).
- Please visit our [Student Support](#) website and our local [clinic mapping tool](#) to find local clinics, many which are providing Telehealth appointments.
- You can get free condoms from [teensource.org](#) and from your School Nurse when school is in session.

Homework: "Emergency Contraception Investigation"

1. Read through the instructions on the "Emergency Contraception Investigation" Google Form.
2. Do an online investigation to respond to the questions.
3. Create a scenario in which you would recommend Emergency Contraception to a person.

Rights, Respect, Responsibility (High School)

Using Condoms Effectively

Lesson 7

Group Agreements

- Group agreements for an online lesson might be the same as in a classroom and some might be different.
- Participate in this lesson alone or with a parent or other adult, but otherwise please keep the lesson private.
- Consider wearing headphones/earbuds if younger siblings or other children are nearby.
- You should not be videotaping any class sessions or sharing personal discussions. DO share the information!
- Please remember to be good digital citizens.

Anonymous Questions

- To ask anonymous questions online, fill out the Google Form "Questions About Sexual Health Education."
- You can fill out and submit this form as many times as you want.
- You do NOT have to put your name on the Form. Include your name ONLY if you want me to follow up with you personally.

Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 7 Classwork: "Using Condoms Effectively"*
- **After the lesson is over**, please complete the homework assignment for this lesson:
 - *High School 3Rs Lesson 7 Homework: "Media Hunt: Did They Use Condoms?"*

Introduction

- You are going to hear me use very specific language when we talk about condoms. People tend to use the word "condom" to mean a latex condom that goes on the penis.
- But there are different kinds of condoms that can be used in different ways on different people's bodies, regardless of gender.
- For this reason, we will refer to a condom that goes on a penis as an **external condom**.
- When we talk about a so-called "female" condom, we'll call it **an internal condom**.
- **You'll see how they work in a minute!**

Introduction

Condoms are extremely effective when used **consistently and correctly**.

That means, **every time** a couple has **oral, anal, or vaginal sex**, from beginning of the act to the end.

Class Activity: “Correct Condom Use”

1. Open your Google Form.
2. You will see a question that lists each of the steps of using an external condom correctly.
3. Put the steps in the correct order from beginning to end of the sex act.

External Condom Demo

Watch the video demonstrate the correct steps for using an external condom:

1. Check expiration date on condom.
2. Have erection.
3. Take condom from wrapper.
4. Put condom right side up on head of penis.
5. Pinch the tip of the condom.
6. Roll condom down penis.
7. Begin intercourse.
8. Ejaculate.
9. Withdraw from partner, holding condom at base.
10. Remove condom from penis.
11. Throw condom away in trash.

External Condoms

Common mistakes:

- Not checking expiration date
- Storing condoms someplace too hot or too cold
- Putting condom on upside down
- Not putting condom on *before* there is sexual contact

Internal Condoms

- When people refer to condoms, they usually refer to condoms that go on a penis.
- But there is another kind of condom that is just as effective at preventing pregnancy and providing some very good protection against STIs and HIV.

Internal Condom Demo

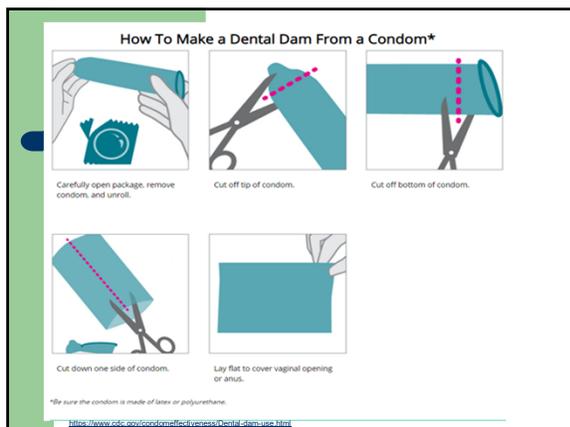
There are fewer steps to using this type of condom, but it is still important to do them correctly:

1. Check the expiration date.
2. Gently squeeze the smaller ring, and insert it into the vagina.
3. The outer ring of the condom should cover the vulva.
4. During intercourse, you or your partner may need to hold the condom in place to make sure the penis is going inside the condom and not to the side.
5. Once intercourse is over, the condom should come out of the vagina and be thrown away.

People have referred to this condom as a 'female' condom, but this can also be used by any gender for penis-anus sex if the couple removes the internal ring.

Dental Dams

- There is one last barrier method that can protect against STIs and HIV during oral sex on a vulva or rectum of another partner.
- Dental dams are flavored specifically for safer oral sex, and just like condoms, they are designed to be used just once and thrown away.
- Dental dams can also be made by cutting or tearing a flavored condom if you don't have a dental dam available.



Summary

- In California, anyone of any age is allowed to get condoms to protect themselves from STIs, HIV, and pregnancy.
- You can get free condoms from teensource.org and from your School Nurse when school is in session.
- To find other condom programs, go to the Student Support website www.sandiegounified.org/Support.
- **Since condoms are the only method of birth control that protect against STIs and HIV, it is a good choice to use them in addition to another method, for different sex couples, for double protection.**

Homework: “Media Hunt - Did They Use Condoms?”

- Read the instructions on the “Media Hunt: Did they Use Condoms?” Google Form.
- You will be observing in TV, movies, etc. whether couples are discussing and using condoms.
- NOTE: This homework is designed to reference *age-appropriate* media such as TV shows and movies.

Rights, Respect, Responsibility (High School)

What Are My Reproductive Rights?

Lesson 8

Group Agreements

- Group agreements for an online lesson might be the same as in a classroom and some might be different.
- Participate in this lesson alone or with a parent or other adult, but otherwise please keep the lesson private.
- Consider wearing headphones/earbuds if younger siblings or other children are nearby.
- You should not be videotaping any class sessions or sharing personal discussions. DO share the information!
- Please remember to be good digital citizens.

Anonymous Questions

- To ask anonymous questions online, fill out the Google Form "Questions About Sexual Health Education."
- You can fill out and submit this form as many times as you want.
- You do NOT have to put your name on the Form. Include your name ONLY if you want me to follow up with you personally.

Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 8 Classwork: "What Are My Reproductive Rights?"*
- **No homework!**

Introduction

- Today we will talk about your legal rights, as teens, when it comes to pregnancy and pregnancy options.
- If someone your age has an unplanned pregnancy, or has a partner that becomes pregnant, *we encourage communication* with parents, caregivers, and trusted adults to help find a safe and healthy plan.
- California law protects teenagers' choices and their confidentiality in the case of pregnancy, whether parents are involved in the decisions or not.
- We're going to start by looking at some of these laws, and then we'll look at some implications of these laws.

Class Activity: "What Are My Reproductive Rights?"

1. Your Google Form has four scenarios (split into separate sections).
2. You will be responsible for one section (of your choice or assigned to you by your teacher.)
3. The scenario has the links necessary for the research.
4. The scenario will have some guiding questions. Take 10 minutes to research the answers using these websites.
5. Once you are done, we will review some of the information in each scenario.

Scenario 1

- Damien does not have the legal right to stop Kyra from having an abortion
- He does have some rights regarding adoption, such as being notified and being able to petition to stop the adoption.
- In order to obtain an abortion, Kyra simply needs to make an appointment with a doctor or medical clinic and make sure she has arranged transportation for afterwards. She does not need to notify anyone, including her parents, unless she wishes to.

Scenario 2

- Title IX is a federal law which makes it illegal to exclude students who may be, are, or have been pregnant from an educational program, including PE class.
- Title IX allows excused absences due to pregnancy or childbirth for as long as the doctor says it is necessary.
- Title IX applies to both pregnant and parenting teens, so Daniel does have the legal right to miss school to attend Amanda's doctor's appointment.
- Amanda should get prenatal care throughout her pregnancy, which means regular check ups from a doctor, nurse, or midwife.

Scenario 3

- Paternity can be determined by a civil lawsuit, which uses DNA testing.
- Establishing paternity would be necessary for child support to be ordered by a court.
- Claire may still choose to have an abortion even after determining paternity and notifying the father.
- If Claire continues her pregnancy, she should get regular checkups with a doctor, nurse, or midwife.

Scenario 4

- Samantha may not receive an elective abortion in California since a fetus is considered "viable" at 8 months.
- Even though she is a minor, she would have the right to put her baby up for adoption and would not need to get her parents' permission.
- Samantha may remain in high school if she chooses to raise the baby herself. Title IX entitles pregnant and parenting teens equal access to education.
- In California, she can safely surrender her infant within 72 hours of birth to Safe Surrender site such as a hospital or fire station, no questions asked.
- Samantha should get regular prenatal care which includes checkups with a doctor, nurse, or midwife.

Summary

- > No matter how you feel about any of these rights, or the laws governing them, there are laws that exist relating to whether, when, and sometimes even how, we as human beings can reproduce.
- > There are unique laws that specifically pertain to all of you under 18 in California. The best thing you can do is hold on to your list of organizations as a reference so that if you're in a situation where you need to choose what to do about a pregnancy, you know your rights.

Teens' Rights in CA

- In California, any student of any age may legally and confidentially obtain birth control, including condoms, without notifying or getting permission from their parent or guardians if they do not wish to.
- Anyone of any age can consent to their own pregnancy care, including pregnancy testing, prenatal care, and abortion.
- Minors 12 years and older may also consent to their own STI and HIV testing and treatment without notifying their parents.
- This includes being able to consent to their own HPV vaccine as well as accessing PrEP medication for HIV Prevention.
- In addition, when you are in school, students in California may leave school during school hours to attend a sexual health care appointment. To pursue this option, talk to your School Nurse or Counselor.

Teens' Rights in CA

*Refer to this link to find more
information about
[California Minor Consent Laws.](#)*

Homework

None!



Rights, Respect, Responsibility (High School)

Is it Abuse If...?

Lesson 9

Group Agreements

- Group agreements for an online lesson might be the same as in a classroom and some might be different.
- Participate in this lesson alone or with a parent or other adult, but otherwise please keep the lesson private.
- Consider wearing headphones/earbuds if younger siblings or other children are nearby.
- You should not be videotaping any class sessions or sharing personal discussions. **DO** share the information!
- Please remember to be good digital citizens.

Anonymous Questions

- To ask anonymous questions online, fill out the Google Form "Questions About Sexual Health Education."
- You can fill out and submit this form as many times as you want.
- You do NOT have to put your name on the Form. Include your name **ONLY** if you want me to follow up with you personally.

Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 9 Classwork: "Is It Abuse If?"*
- **After the lesson is over**, please complete the homework assignment for this lesson:
 - *High School 3Rs Lesson 9 Homework: "Trafficking Prevention"*

Introduction

- There are a lot of myths out there about sexuality and relationships, particularly relating to teens.
- One myth is that relationship abuse doesn't happen in teen relationships.
- Unfortunately, statistics show that relationship abuse of all kinds is just as prevalent in teen relationships as it is in adult relationships.

What Is Abuse?

- Often, people can't tell whether their relationship is abusive or it's just a rough time with their partner.
- We're going to try to figure this out today, along with what to do if you are in an unhealthy or abusive relationship.
- Our goal is to be able to recognize or foster healthy relationships based on mutual respect and affection that can lead to committed relationships, such as marriage.

Types of Relationship Abuse

Physical: hurting someone physically in some way.

Emotional: making someone feel bad about themselves, such as taking away their sense of self or self-esteem, or harassing someone so that they feel bad about themselves.

Psychological: using threats or intimidation to frighten someone, or 'gas lighting' (making them feel like they're losing touch with reality)

Sexual: similar to physical abuse, but sexual in nature. This includes sex trafficking.

Financial: when the finances in a relationship, or a person's potential to earn or have money, are controlled by one person.

Class Activity: "What Is Abuse?"

1. Open the Google Form for this lesson.
2. Given the definitions I just shared, write some specific behaviors that would come under each category of relationship abuse.
3. For instance, an example of "Physical Abuse" would be "hitting."

Other Types of Abuse

- It can be relatively easy to come up with a list of behaviors, especially when we're not in the middle of the relationship.
- But sometimes abusive situations aren't so clear.
- For instance, other types of relationship abuse can include **sexual harassment, sexual assault, and sex trafficking.**

Sexual Harassment

Sexual Harassment is:

- Unwelcome sexual advances
- Requests for sexual favors
- Other verbal or physical harassment of a sexual nature, such as unwanted sexual notes or texts
- If the recipient tells someone to stop this type of harassment **even once**, and it continues, then it is defined as sexual harassment and it is **illegal**.

*If someone is touching you in a sexual manner without your explicit consent, that is **sexual assault**. This is also illegal and should be reported to a trusted adult.*

Sex Trafficking

• **Human trafficking**, which includes labor and sex trafficking, is a form of modern day slavery.

• **Sex trafficking** occurs when a trafficker uses **force, fraud, or coercion** (which means tricking or pressuring someone) to control another person for the purposes of engaging in sex acts against her or his will **in exchange for money or other goods, including food and housing.**

• If a person is under 18, there does not have to be force, fraud, or coercion for it to be trafficking. Minors are **protected under the law and can safely seek help without fear or legal consequences.**

Sex Trafficking

• Traffickers may take a person by force, but **are more likely to befriend someone through social media or gaming sites**, or other places teenagers hang out to try to gain their trust.

• The trafficker could also be a **family member, friend, "boyfriend" or other romantic partner, or even another teenager**

• The person being trafficked might have sex with other people to **please the trafficker, because they are afraid, or for the promise of a certain lifestyle or basic needs.**

Sex Trafficking

- Most people who are trafficked **are targeted as young teens, on average 15 years old.**
- **It can happen to anyone**, regardless of gender, race, socio-economic status, or location.
- In any form it takes, **sex trafficking—someone forcing or pressuring someone to have sex with others—is illegal.**

Classwork: “Is it Abuse If...?”

On your Google Form:

- Read each statement describing a particular situation between two people.
- Decide whether each statement is abusive.
- Write why you came to that decision.

Is it Abuse If...

1. YES - It's never ok to hit someone else, especially in a relationship. This is Physical Abuse.
2. COULD BE EITHER - If the actions are wanted, it's not abuse. If it's not wanted, and the person has clearly stated this, then the partner needs to respect their wishes. If they do not, this is Psychological Abuse.
3. YES - Using threats in a relationship is never ok. This is Psychological Abuse.

Is it Abuse If...

4. NO - Discussing sexual health before having sex is an example of a healthy relationship.
5. COULD BE EITHER - If the play fighting was mutual and the bruising was an accident, it is not abuse. But if one of the partners was not enjoying the wrestling, told the other person to stop, and/or was intimidated or physically hurt, this is Physical Abuse.

Is it Abuse If...

6. YES - This is an example of Financial, Emotional, and Psychological Abuse, and is sex trafficking. Sex trafficking means someone is forced, pressured, or tricked into engaging in sex acts for goods or money, including food or housing, and it's illegal.

Reflection: “Is it Abuse If...?”

1. What was it like to do that activity? Why?
2. The gender(s) were not revealed in your examples. What gender(s) did you picture in these relationships? Who was the abuser? Who was being abused?
3. Would your responses have changed if the gender(s) were different?

Seeking Help

- Sometimes people don't feel like they can talk to someone face-to-face.
 - It can be hard to speak up when these things happen to you or someone you care about for many reasons, such as fear, shame or confusion.
 - Depending on the gender or genders of the people involved in the relationship, the person being abused may even be less likely to disclose and to seek help.
 - **Identifying a safe and trusted adult is the first step in getting help.** That could be a family member, someone at school, a neighbor, a medical professional, a faith leader, or someone else in your community.
 - An anonymous website or hotline can encourage people to get the help you need. The one you saw on the screen is an example.
- ❖ **National Teen Dating Abuse Hotline (866) 331-9474**

Summary

- You can also use www.loveisrespect.org and resources from the [Student Support](#) website to help in situations of relationship abuse, sexual harassment, or sex trafficking.
- In California, anyone of any age may consent to their own care and treatment for sexual assault confidentially, meaning without notifying parents if you do not wish to.
- See the [California Minor Consent Laws](#) online resource that I referred to during the last lesson for more details.
- The counselor and/or I are available to talk if you have any questions about this topic that you'd like to discuss one-on-one.

Homework: "Trafficking Prevention"

- Open the Google Form for the homework.
- Watch the video about Human Trafficking in San Diego.
- If you prefer a written version, ask your teacher for the articles
- Answer the questions on the form using the video or the articles.

Rights, Respect, Responsibility (High School)

My Life, My Decisions

Lesson 10

Group Agreements

- Group agreements for an online lesson might be the same as in a classroom and some might be different.
- Participate in this lesson alone or with a parent or other adult, but otherwise please keep the lesson private.
- Consider wearing headphones/earbuds if younger siblings or other children are nearby.
- You should not be videotaping any class sessions or sharing personal discussions. **DO** share the information!
- Please remember to be good digital citizens.

Anonymous Questions

- To ask anonymous questions online, fill out the Google Form “Questions About Sexual Health Education.”
- You can fill out and submit this form as many times as you want.
- You do **NOT** have to put your name on the Form. Include your name **ONLY** if you want me to follow up with you personally.

Assignments

- **As you go through this slideshow with your teacher**, please open and fill out the Google Form for this lesson:
 - *High School 3Rs Lesson 10 Classwork: “My Life, My Decisions”*
- **After the lesson is over**, please complete the homework assignment for this lesson:
 - *High School 3Rs Lesson 10 Homework: “Values and Belief Interview”*

Introduction

- Have you ever said or done something to someone and afterwards asked yourself, “Why on Earth did I just say/do that?”
- It could be something really minor like walking in a room and calling a friend a nickname you’ve never used before, and it sounds silly.
- Or it could be something more significant, like someone asking you to keep something between the two of you, and you tell someone else and immediately regret it.

Reflection

- What does it feel like right after we do something wrong?
- We all go through this, it’s something we experience all our lives.
- We sometimes make decisions without thinking, and even when we think them through, we still make decisions we wish we had not made.
- Can you think of examples when you made the right decision, and it really paid off for you?
- Clearly, there are just as many opportunities to make positive decisions as there are to make bad ones.
- Today we’re going to talk about sexual decision making and what and who can have an impact on the decisions we make.

Classwork: “Considering Others’ Opinions”

1. Open the Google Form for this lesson.
2. On this form, there will be types of people we might have in our lives, and topics that people might need to think about regarding sex and sexuality.
3. Write down what you think that type of person would say about the topic listed next to them.
4. Even if you wouldn't actually discuss this topic with that person in real life, write what you imagine they would say.

Reflection: “Considering Others’ Opinions”

Take a few moments to reflect and record your thoughts on your Google Form:

1. How did you know what these people in your lives would say?
2. What did you think of these messages? Were they mostly positive, negative, or a mix?
3. In what ways do you think these people in your life affect or would affect the decisions you make about sexuality? Why?

Discussion

- ❖ People in our lives have influence over us, no matter who they are.
- ❖ Some have more influence on us than others.
- ❖ Sometimes our perceptions are just as important as what we actually hear.

What Would You Do If...?

... your best friend told you they can't stand your boyfriend/girlfriend/partner?

What Would You Do If...?

...you were hanging out with a good friend and they started making offensive comments and jokes about a classmate being gay or trans?

What Would You Do If...?

... you were thinking about having sex with your partner, and your friends tell you to go for it, but a family member who you talk to about everything, says you should wait?

What Else?

- Aside from the people in our lives, when it comes to making decisions about sex and sexuality, what other things influence us?
- For example: **Past experience** may have an impact on whether people choose to do something or not.
- What else comes to mind? Answer this on your Google Form.

Influences

- It's impossible to make decisions about anything—let alone something as important as sex and sexuality—in a vacuum.
- We are definitely influenced by the people and the world around us. Sometimes we're not even aware of what that influence is.
- It feels simplistic to say that above all, what you want and think is right is the most important thing, but it's true!
- In the end, you are the one who benefits from your positive decisions or deals with the consequences of your negative decisions.

So no matter what you think or hear, you have the right to think and make decisions for yourself.

Summary

You don't have to be alone when making important decisions about sex and sexuality.

Finding trusted adults in your life that you talk honestly to is very important.

Homework: "Values and Beliefs Interview"

1. The "Values and Beliefs Interview" will help you think about which adults in your life you can talk to about sex and sexuality.
2. You will briefly interview an adult to begin creating open and honest communication.