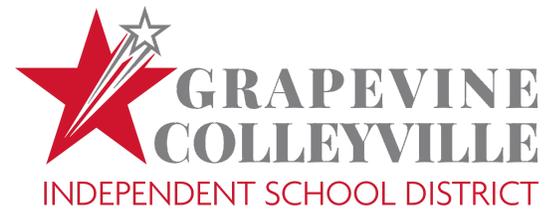


Grades 9-12 (Health 1)



Program (Publisher)

Freedom to Succeed ([Just Say YES-Youth Equipped to Succeed](#))

Instructional Delivery

- A trained presenter from the Aim for Success program presents the material and answers all the questions. A GCISD staff member is present to monitor. Parents must opt in for students to participate.

TEKS

In the reproductive and sexual health strand, students identify the characteristics of healthy and unhealthy relationships and learn to use communication and refusal skills to set personal boundaries and develop strategies for responding to sexual harassment and abuse. Students describe the changes associated with adolescent development and explain the process of fertilization, fetal development, and the importance of prenatal care. Students also learn that sexual abstinence until marriage is the only 100% effective means of avoiding unplanned pregnancies and sexually transmitted diseases/sexually transmitted infections (STDs/STIs) as well as the legal, financial, and social issues associated with sexual health and reproduction.

(18) Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- (A) analyze how friendships provide a foundation for healthy dating/romantic relationships;
- (B) identify character traits that promote healthy dating/romantic relationships and marriage; and
- (C) describe how a healthy marriage can provide a supportive environment for the nurturing and development of children.

(19) Reproductive and sexual health--personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault. The student is expected to:

- (A) describe the characteristics of sex trafficking such as grooming, controlling behavior, exploitation, force, fraud, coercion, and violence;
- (B) analyze the characteristics of harmful relationships that can lead to dating violence;
- (C) analyze [identify] healthy strategies for preventing physical, sexual, and emotional abuse;
- (D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships;
- (E) explain and demonstrate how refusal strategies can be used to say "no" assertively to unhealthy behaviors in dating/romantic relationships;
- (F) examine factors, including alcohol and other substances, that increase sexual risk and that affect setting, perceiving, respecting, and making decisions about boundaries;
- (G) examine and discuss influences and pressures to become sexually active and why it is wrong to violate another person's boundaries and manipulate or threaten someone into sexual activity; and
- (H) explain the importance of reporting to a parent or another trusted adult sexual harassment, sexual abuse, sexual assault, and dating violence involving self or others.

(20) Reproductive and sexual health--anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. The student is expected to analyze the

importance of telling a parent or another trusted adult, obtaining early pregnancy testing, and seeking prenatal care if signs of pregnancy occur.

(21) Reproductive and sexual health--sexual risk. The student understands that there are risks associated with sexual activity and that abstinence from sexual activity is the only 100% effective method to avoid risks. The student is expected to:

- (A) research and analyze the educational, financial, and social impacts of pregnancy on teen parents, the child, families, and society, including considering the effects on one's personal life goals;
- (B) describe various modes of transmission of STDs/STIs;
- (C) investigate and summarize the statistics on the prevalence of STDs/STIs among teens by referencing county, state, and/or federal data sources;
- (D) describe signs and symptoms of STDs/STIs, including human papillomavirus (HPV), human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), chlamydia, syphilis, gonorrhea, herpes, and trichomoniasis, and identify that not all STDs/STIs show symptoms;
- (E) analyze the importance of STD/STI screening, testing, and early treatment for sexually active people, including during yearly physicals or if there is a concern;
- (F) analyze emotional risks that can be associated with sexual activity for unmarried persons of school age, including stress, anxiety, and depression;
- (G) analyze the importance and benefits of abstinence from sexual activity as it relates to emotional health and the prevention of pregnancy and STDs/STIs;
- (H) identify support from parents and other trusted adults and create strategies, including building peer support, to be abstinent or for return to abstinence if sexually active;
- (I) analyze the effectiveness and the risks and failure rates (human-use reality rates) of barrier protection and other contraceptive methods, including how they work to reduce the risk of STDs/STIs and pregnancy; and
- (J) explain the legal responsibilities related to teen pregnancy, including child support and acknowledgement of paternity.

Overview of Program in GCISD

- Introduction: Dreams and Goals
 - Laws are created to protect you and can help you reach your dreams and goals.
- Teen Pregnancy and Child Support
 - Challenges of teen pregnancy are discussed.
 - What is the only 100% guaranteed way you won't face a teen pregnancy? Waiting.
 - As suggested by the CDC and directed by the Texas Education Code, sex is best shared in a long term, mutually monogamous relationship, or marriage.
 - It's never too late to make a different decision and wait from now on. Focus on the future rather than the past.
- How does the law define sex?
 - Students are given the legal definition of sex which includes any "touching of sexual areas".
 - Laws are made to protect you. You can protect yourself by being aware of the law.
- Criminal Law
 - Sexual crimes (as defined in your state) are explained including public lewdness, sexual harassment, indecent exposure, indecency with a child, and sexual assault.
 - Students hear a story demonstrating how serious the legal consequences of sexual crimes can be.
 - Demonstration shows how difficult it can be to guess someone's age. Individuals or parents can report sex with an underage person as Sexual Assault or even Aggravated Sexual Assault (legal age of consent by state).

- Sexual crimes can result in sex offender registration. Even those under the age of 18 could be required to register as a sex offender.
- Sexual Abuse/Teen Dating Violence
 - Sexual abuse is never the victim's fault. If you are, or have been, involved in sexual abuse, tell an adult/seek help.
 - Teen Dating Violence: Legal definition and "red flags" for unhealthy relationships are discussed.
- Sexting/Pornography
 - Laws regarding pornography and sexting are discussed.
 - Students learn the short- and long- term risks of sexting.
 - Juvenile sexting laws and revenge porn laws are discussed.
 - Once you hit send there are no "take backs".
- The Best Protection
 - Waiting for sexual activity gives you full protection from teen pregnancy, STDs, and legal consequences.
- Conclusion/Survey: A voluntary, anonymous survey is offered to students.