



CENTERSTONE

centerstone.org/teen

Teen Sexual Health Education Toolkit

Includes “Grab and Go” Activities for Educators

This publication was made possible by Grant Number TP1AH000081-01-01 from the Department of Health and Human Services, Office of Adolescent Health; 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.

Contents

I.	Introduction	2
II.	Planning and Designing Family Life Education	2-10
	A. The Law Defined	
	B. Required Curriculum Components	
	C. Necessary Paperwork	
III.	Involving Your Community	11-12
	A. Key Stakeholders	
	B. Partnerships/Assets	
IV.	Smart Implementation: Pre-Tests and Post-Tests	13-15
	A. Value of Pre-Tests/Post-Tests	
	B. Executing a Pre-Test/Post-Test	
	C. Participant Satisfaction	
V.	Planning for Your Future	16-18
	A. Grants	
	B. Media/Web Presence	
	C. Overview and Conclusion	
VI.	“Grab and Go” Lesson Plans	19-84
	Resources	84
VII.	Comprehensive Appendix	85-105

***Created by:** Haley Stocker, Emily Rhoads, Amanda McGeshick

***Development Team:** Haley Stocker, Emily Rhoads, Amanda McGeshick, Ashleigh Hall, Brandy Paulus, Camille Lashlee, Ian Skotte, Whitney Salyer

***Publication date:** March 2018

*This publication was made possible by Grant Number TP1AH000081-01-01 from the Department of Health and Human Services, Office of Adolescent Health; 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 Adolescent Health [OAH]. 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 STDs/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 OAH approved 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 family life education for their students. This is important for all counties in Tennessee because:

- Tennessee is ranked 8th highest in the country for teen birth rates (*The National Campaign to Prevent Teen and Unplanned Pregnancy, 2017*)
- Tennessee is ranked 17th highest for gonorrhea, 19th highest for chlamydia, and 22nd highest for Syphilis in the country (*Centers for Disease Control, 2015*)
- Tennessee is ranked 16th highest in the country for rate of HIV infection (*Centers for Disease Control, 2015*)

These are issues that are ravaging our state and deeply affecting the lives of our young people. 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 curriculum that is legally compliant and fulfills the objectives for Tennessee's family life education.

II. Planning and Designing Family Life Education

A. The Law Defined

In 2010, Senate Bill 3310/House Bill 3621 was introduced into the Tennessee Legislature that proposed some major changes to Tennessee's family life education. This bill was adopted into Tennessee Law in 2012. This section will pull pieces of the bill directly, highlighting the most important components of the law. This section only summarizes pieces of the law. You are

strongly advised to read the law in its full capacity. If located in a state outside of Tennessee, please research your local sexual health education law. The laws in summary for each state can be found at: <https://www.guttmacher.org/state-policy/explore/sex-and-hiv-education>.

TCA Title 49 Chapter 6 Part 13

The bill altered **TCA Title 49 Chapter 6 Part 13**. In this section, we will look at Parts 1301-1303.

Part 1301: This portion of the TCA defines abstinence and abstinence-based education.

- ⦿ “Abstinence” means not participating in any activity that puts an individual at risk for pregnancy or a sexually transmitted disease.
- ⦿ "Abstinence-based" or “abstinence-centered” means an approach that promotes sexual risk avoidance, or primary prevention, and teaches vital life skills that empower youth to identify healthy and unhealthy relationships, accurately understand sexually transmitted diseases and contraception, set goals, make healthy life decisions and build character.
- ⦿ Abstinence-centered education is a holistic approach that addresses the physical, social, emotional, psychological, economic and educational consequences of non-marital sexual activity.
- ⦿ “Abstinence-centered curriculum” means that the majority of the content of a curriculum promotes sexual risk avoidance as the primary goal.

Part 1301 is important because it defines the state’s expectations of abstinence-based curriculum. Tennessee is an abstinence-only state, and family life education providers are expected to adhere to these definitions. In addition to defining abstinence, Part 1301 also stipulates that curriculum must be age appropriate, evidence-based and medically accurate.

- ⦿ “Age-appropriate” means designed to teach concepts, information and skills based on the social, cognitive, emotional and experience level of most students at a particular age level.

- ⦿ “Evidence-based approach” means an approach: **1)** That has a clear theoretical base that integrates research findings with practical implementation expertise that is relevant to the field, **2)** That matches the needs and desired outcomes for the intended audience and **3)** That if implemented well, demonstrates improved outcomes for the intended audience.
- ⦿ “Medically accurate” means information that is grounded in evidence-based, peer-reviewed science and research.

Other important definitions included in Part 1301 are:

- ⦿ “Family life education” means an abstinence-centered sex education program that builds a foundation of knowledge and skills relating to character development, human development, decision-making, abstinence, contraception and disease prevention.
- ⦿ “Gateway sexual activity” means sexual contact encouraging an individual to engage in a non-abstinent behavior. A person promotes a gateway sexual activity by encouraging, advocating, urging or condoning gateway sexual activities.
- ⦿ “Risk avoidance” means an approach that primarily encourages the prevention of participation in risk behaviors such as smoking, underage drinking, drug use and criminal activity, as opposed to merely reducing the consequences of those risk behaviors such as pregnancy, sexually transmitted diseases and infections, dating violence and sexual aggression.
- ⦿ “Sexual activity” means sexual penetration or sexual contact, or both.
- ⦿ “Sexual intercourse” means that a penis is inserted into a vagina, mouth or anus.
- ⦿ “Sexually transmitted disease” (STD) means a disease that is caused by bacteria, virus or parasite that is transmitted from one person to another during sexual contact. A sexually transmitted disease is also referred to as a sexually transmitted infection (STI).

In summary, Part 1301 provides us with the most important legal definitions in regards to family life education.

Part 1302 focuses on who is required to provide family life education and the consequences for not providing it.

- ⦿ Beginning with the 1991-1992 school year, if the most recent, annual data maintained by the department of health, state center for health statistics, indicate that pregnancy rates in any county exceeded nineteen and five tenths (19.5) pregnancies per one thousand (1,000) females aged eleven (11) through eighteen (18), then every Local Education Agency (LEA) within the county shall locally devise, adopt and implement a program of family life education in conformance with the curriculum guidelines established for such programs by this section.
- ⦿ Notwithstanding any other law to the contrary, failure of an LEA to comply with this subsection shall subject the LEA to the withholding of state funds by the commissioner.

Part 1303 stipulates who may provide family life education.

- ⦿ Nothing in this part shall prohibit an LEA from utilizing the services of a qualified health care professional or social worker to assist in teaching family life.
- ⦿ An LEA shall not utilize the services of any individual or organization to assist in teaching family life if that individual or organization endorses student non-abstinence as an appropriate or acceptable behavior, or if that individual or organization promotes gateway sexual activity.

The first three parts of the law cover many of the important legal definitions. However, there are several equally important curriculum components which will be detailed in the next section.

B. Required Curriculum Components

In addition to legal definitions, the law clearly defines what material is to be covered in family life education. In this section, we will review Part 1304.

Part 1304 covers what material is to be covered in family life education.

- ⦿ The ideal family life education program provides age-appropriate sex education beginning in kindergarten and continuing through the twelfth grade. At each developmental stage, a family life education program should teach age appropriate, medically accurate information that builds upon the knowledge and skills that were taught in the previous stage.

- ⦿ A family life curriculum shall, to the extent that the topic and the manner of communication is age-appropriate:
 - 1) Exclusively and emphatically** promote sexual risk avoidance through abstinence, regardless of a student's current or prior sexual experience.

 - 2)** Encourage sexual health by helping students understand how sexual activity affects the whole person including the physical, social, emotional, psychological, economic and educational consequences of non-marital sexual activity.

 - 3)** Teach the positive results of avoiding sexual activity, the skills needed to make healthy decisions, the advantages of and skills for student success in pursuing educational and life goals, the components of healthy relationships and the social science research supporting the benefits of reserving the expression of human sexual activity for marriage.

 - 4)** Provide factually and medically-accurate information.

 - 5)** Teach students how to form pro-social habits that enable students to develop healthy relationships, create strong marriages and form safe and stable future families.

 - 6)** Encourage students to communicate with a parent, guardian or other trusted adult about sex or other risk behaviors.

 - 7)** Assist students in learning and practicing refusal skills that will help them resist sexual activity.

- 8) Address the benefits of raising children within the context of a marital relationship and the unique challenges that single teen parents encounter in relation to educational, psychological, physical, social, legal and financial factors.
- 9) Discuss the interrelationship between teen sexual activity and exposure to other risk behaviors such as smoking, underage drinking, drug use, criminal activity, dating violence and sexual aggression.
- 10) Educate students on the age of consent, puberty, pregnancy, childbirth, sexually transmitted diseases and the financial and emotional responsibility of raising a child.
- 11) Teach students how to identify and form healthy relationships, and how to identify and avoid unhealthy relationships.

Part 1304 also clearly states what CANNOT be provided in family life education.

- ☉ Instruction of the family life curriculum shall not:
 - 1) Promote, implicitly or explicitly, any gateway sexual activity or health message that encourages students to experiment with non-coital sexual activity.
 - 2) Provide or distribute materials on school grounds that condone, encourage or promote student sexual activity among unmarried students.
 - 3) Display or conduct demonstrations with devices specifically manufactured for sexual stimulation
 - 4) Distribute contraception on school property; provided, **however, medically-accurate information about contraception and condoms may be provided so long it is presented in a manner consistent with the preceding provisions of this part and clearly informs students that while such methods may reduce the risk of acquiring sexually transmitted diseases or becoming pregnant, only abstinence removes all risk. *This is important because it allows you to answer student questions about contraception and condoms as long as your responses are medically accurate and stress that only abstinence removes all risk.***

C. Necessary Paperwork

In addition to curriculum requirements, the law also stipulates the requirements of the service provider. This section will detail 1305-1307.

Part 1305 provides several specifications on how parents/guardians are to be notified.

- ⦿ Not less than thirty (30) days prior to commencing instruction of the family life curriculum, each LEA shall notify parents or legal guardians of students whom the LEA anticipates will be present for instruction in sex education that 1) is legally compliant and 2) The parent or legal guardian shall have the right to examine the grade level instructional materials and confer with the student's instructor, school counselor or principal, as designated by the LEA, regarding any or all portions of family life.
- ⦿ Prior to commencing instruction of the family life curriculum, each school shall require that a parent or legal guardian acknowledge, in writing, that the parent or legal guardian received the notice under subsection (a) and consents to their child's presence for instruction and all parents/guardians have the right to excuse their child from any portion of family life education.
- ⦿ A parent or guardian who wishes to excuse a student from any portion of family life shall submit a request, in writing, to the student's instructor, school counselor, or principal. A parent or guardian who wishes to excuse a student from all portions of family life shall submit a request in writing to the student's principal.

This means that the school system must provide parents/guardians with a minimum of thirty days' notice prior to the curriculum being taught. Parents/guardians have the right to review the curriculum and to withhold their child from any portion of your programming (pending a written request). *A simple way to address this issue is to include information about your programming in the student handbook, which is issued at the beginning of the school year and must be read and signed by all parents/guardians.*

Part 1306 states that if a parent/guardian has a reason to believe that the curriculum provided by an outside organization is not being taught within the state's parameters, they have the right to file a complaint.

- ⦿ This complaint will be investigated.
- ⦿ If improper conduct has occurred, the parents/guardians shall have a cause of action against that instructor or organization for actual damages plus reasonable attorney's fees and court costs.
- ⦿ If the parent or legal guardian is the prevailing party to the action, the court may impose a civil fine in an amount not to exceed five hundred dollars (\$500).
- ⦿ This section **shall not** apply to instruction by any teacher, instructor, or organization, who, with respect to a course or class otherwise offered in accordance with the requirements of this part, verbally answers in good faith any question, or series of questions, germane and material to the course, asked of the instructor and initiated by a student or students enrolled in the course.

Part 1307

- ⦿ Notwithstanding any other law to the contrary, and regardless of the title or designated name of a particular class or course, any instruction in sex education or sexual activity shall comply with the requirements of this part; provided, however, nothing in this part shall be construed so as to prohibit the scientific study of the sexual reproductive system through coursework in biology, physiology, anatomy, health or physical education.

In Summary

- ⦿ Tennessee's law require abstinence only education. In other words, **no sex is safe sex.**
- ⦿ Information must be age-appropriate, medically accurate and evidence-based.

- ⦿ In addition to information on teen pregnancy, STD's and HIV, students must also be instructed on healthy relationships, consent and refusal skills.
- ⦿ Instruction on the interrelationship between teen sexual activity and exposure to other risk behaviors is also required.
- ⦿ Parents/Guardians must be provided with at least a 30 day notice before the instruction of family life education and have the option to withdraw their student from programming.
- ⦿ **This law applies strictly to programs conducted within the school system. If your program is not within the bounds of the school system, this law does not apply to your program, but does offer a strong curriculum design guide. Please see our additional appendix for comprehensive curriculum adaptations.**

While this portion of the toolkit has presented a large portion of the law, you are again strongly encouraged to read the bill in its entirety (listed in our "Resources" section) for yourself. Remember, each service provider is responsible for personally knowing and understanding this law.

Information regarding Tennessee's Law is also included in PowerPoint format in the "Resources" section. There are also examples of family life education permission slips.

III. Involving Your Community

A. Key Stakeholders

While it is likely that your program will be based within a school, any program for youth can benefit from ongoing partnerships with your community. Your community is a fountain of potential resources for your program. An important first step in engaging your community is to identify key stakeholders.

Identifying 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 crisis pregnancy center, 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 curriculum 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 curriculum. It also enables you to see elements of your curriculum 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 your program's 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. An example of an “all-in-one” pre-test/post-test is included in the “Resources” section.

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 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: 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. If you are going to conduct a survey electronically using technology such as clickers, this cost can be great. An individual clicker for this system costs between \$30-40. Additionally, using this software to compile your data takes a moderate amount of technology expertise. If you are interested in using technology for your survey, check with your school to see if there is already a clicker system 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 is “If I needed to, I know how to get help.” If students were routinely answering “No” to this question, then this is an indication that more class time needs to be spent addressing resources available to teens. Additionally, it is important for your students to feel that their input has been included and is valued 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 family life education program, it is important to also consider your program's 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 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 Adolescent Health 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 does 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 resources 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, 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 it is a source that is easily sustained: your program information can be readily updated as your program grows. If you are unsure of how to navigate these websites, contact your local high school: there's a strong possibility that a high school student can help you with your social media presence.

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, involving your community, 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, which are legally complaint in TN schools and designed for quick classroom implementation. We hope that you have found this toolkit helpful in organizing your family life 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 family life education. 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 the family life education field, and thank you for your support.

VI. “Grab and Go” Lessons

Please see our slideshow lessons under the “Grab and Go” lessons folder on the online toolkit and flash drive. These “Grab and Go” lessons were designed to be TN law compliant and medically accurate. Educators may use all the lesson plans and activities included. These lessons can also be used individually dependent on the classroom’s 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 slideshows and activities to familiarize themselves with the material before presenting it to a classroom.

Toolkit Classroom Outline

Day 1:

- **Welcome and Program Overview**
- **Creating Group Agreements- pre-write rules (p. 20)**
- **Teen Pregnancy Grab and Go (p. 21)**
- **Puberty Slide Show**
- **Fact or Fiction Slide Show**
- **Cost of Raising a Child Slide Show**
- **Four Corners Activity (p. 22-24)**
- **What Could You Buy Activity (p. 25-27)**

Day 2:

- **HIV and other STD's Grab and Go (p. 27)**
- **STD Slideshow**
- **STD Review Activity (p. 29)**
- **20 Million Activity (p. 33)**
- **STD Pamphlet ALTERNATE Activity (p. 34)**

Day 3:

- **Skill Set Grab and Go (p. 35)**
- **SWAG Slide Show**
- **Advice Twitter Activity (p. 38)**
- **Advice Text It Activity (p. 46)**
- **Table Talk ALTERNATIVE Activity (p. 52)**

Day 4:

- **Media Safety Intro (p. 53)**
- **Safety and Social Media Slide Show**
- **Who Would You Hire Activity (p. 54)**
- **Catfish Activity (p. 61)**
- **Caught in the Web - ALTERNATIVE Activity (p. 66)**

Day 5:

- **Healthy Relationships Grab and Go (p. 68)**
- **Healthy vs Unhealthy Activity (p. 70)**
- **Love or Infatuation Activity (p. 72)**
- **Consent Slide Show**
- **Relationship Red Flag - ALTERNATIVE Activity (p. 68)**

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 individuals in the hallway or on the bus who are not prepared yet to hear this kind of information. What we talk about in this class room will 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 you question down and place it in my question box.
- 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 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? If so, we will go ahead and 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 consequences associated with teen pregnancy and examine the lifelong responsibilities and requirements of parenthood.

Common Core 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

Note The puberty and human reproduction slideshow can serve as a prerequisite to this lesson. If you are working with middle school students, be sure to include the slideshow as part of the pregnancy lesson.

Directions:

Say: *Today we are going to talk about one potential consequence 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** and **By the Numbers** activities 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 Teen Parenting** 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 abstinence is the only 100% effective way to prevent pregnancy.*

If you have extra time, or in lieu of the **Four Corners** activity, you can insert the **What Could You Buy?** activity here.

Four Corners of Teen Parenting Activity

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

Common Core 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:

Future	Social	Emotional	Financial
--------	--------	-----------	-----------

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 effect 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 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, 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 see?” 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 affect 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 romantic 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 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 consequences associated with teen pregnancy and examine the lifelong responsibilities and requirements of parenthood.

Common Core 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:

- 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 slideshow 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, just a basic idea to show 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 you want to go to. Will it pay for a year’s tuition? Or even just your housing needs?*

Allow students to discuss what they learned from this lesson.

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 STDs

Objective: Students will analyze the causes, modes of transmission, signs and symptoms and treatment and prevention of STDs. Students will also determine lifestyle factors which place the student at risk for disease. Students will also identify appropriate community agencies providing resources for disease treatment, information and support.

Common Core 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

Directions:

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

Allow students to answer.

Then say: *Yes, STD stands for Sexually Transmitted Disease. STI is often used interchangeably with STD. STI stands for Sexually Transmitted Infection. There are a lot of sexually transmitted diseases to learn about and hopefully after this lesson, you will have a greater knowledge of what the different STDs are, how they affect your body and how you can avoid them. We are going to start with a slideshow about the different STDs. 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 slideshow.

***A video version of this slideshow 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 STDs?*

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, 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 so much about STDs! Hopefully, you can all see how common STDs are among teenagers. If you wrote down any questions, please pass them in before class ends and I will answer them tomorrow*.*

STD Pamphlet 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.

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

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

Common Core 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 access or Jeopardy handouts

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 from looking at 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 to 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 students 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?referrerce?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 STD? (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 STD every year in the U.S.? (A: The CDC estimates nearly 20 million new cases occur each year in the United States—almost half of them among young people 15 to 24 years of age.
<https://www.nichd.nih.gov/health/topics/stds/conditioninfo/Pages/risk.aspx>)
- 5) What is the most common symptom of STDs? (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. <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 come 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 soap prescribed by a doctor.
<https://www.everydayhealth.com/sexual-health/stds/what-is-pubic-lice.aspx>)
- 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 STDs, they tell you that they aren't worried about STDs because they aren't "nasty" and that their partner is "clean." What do you tell them? (A: Anyone can contract an STD! STDs have nothing to do with how "clean" or "good" a person is. If a person is engaging in sexual activity, they can contract an STD. <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, and 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 STDs, they say, "No! You can't get STDs from oral sex!" Are they correct? What would you say to them? (A: A person can absolutely contract an STD by engaging in oral sex. <https://www.cdc.gov/std/healthcomm/stdfact-stdriskandoralsex.htm>)

Activity: 20 Million

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

Common Core 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:

- Fuzzy Pom Poms (20 of one color, 20 of another color for each group)

*Note: You may use whatever small items you wish. Instead of pom poms, you might use Legos, pennies, etc.

Directions:

Distribute 20 pom poms of the same color to each group.

Say: *According to the Centers for Disease Control, there are nearly 20 million new cases of sexually transmitted diseases that occur in the United States every year. Each of these poms represents one million of those new cases.*

Distribute 20 pom poms of the different color to each group.

Say: *We have learned that anyone who engages in sexually activity can contract an STD. With these new pom poms, I want you all to try and guess how many of those 20 million new cases happen to people ages 15-24. For each one million STD cases you think happen to 15-24 year olds, I want you to replace one of the old pom poms with one of the new pom poms. So, if you think 2 million of these new STD cases belong to 15-24 year olds, you will replace two pom poms of the old color with two pom poms of the new color.*

Give each group a few minutes to rearrange their pom poms. At the end:

Say: *The correct answer is 10 million! Over half of all the new STD cases in the United States occur in people ages 15-24. This means that young people are overwhelming affected by STDs.*

Alternative Activity: STD Pamphlet

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

Common Core 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 STD discussed during the 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 STD 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.

Common Core 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

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 “SWAG 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 to get students to come up with their own ideas for the steps of SWAG.

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.”

W – Give reasons WHY you want to WAIT.

Talk to your partner about why you do not want 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 to continue, or to give you further reasons why.

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 promised myself and my parents I would wait until I’m out of high school.”

A – AVOID the situation, and offer ALTERNATIVES.

It is always best to avoid the situation in the first place. If you know that you will be tempted in a situation where you are hanging out by yourselves in your bedroom, maybe you should plan to hang outside the bedroom, or in groups of friends. If you know you are tempted to hook up in the car after a date, maybe you should drive separately so you won’t have that temptation. Avoiding the situations that tempt you may keep you safer and prevent you from having to stop something you didn’t want to do 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. 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 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.

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 help you commit to abstinence.

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.”

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.

Common Core 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 handouts

Directions:

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

Say: *Our school 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 says he'll dump me if i don't have sex w/ him... i really luv him! what do i do???

 **Following**

@jessluvsu

@askastudent - he says nothing bad is going to happen. he says since we love each other...it will be safe.

@jessluvsu

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

@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 losing your virginity is no big deal, so 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 when people are talking about sex. what if i'm the only virgin left?

@mollyjok

Name
Location
Web
Bio

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

Tweets

Favorites

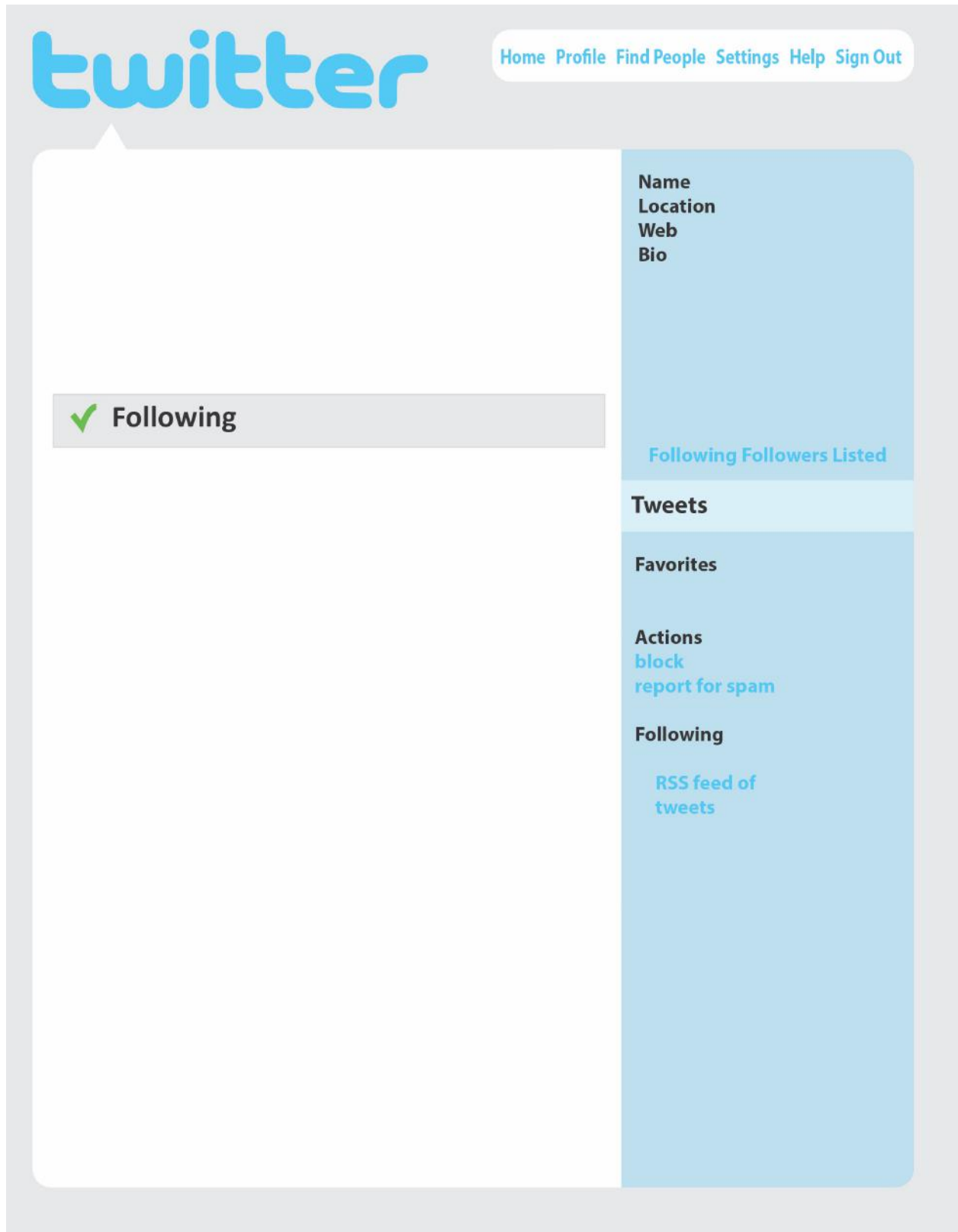
Actions

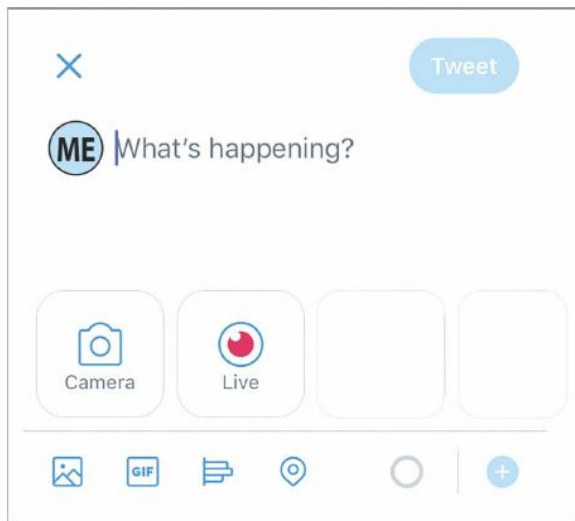
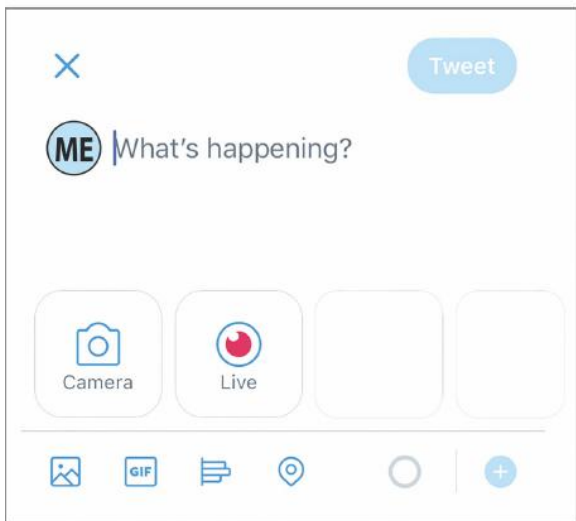
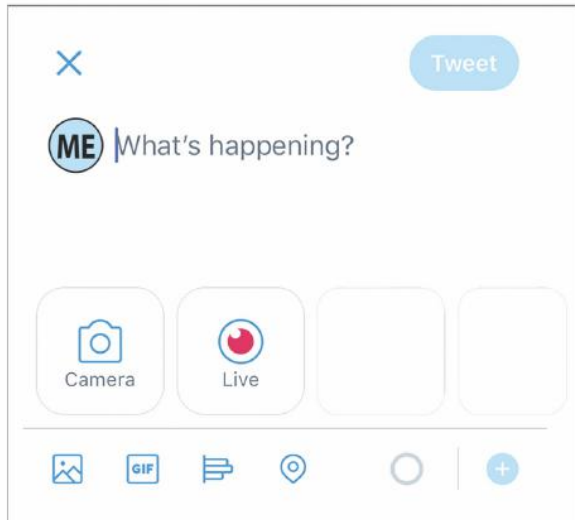
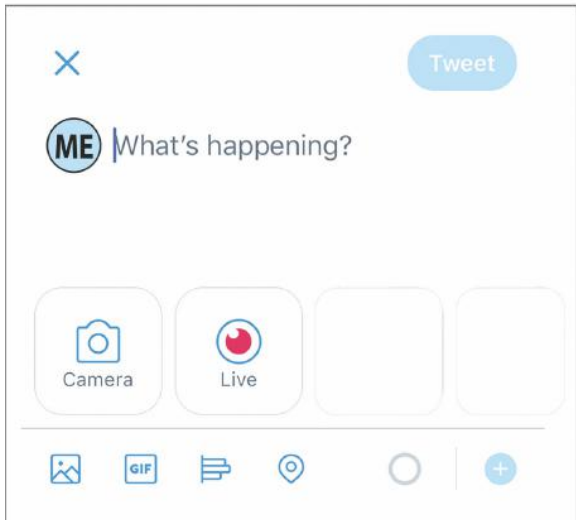
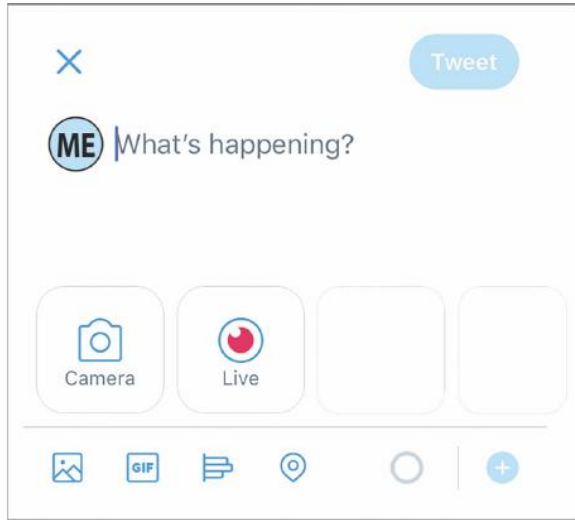
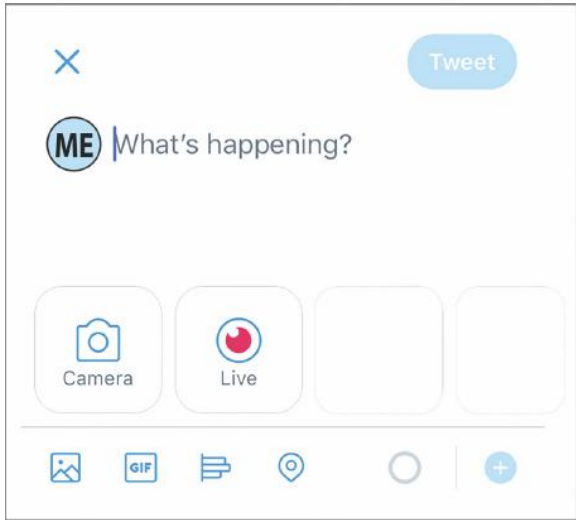
[block](#)

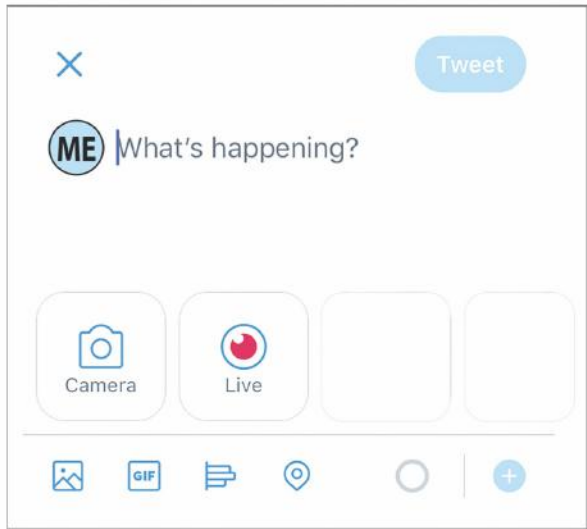
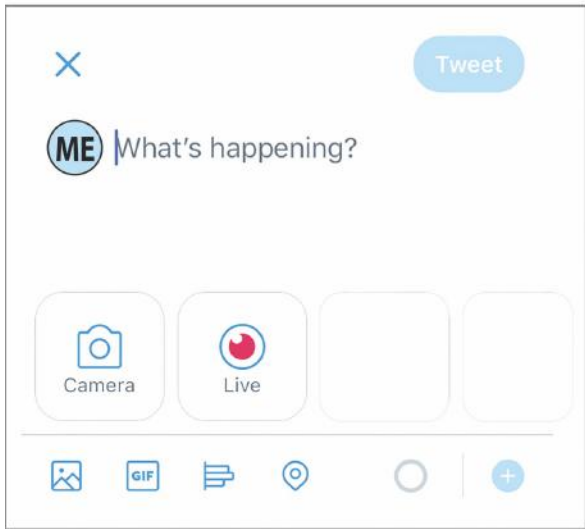
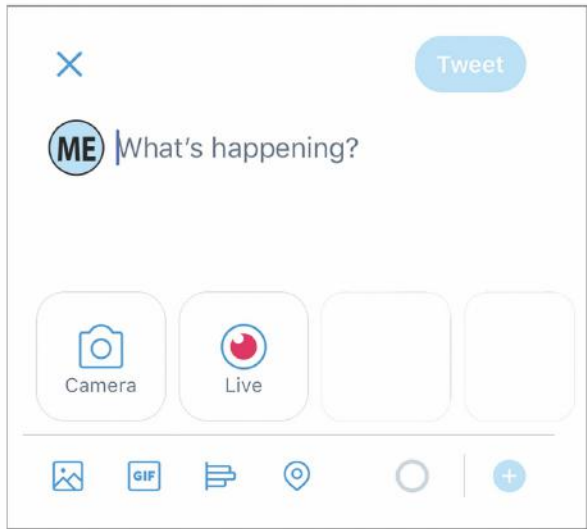
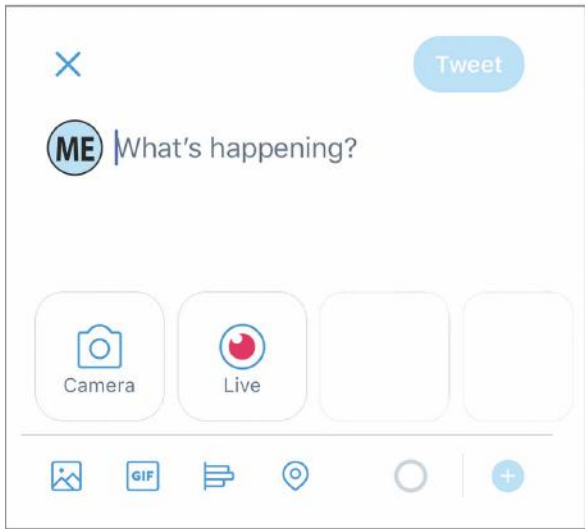
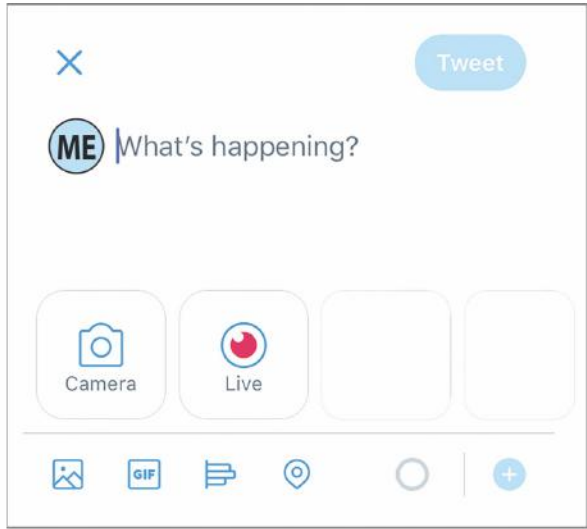
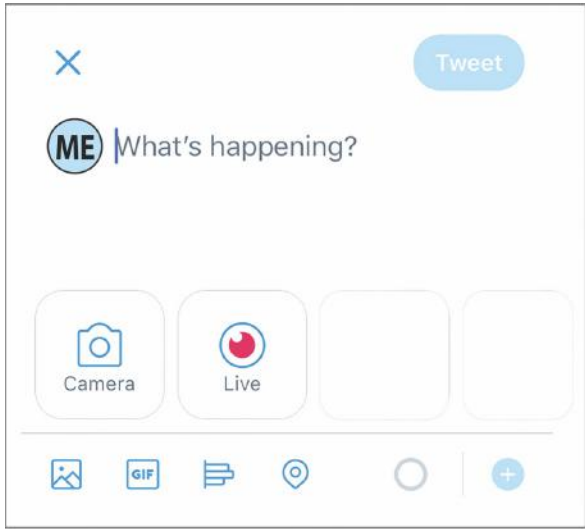
[report for spam](#)

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.

Common Core 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

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 want 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 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 and Jordan are best friends. Bailey has been on several dates with a friend from school and Jordan wants to know why Bailey hasn't made a move to have sex yet. Bailey wants to wait, but Jordan isn't a virgin and doesn't see what the big deal is. 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.
- 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.

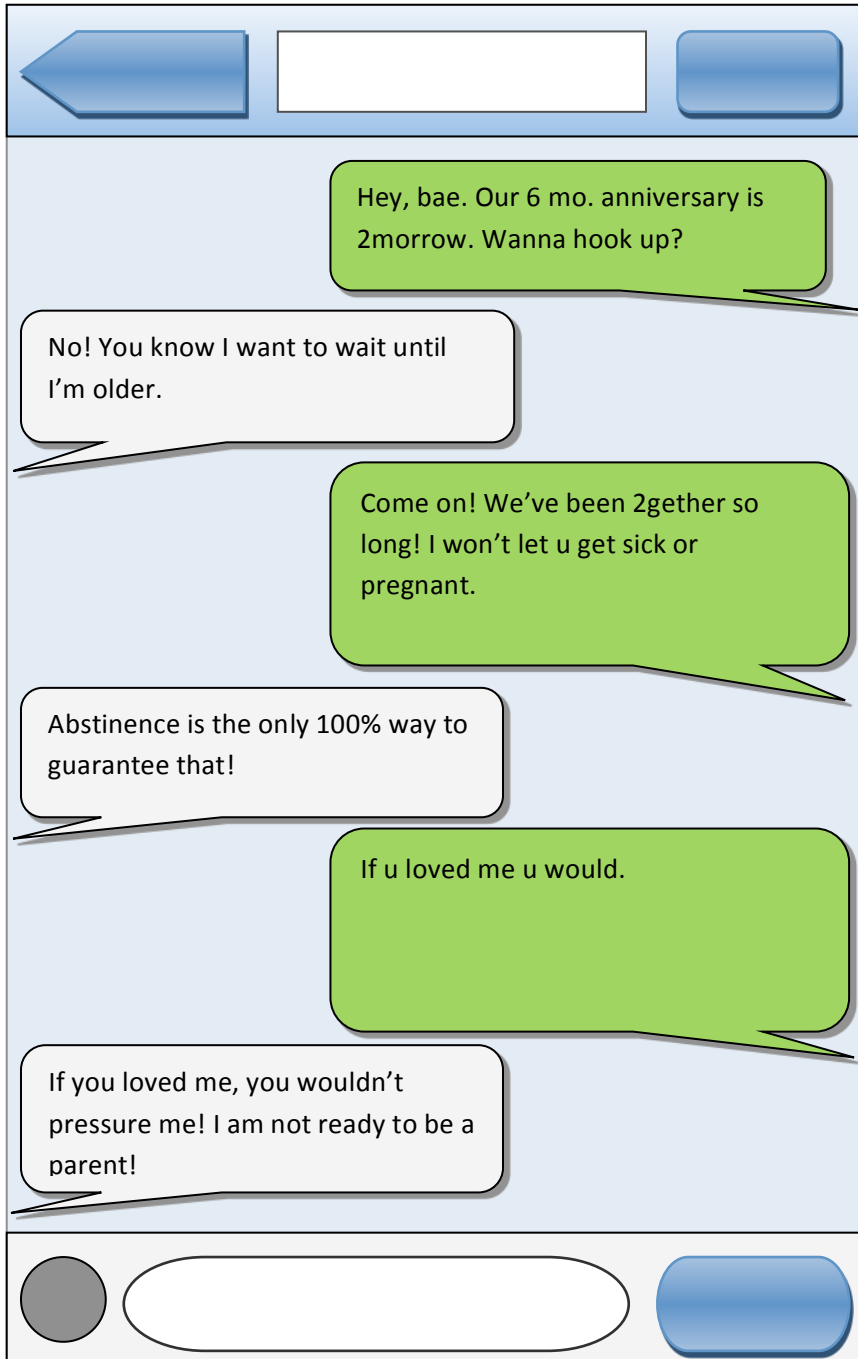
Non-Sexual Scenarios – these scenarios are meant to show students that SWAG can be used in non-sexual scenarios as well.

- 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.

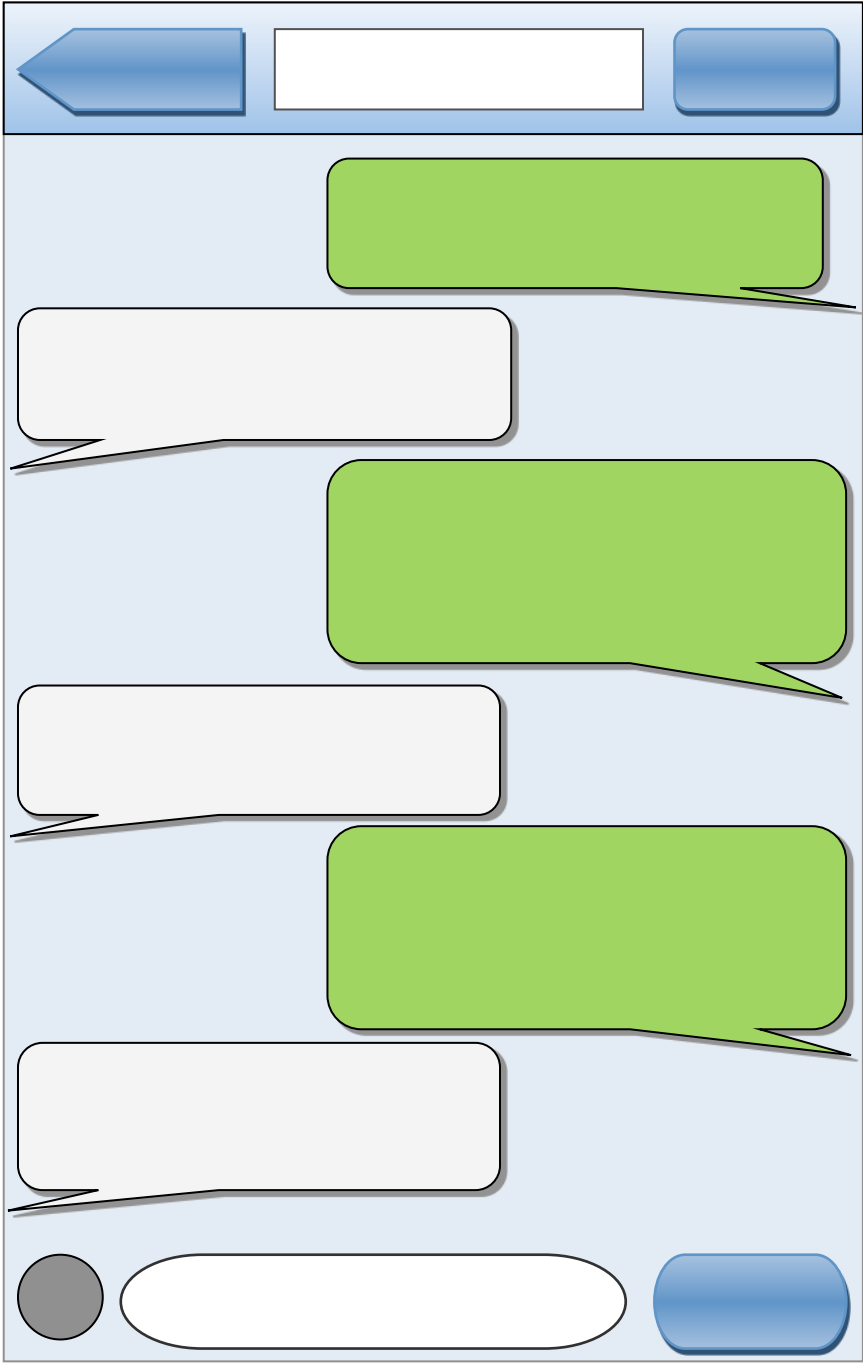
- 10) Dakota and Sidney are at a party for the basketball team. They are both starting players on the team and very popular. Dakota sneaks a bottle of liquor into the party and starts offering drinks to people. Dakota says, “We’ve worked hard this season! We should let loose and have some fun.” Sidney 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



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.

Common Core 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
- Markers

Directions:

To set up for this activity, lay butcher paper or newsprint on each table and affix the following labels: “Ways to Stop”, “Ways to Say No”, “Give reasons Why You Want to Wait”, “Ways to Avoid the Situation”, “Alternatives to the Risk 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 (or allow them to assign themselves) 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.

“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.

Common Core 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

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.**

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!

Activity – Who Would You Hire?

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.

Common Core 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 printouts

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 be a good or a bad employee. Decide which employee you would hire and we will discuss why you chose who you chose with the whole class.*

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



Ash Stone

Friends

Following Message

Timeline About Friends 72 Mutual Photos More

Intro

- Attends Central Magnet School
- From Murfreesboro, Tennessee

Photos

A grid of six small square photos. The top row shows a young man, a woman, and a woman in a headscarf. The bottom row shows a woman, a young man, and a woman making a face.

Make Post Photo/Video

I never thought I could be in love like I am with Brandon

Photo/Video Feeling/Activity

Ash Stone September 13 at 10:29pm

Ummmm, how about you DON'T take pics of me texting while driving, Melanie!!! Just can't wait to see when Brandon texts me, though.... <3<3<3

A close-up photo of a woman with blonde hair driving a car, looking out the window with a slight smile.



49% MOTHERFUCKER
51% SON OF A B...

Bryson Ford


Friends
Following
Message

Timeline About Friends 72 Mutual Photos More


Intro

- Attends East Ridge High School
- From East Ridge, Tennessee

Photos




Make Post | Photo/Video


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

Photo/Video Feeling/Activity

Bryson Ford
September 13 at 10:29pm

Y'all know you want some of this... ladies! ;)





Cassidy Steiner

Friends

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

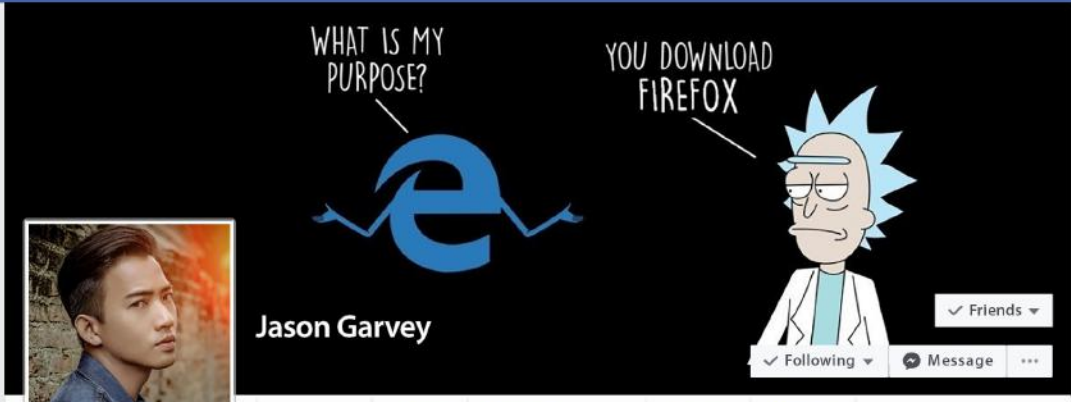
Photo/Video Feeling/Activity

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



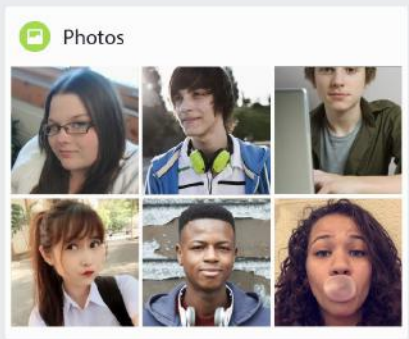


Jason Garvey

Friends, Following, Message buttons

Timeline About Friends 72 Mutual Photos More

Intro Attends White Station High School From Memphis, Tennessee



Make Post Photo/Video I got an almost perfect score on my ASVAB! Army, here I come!

Jason Garvey September 13 at 10:29pm So... this concert was amazing. I didn't drink, but I feel guilty calling out of work this a.m. ... SO TIRED ... I told them I have the flu, lol! Oh well...



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



Victoria Park

Friends

Following Message

Timeline About Friends 72 Mutual Photos More

Intro

Attends Independence High School

From Thompson Station, Tennessee



Make Post Photo/Video

Who all is going to college out of state? I can't decide if I want to go far away or stay closer to home...

Photo/Video Feeling/Activity

Victoria Park

September 13 at 10:29pm

Sorry if it silly to get this worked up over a project, but I'm so proud of this poster! Thinking of majoring in Women and Gender Studies in college!



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.

Common Core 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:

- Facebook profile printouts
- Manilla folder or envelopes
- Catfish printouts

Directions:

Prepare the activity by printing off the fake Facebook profiles and taping them to a manila envelope or folder. Randomly insert one of the included catfish pictures or one of the “Not a Catfish” fact sheets into the folders.

Divide students into groups.

Say: *Read the profile you’ve been given and decide if you would want to be friends with that person on Facebook. This person has messaged you and likes a lot of the same things you like. They are 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: *It’s important to remember: you can never know who you are talking to when you are online. Never friend someone you don’t know in real life, send personal information to strangers, or agree to meet in person.*

Facebook profile page for Ashley Boling. The header shows the Facebook logo, a search bar, and the user's name "Ashley" with "Home" and notification icons. The main profile picture shows two dogs, one white and one black, with the name "Ashley Boling" overlaid. Navigation tabs include "Timeline", "About", "Friends 72 Mutual", "Photos", and "More".

Intro
 Lives in Gallatin, TN
 Goes to Joe Shafer Middle School


Photos

Make Post | Photo/Video

Does anyone want to work together on an art project i'm doing for school? send me a pic and i'll sketch you! <3

Photo/Video Feeling/Activity ...

Ashley Boling
 September 13 at 10:29pm
 #tbt from my aunt's wedding last summer. I think I look pretty! :-)



CENTERSTONE

Facebook profile page for Briana Smith. The header shows the Facebook logo, a search bar, and the user's name 'Briana' with a 'Home' button. Navigation tabs include 'Timeline', 'About', 'Friends 72 Mutual', 'Photos', and 'More'. The profile picture is a portrait of Briana Smith. The cover photo is a scenic image of a path covered in red autumn leaves. The 'Intro' section lists 'Lives in Nashville, TN' and 'Goes to Wright Middle School'. The 'Photos' section displays a grid of six photos. The main post area features a 'Make Post' button and a recent post from Briana Smith dated September 13 at 10:29pm, with the text 'What good stuff is there for a girl to do online?' and a photo of a bulldog puppy.


 CENTERSTONE

Facebook profile page for Dillon Craig. The profile picture shows a young man with glasses and a hoodie. The cover photo features a fiery orange and blue abstract design with the name "Dillon Craig" overlaid. The navigation bar includes "Timeline", "About", "Friends 72 Mutual", "Photos", and "More".

Intro
 Lives in Springfield, TN
 Goes to Springfield Middle School

Photos


Make Post | Photo/Video

Well after hours of fighting on the phone, my gf and I broke up. I just want someone to talk to. .. message me pic or kik Xdilllc :-{

Photo/Video Feeling/Activity ...

Dillon Craig
 September 13 at 10:29pm

I want a tattoo so bad! What do you guys think?



CENTERSTONE

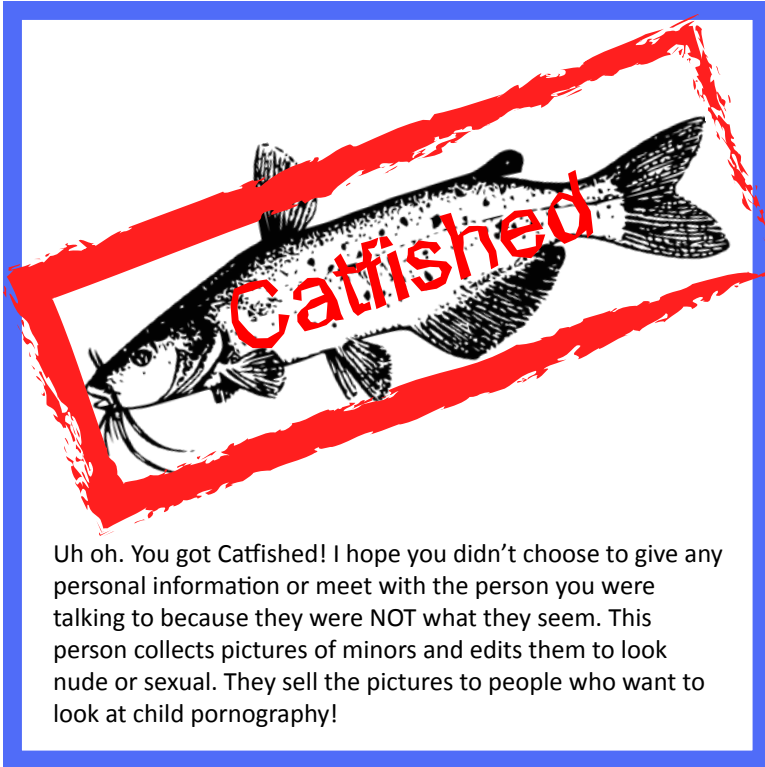
Facebook profile page for Hunter Monroe. The profile picture is a young man with curly hair. The cover photo shows a large American flag in a stadium setting. The name 'Hunter Monroe' is displayed below the cover photo. Navigation tabs include Timeline, About, Friends (72 Mutual), Photos, and More. The 'Intro' section lists 'Lives in Chattanooga, TN' and 'Goes to Chattanooga High School'. A recent post from September 13 at 10:29pm reads: 'Can't wait for the vols game today! Go big orange! #volnation' with a photo of a football field. The 'CENTERSTONE' logo is visible in the bottom right corner of the page.

Facebook profile page for Malory Jacobs. The page features a cover photo of a sunset over a lake and a profile picture of Malory Jacobs. The navigation bar includes 'Timeline', 'About', 'Friends 72 Mutual', 'Photos', and 'More'. The 'Intro' section lists 'Lives in Murfreesboro, TN' and 'Goes to Beach High School'. The 'Photos' section shows a grid of six photos. The main content area displays a post from Malory Jacobs dated September 13 at 10:29pm, with the text 'Super excited to party in downtown nashville this weekend...' and a photo of the Nashville skyline. The 'CENTERSTONE' logo is visible in the bottom right corner of the page.

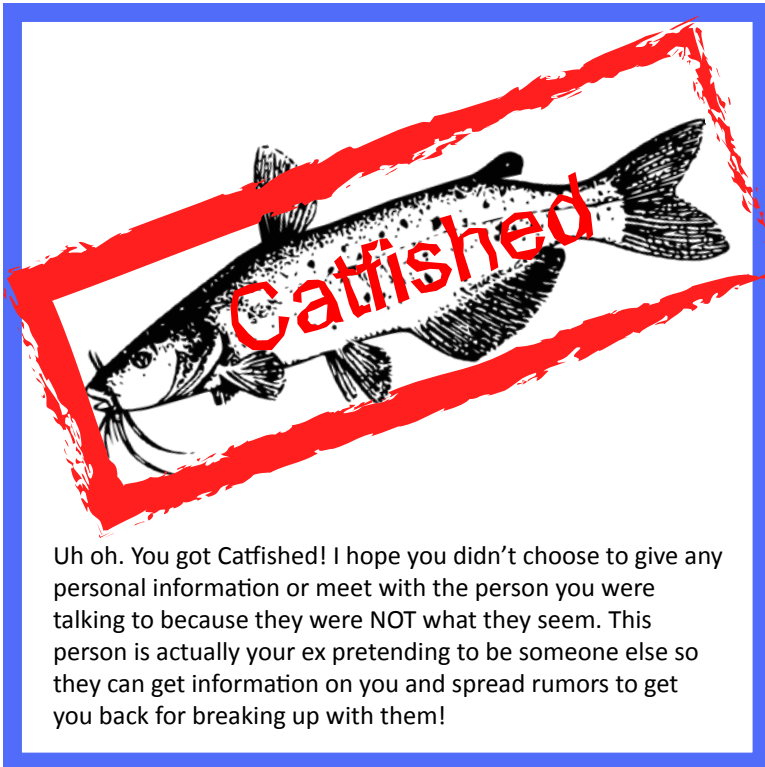
Facebook profile page for Maya Powers. The profile picture shows a young woman with sunglasses. The cover photo is a field of sunflowers under a blue sky. The profile name is Maya Powers, and she is following her. The bio states: "i'm looking for someone close to my age... tired of being single. If u are hot (13-15) send me pics and i'll send back ;-)". The location is Murfreesboro, TN, and she goes to Blackman High School. A recent post from September 13 at 10:29pm says: "My newest headshot... u like? message me if u wanna see more ;-)" and includes a close-up photo of her face.



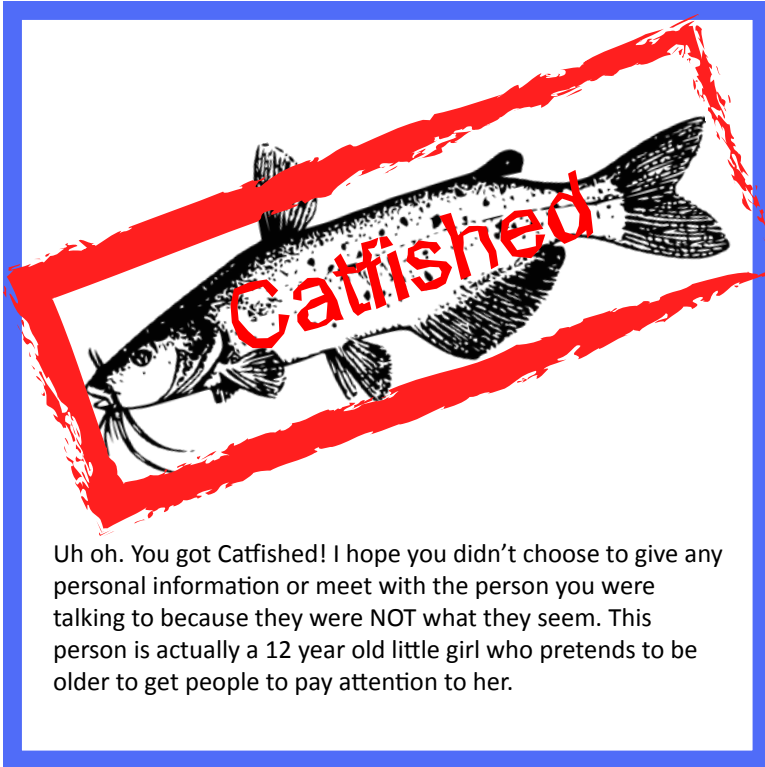
Facebook profile page for Rachel McPherson. The page features a cover photo of a mural and a profile picture of Rachel. The navigation bar includes 'Timeline', 'About', 'Friends 72 Mutual', 'Photos', and 'More'. The 'Intro' section lists 'Lives in Sevierville, TN' and 'Goes to Sevierville High School'. A recent post from Rachel McPherson, dated September 13 at 10:29pm, reads: 'OMG! My senior pics came out SO good! what do you all think???' and includes a photo of her. The 'CENTERSTONE' logo is visible in the bottom right corner of the page.



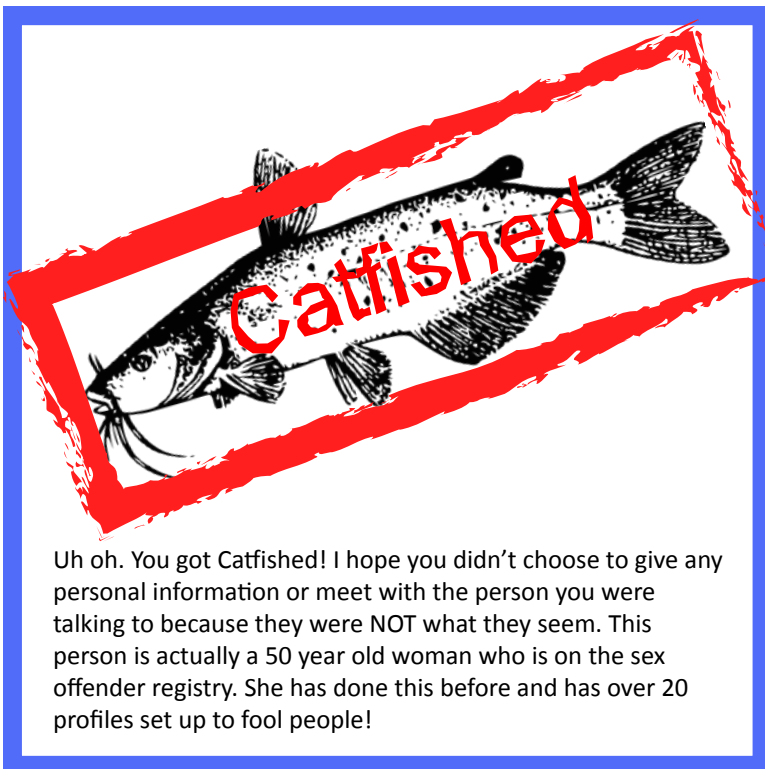
Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This person collects pictures of minors and edits them to look nude or sexual. They sell the pictures to people who want to look at child pornography!



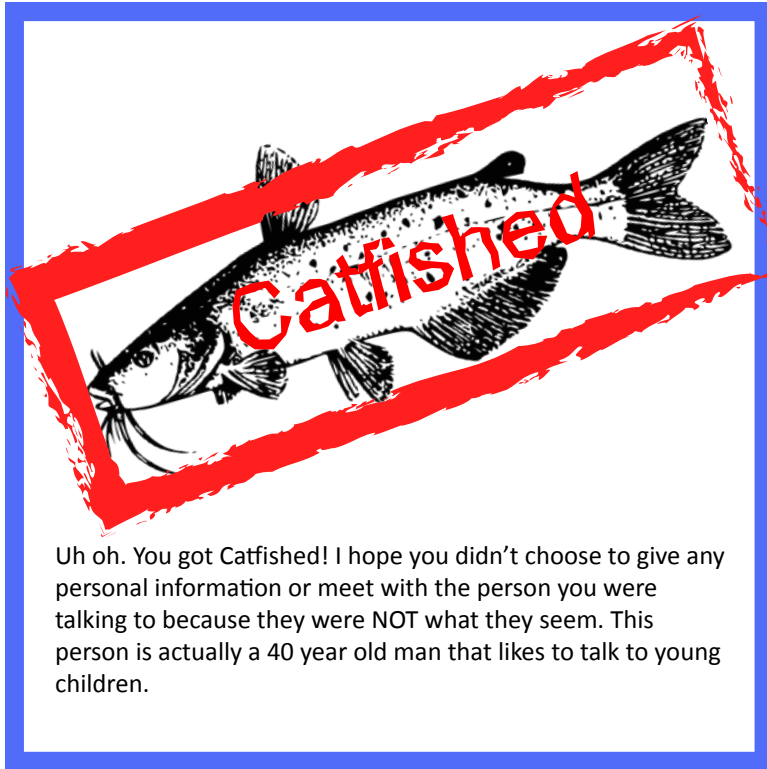
Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This person is actually your ex pretending to be someone else so they can get information on you and spread rumors to get you back for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



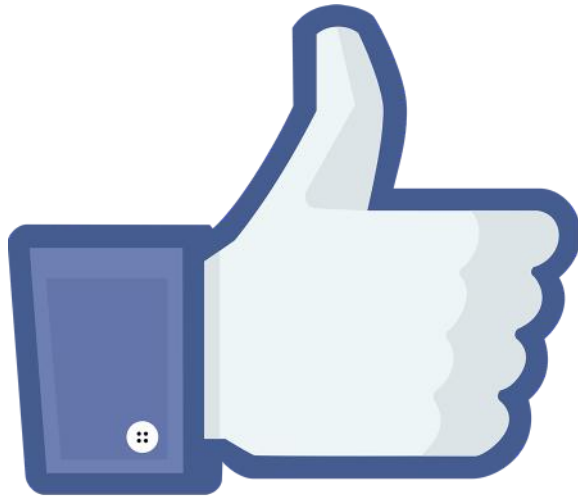
Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This person is actually a 12 year old little girl who pretends to be older to get people to pay attention to her.



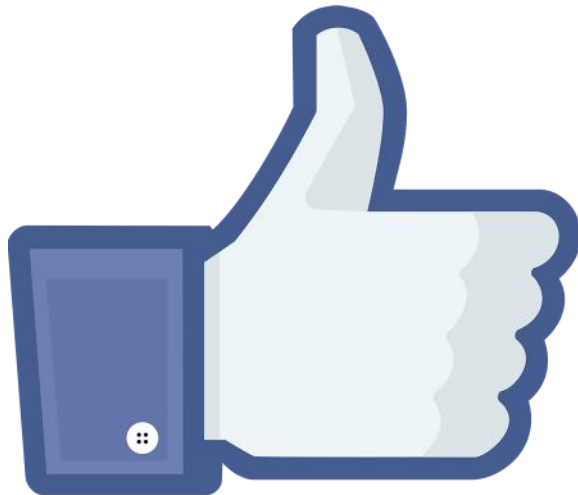
Uh oh. You got Catfished! I hope you didn't choose to give any personal information or meet with the person you were talking to because they were NOT what they seem. This person is actually a 50 year old woman who is on the sex offender registry. She has done this before and has over 20 profiles set 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 40 year old man that likes to talk to young children.



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.

Common Core 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.

Say: *While holding the end of the yarn, -this student- is going to gently toss the yarn to someone else. It is a good idea for you to call out the name of the person to whom you are throwing the yarn. Then, once someone else has caught the yarn, while holding on to a piece of the yarn, they will then toss the yarn to someone else. Everyone is holding onto their piece on yarn. You cannot pass 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 be a web.

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 of the ground, being careful not to trip in it.

Say: *This yarn represents any time we send something out digitally, whether that be a text, a picture, or something on social media. Once -this student- threw the yarn to -other student-, did -this student- have any control over where the yarn went? No. What about after that? Just the web you created, this web represents the web you get stuck in if you take, send, request or forward something online. Everyone that sends, receives and forwards the message is caught up in the web.*

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 –this student- threw the ball to –other student-, did –this student 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.**

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.

Common Core 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

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 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.

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. Per a 2008 report by the CDC, 72% of 8th and 9th graders are “dating” someone. 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 Consent Slideshow.

***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 X-Factor** 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.

Common Core 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:

- Red paper, cut into strips (3 strips per student)
- Green paper, cut into strips (1 strip per student)
- 2 clear Ziploc bags (quart size or larger)

Directions:

Hand each student 3 strips of red paper and one strip of green. Ask them to 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. Students should write down one quality of an unhealthy relationship on each piece of red paper and fold it in half.

Then, have them brainstorm qualities of healthy relationships. Write them on the board to help if they are stuck and to help with spelling. Make sure the following are included: trust, honesty, faithfulness, good communication, having their own interests, not controlling, love, etc. Have them write one healthy quality on a green piece of paper and fold it in half.

Gather them in a large, clear Ziploc bag. Shake the bag up in front of the students to show you are not piling all the reds together. There will be more reds than greens by a great deal. Tell them this bag represents all the people they could end up with in a relationship. Have one of them volunteer to try to pick a “healthy relationship” (green piece of paper) out of the bag. Before you let them reach into the bag, make them close their eyes. Have them reach in and grab a piece. They are likely to grab a red piece, but if they get a green, tell them they were lucky and get them to try to do it again with their eyes closed.

When they pull out a red, have them read the unhealthy quality written on there 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” green piece of paper out of the bag. They may suggest that the volunteer open their eyes. Explain that this represents the way that 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. Another suggestion they might make is taking the “unhealthy relationship” red pieces out. Ask them how we could remove unhealthy relationships from our lives? (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 **Consent Slideshow**. Otherwise, student answers will predominantly consist of “Consent” or “No Consent” for healthy vs. unhealthy relationship qualities.

Love or Infatuation 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.

Common Core 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 “Love”
- Sign that reads “Infatuation”

Directions:

Begin by hanging up a sign on one side of the room that says “Love” and one on the other side that says “Infatuation”.

Say: *Do you all know the difference in love and infatuation? Infatuation is like a crush – it is intense feelings for another person that are often driven by sexual desire or physical attraction. Infatuation does not last over a long period of time, but eventually fizzles out. Love is tested over time. It is a faithful commitment to one other person (no cheating, no liking other people, not falling in and out of “love” every week!) and it is driven by mutual feelings for each other, not just by sex or physical attraction.*

You all are going to listen to some scenarios about couples and decide if they are in love or infatuated. If they are in love, you will go stand under the “Love” sign and if they are infatuated, you will go stand under the “Infatuation” 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 they 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 Jamie is happy to wait to have sex until Casey is ready. Are they in “love” or “infatuated”? (Have a few students explain why they chose the side they did. End with student explanations from the “Love” side.)

Scenario 2: Christy and Jason started dating two weeks ago. They are so into each other that they talk on the phone for hours every night before bed. They text all the time and check in on each other. Jason is known for being a player, but Christy doesn't care because he is the hottest guy she has ever seen. He tells her how pretty she is all the time, and he makes her feel so cool. On the two week anniversary of them dating, Jason pressures Christy to send him nudes. He says, "I really care about you. I think I'm falling in love. If you care about me, too, you'll send me a pic." Are Christy and Jason in "love" or "infatuated"? (Have a few students explain why they chose the side they did. End with student explanations from the "Infatuation" side.)

Scenario 3: Alex is an 8th grader that is really into a girl that rides his bus and goes to the high school. She is nice to him when he sits near her and talks to him about how much she enjoys school and volleyball. He's been on her Instagram and knows all about her. He thinks he might be in love with her. Is he in "love" or "infatuated"? (Have a few students explain why they chose the side they did. End with student explanations from the "Infatuation" side.)

Scenario 4: Bobby started dating Madison 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. Madison and Bobby decided early in their relationship to save sex until they were old enough to handle the responsibilities. Despite having lots of friends in college, Bobby was never tempted to cheat and Madison always trusted him. After college graduation, Bobby proposed to Madison on their four year dating anniversary. Do you think they were in "love" or "infatuated"? (Have a few students explain why they chose the side they did. End with student explanations from the "Love" side. Ask if the scenario seems realistic.)

Relationship Red Flag X-Factor

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.

Common Core 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 “X-Factor” judges.

Say: *The three judges will hold red paper flags in their hands. Our judges will close their eyes. I will read a person’s description of their relationship. When the judges hear a relationship red flag, the judges will hold their red flags in the air. Once they hear a red flag, the judges will keep their flag up until I have finished reading. If all three judges hear three different red flags, 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. The purpose in having students close their eyes is to create a better understanding of how quickly your students identify different unhealthy relationship qualities.

*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 – Lauren – “I really think Craig is my knight in shining armor. He makes me feel so special and pretty. The thing is, I'm a virgin and Craig isn't. He knows I'm not ready for sex, but he's constantly trying to pressure me into going farther than I want to. He keeps saying that, “a man can only wait so long.” A few months ago, he had sex with another girl, but he promised it will never happen again. I want to believe him. If I ever bring it up he gets mad and screams at me. He calls me a tease and sometimes even worse names. I really think that if I just give in and sleep with him, he'll stay with me. I can't lose him.”

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 so 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.**

Resources

Please see our Resource section at centerstone.org/teen for more information. There is information on answering difficult questions, questions students may ask, providing trauma-informed education, and being LGBTQ+ inclusive in your lesson plans.

This COMPREHENSIVE appendix to the toolkit is NOT LAW COMPLIANT in the state of Tennessee and should not be used in a school setting. If you are outside of Tennessee, you are encouraged to research your state's law in regards to comprehensive sex education.

THIS COMPREHENSIVE APPENDIX IS NOT LAW COMPLIANT IN TENNESSEE AND SHOULD NOT BE USED IN SCHOOLS.

Contents

I. Introduction2
II. Resources 17
III. “Grab and Go” Lesson Plans17-80

***Created by:** Haley Stocker, Emily Rhoads, Amanda McGeshick

***Development Team:** Haley Stocker, Emily Rhoads, Amanda McGeshick, Ashleigh Hall, Brandy Paulus, Camille Lashlee, Ian Skotte, Whitney Salyer

***Publication date:** March 2018

*This publication was made possible by Grant Number **TP1AH000081-01-01** from the Department of Health and Human Services, Office of Adolescent Health; 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.

THIS COMPREHENSIVE APPENDIX IS NOT LAW COMPLIANT IN TENNESSEE AND SHOULD NOT BE USED IN SCHOOLS.

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 Adolescent Health [OAH]. 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 STDs/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 OAH approved 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 family life education for their students. This is important for all counties in Tennessee because:

- Tennessee is ranked 8th highest in the country for teen birth rates (*The National Campaign to Prevent Teen and Unplanned Pregnancy, 2017*)
- Tennessee is ranked 17th highest for gonorrhea, 19th highest for chlamydia, and 22nd highest for Syphilis in the country (*Centers for Disease Control, 2015*)
- Tennessee is ranked 16th highest in the country for rate of HIV infection (*Centers for Disease Control, 2015*)

These are issues that are ravaging our state and deeply affecting the lives of our young people. 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 curriculum.

This appendix is intended for individuals teaching comprehensive sexual health education.

THIS APPENDIX IS NOT INTENDED FOR SCHOOL-BASED PROVIDERS IN TENNESSEE. PLEASE DO NOT USE THIS APPENDIX IN A SCHOOL-BASED SETTING IN TENNESSEE. If you are located outside of Tennessee, you are encouraged to research your state's laws on comprehensive sex education.

II. Resources

Please see our Resource section at www.centerstone.org/teen for more information. There is information on answering difficult questions, questions students may ask, providing trauma-informed education and being LGBTQ+ inclusive in your lesson plans.

III. “Grab and Go” Lessons

Please see our slideshow lessons under the “Grab and Go” lessons folder on the online toolkit and flash drive. These “Grab and Go” lessons were designed to be medically accurate. Educators may use all the lesson plans and activities included or use them individually dependent on their 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 slideshows and activities to familiarize themselves with the material before presenting it to a classroom.

For comprehensive educators, slideshows will be listed under the “Comprehensive” section online and on the flash drive.

Toolkit Classroom Outline

Day 1:

- **Welcome and Program Overview**
- **Creating Group Agreements- pre-write rules**
- **Teen Pregnancy “Grab and Go”**
- **Puberty Slide Show**
- **Fact or Fiction Slide Show**
- **Cost of Raising a Child Slide Show**
- **Four Corners Activity**
- **What Could You Buy Activity**

Day 2:

- **HIV and other STD’s “Grab and Go”**
- **STD Slideshow**
- **STD Review Activity**
- **20 Million Activity**
- **STD Pamphlet ALTERNATIVE Activity**

Day 3:

- **Skill Set “Grab and Go”**
- **SWAG Slide Show**
- **Advice Twitter Activity**
- **Advice Text It Activity**
- **Table Talk ALTERNATIVE Activity**

Day 4:

- **Media Safety Intro**
- **Safety and Social Media Slide Show**
- **Who Would You Hire Activity**
- **Catfish Activity**
- **Caught in the Web-ALTERNATIVE Activity**

Day 5:

- **Healthy Relationships “Grab and Go”**
- **Healthy Vs Unhealthy Activity**
- **Consent Slide Show**
- **Love or Infatuation Activity**
- **Relationship Red Flag - ALTERNATIVE Activity**

“Grab and Go” Lesson Plan – Pregnancy

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

Note The puberty and human reproduction slideshow can serve as a prerequisite to this lesson. If you are working with middle school age students, be sure to include the slideshow as part of the pregnancy lesson.

Directions:

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

Show the **Fact or Fiction** slideshow. (NO MODIFICATIONS NECESSARY)

Say: *I hope the **Fact or Fiction** and **By the Numbers** activities 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. (NO MODIFICATIONS NECESSARY)*

Show the **Cost of Teen Parenting** slideshow. (NO MODIFICATIONS NECESSARY)

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

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. (NO MODIFICATIONS NECESSARY)

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 abstinence is the only 100% effective way to prevent pregnancy. Condoms and other contraceptives can help reduce a person’s risk for pregnancy.*

If you have extra time, or in lieu of the **Four Corners** activity, you can insert the **What Could You Buy?** activity here. (NO MODIFICATIONS NECESSARY)

“Grab and Go” Lesson – HIV and other STDs

Objective: Students will analyze the causes, modes of transmission, signs and symptoms and treatment and prevention of STDs. Students will also determine lifestyle factors which place the student at risk for disease. Students will also identify appropriate community agencies providing resources for disease treatment, information and support.

Directions:

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

Allow students to answer.

Then say: *Yes, STD stands for Sexually Transmitted Disease. STI is often used interchangeably with STD. STI stands for Sexually Transmitted Infection. There are a lot of sexually transmitted diseases to learn about and hopefully after this lesson, you will have a greater knowledge of what the different STDs are, how they affect your body, and how you can avoid them. We are going to start with a slideshow about the different STDs. 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 **STD/HIV slideshow**. (MODIFICATION AVAILABLE)

***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 STDs?*

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 STD/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. (NO MODIFICATION NECESSARY)

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

THIS COMPREHENSIVE APPENDIX IS NOT LAW COMPLIANT IN TENNESSEE AND SHOULD NOT BE USED IN SCHOOLS.

STD Pamphlet is an alternative activity that you may include if time permits. (NO MODIFICATION NECESSARY)

If you intend to show students the **Contraception Slideshow**, 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.

Instructions for Putting on an External Condom

1. Check the expiration date. Expired condoms are more likely to break!
2. Open the condom carefully. Do not use your teeth or scissors as you may tear the condom.
3. 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.
4. Hold the tip of the condom to remove any air and then roll it down the base of the erect penis. 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.
6. 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.
7. Carefully remove the condom away from your partner so that you do not spill semen on them. 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.

Common Core 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

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 **SWAG Slideshow**. (MODIFICATION AVAILABLE)

***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**. (MODIFICATION AVAILABLE)

If there is still time remaining, you can do the **SWAG Table Talk Activity** 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.”

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

Talk to your partner about why you do not want 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 to be physical, or to give you further reasons why.

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.

It is always best to avoid the situation in the first place. If you know that you will be tempted in a situation where you are hanging out by yourselves in your bedroom, maybe you should plan to hang outside the bedroom, or in groups of friends. If you know you are tempted to hook up in the car after a date, maybe you should drive separately so you won’t have that temptation. Avoiding the situations that tempt you may keep you safer and prevent you from having to stop something you didn’t want to do 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. 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 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.”

THIS COMPREHENSIVE APPENDIX IS NOT LAW COMPLIANT IN TENNESSEE AND SHOULD NOT BE USED IN SCHOOLS.

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.

THIS COMPREHENSIVE APPENDIX IS NOT LAW COMPLIANT IN TENNESSEE AND SHOULD NOT BE USED IN SCHOOLS.

- 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 want 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 having 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 STD 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.

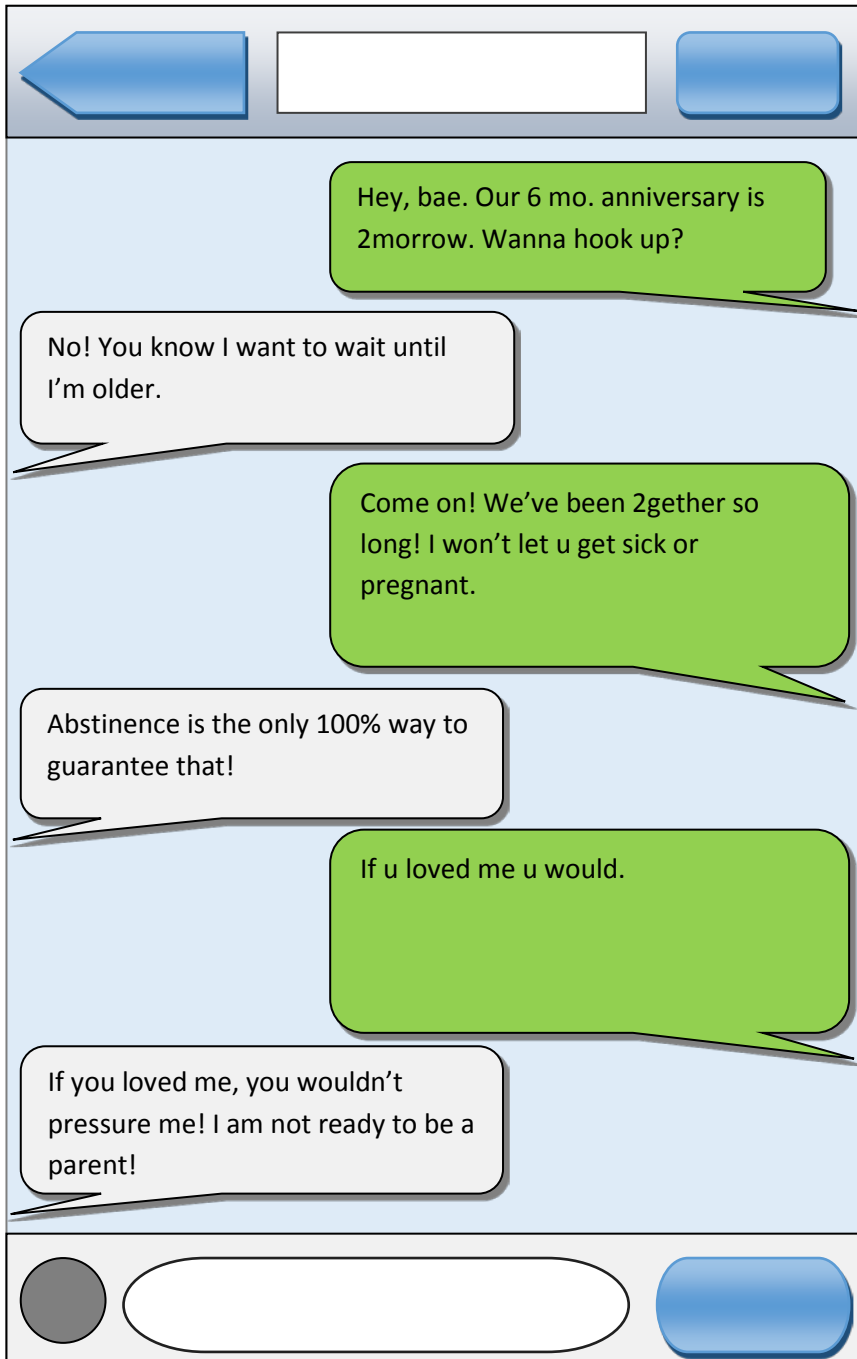
- 8) Blaire and Sam are best friends. Sam wants Blaire to hang out after school, but Sam knows that Blaire likes to smoke weed after school, and that Blaire will try to pressure Sam into smoking,

THIS COMPREHENSIVE APPENDIX IS NOT LAW COMPLIANT IN TENNESSEE AND SHOULD NOT BE USED IN SCHOOLS.

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.

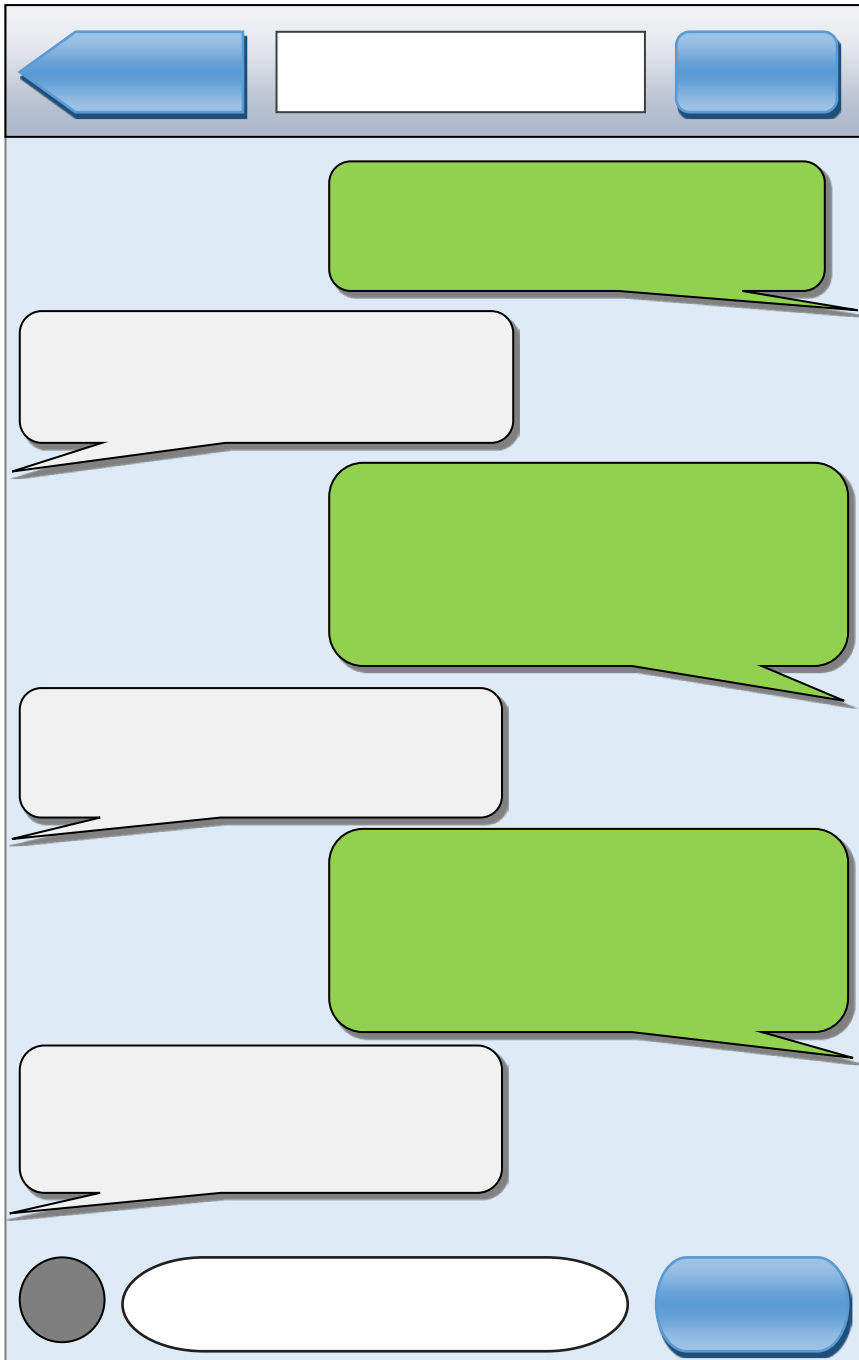
Phone Template Example





THIS COMPREHENSIVE APPENDIX IS NOT LAW COMPLIANT IN TENNESSEE AND SHOULD NOT BE USED IN SCHOOLS.

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**. (NO MODIFICATION NECESSARY)

***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**. (NO MODIFICATION NECESSARY)

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

Do **Catfish Activity**. (NO MODIFICATION NECESSARY)

If time allows, do **Caught in the Web Activity**. The best location would be after the media safety slideshow or even during the slideshow! (NO MODIFICATION NECESSARY)

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. (NO MODIFICATION NECESSARY)

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. Per a 2008 report by the CDC, 72% of 8th and 9th graders are “dating” someone. 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 **Consent Slideshow.** (MODIFICATION AVAILABLE)

***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 (NO MODIFICATION NECESSARY)

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.*

**THIS COMPREHENSIVE APPENDIX IS NOT LAW COMPLIANT IN TENNESSEE AND SHOULD NOT BE USED
IN SCHOOLS.**

Do **Relationship X-Factor** if time allows. (NO MODIFICATION NECESSARY)

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.