#1-Lesson Wrap Up: Group Agreements and Vocabulary

**Part 1: Check for Understanding**
**Directions:** Check your understanding of today’s lesson by answering the following True-False questions.

- **T**  Group agreements are established to respect and protect students during these lessons.

- **T**  In these lessons on HIV/AIDS and STD’s, the term “sexual contact” only refers to penis-in vagina intercourse.

- **T**  In the term “HIV” the H stands for HUMAN, which means that dogs, cats and monkeys do not spread HIV.

**Part 2: Family-Home Assignment**
**Directions:** Share/discuss the following with your parent(s) or a trusted adult.

1. Your completed student Pre-Test.
2. Ask them what they themselves do not understand, or would like to learn, about HIV and AIDS?

**Part 3: Reflections**
**Directions:** In a summary format, address the following questions. (Be sure to use a minimum of 5 complete sentences.)

1. What did you learn from your parent(s) or trusted adult?
2. Share your own thoughts about what you learned from the family home assignment (Part 2).

---

#2-Lesson Wrap Up: Reproductive Systems

**Part 1: Check for Understanding**
**Directions:** Check your understanding of today's lesson by answering the following True-False questions.

- **T**  Meiosis is cell division that occurs in reproductive cells.

- **T**  Vas Deferens is where sperm is produced.

- **T**  The release of Ova is called ovulation.

**Part 2: Family-Home Assignment**
**Directions:** Share/discuss the following with your parent(s) or a trusted adult.

1. What is the purpose of the menstrual cycle each month?
2. Share your understanding of the male and female reproductive system.

**Part 3: Reflections**
**Directions:** In a summary format, address the following questions. (Be sure to use a minimum of 5 complete sentences.)

1. What did you learn from your parent(s) or trusted adult?
2. Share your own thoughts about what you learned from the family home assignment (Part 2).
#3-Lesson Wrap Up: HIV Disease: Effects on the Human Body, Transmission Myths and Facts

Part 1: Check for Understanding
Directions: Check your understanding of today’s lesson by answering the following True-False questions.

T F Worldwide, the AIDS epidemic infects men, women and children.
T F California has one seventh (1/7) of all the diagnosed AIDS cases in the United States.
T F Body Fluids which can spread HIV include blood =, semen, vaginal fluids and urine.
T F HIV can only enter a person’s body through their penis or vagina.

Part 2: Family-Home Assignment
Directions: Share/discuss the following with your parent(s) or a trusted adult.
1. How old was your parent(s) or trusted adult when he/she first heard about the AIDS epidemic?
2. What did they hear?

Part 3: Reflections
Directions: In a summary format, address the following questions. (Be sure to use a minimum of 5 complete sentences.)
1. What did you learn from your parent(s) or trusted adult?
2. Share your own thoughts about what you learned from the family home assignment (Part 2).

#4-Lesson Wrap Up: Sexually Transmitted Diseases

Part 1: Check for Understanding
Directions: Check your understanding of today’s lesson by answering the following True-False questions.

T F Common STD’s in young adults include Chlamydia, gonorrhea and human papilloma virus (HPV).
T F The only way an STD can be spread from one person to another is through penis-vagina contact.
T F The most common symptom of an STD infection is NOTHING (no symptoms).
T F A list of FamlyPACT (reproductive health) clinics will be sent to your phone if you text the work CLINIC plus your zip code to 61827.

Part 2: Family-Home Assignment
Directions: Share/discuss the following with your parent(s) or a trusted adult.
1. What STD’s were they aware of as a teen?
2. What would they recommend to someone if he/she thought he/she might have an STD?

Part 3: Reflections
Directions: In a summary format, address the following questions. (Be sure to use a minimum of 5 complete sentences.)
1. What did you learn from your parent(s) or trusted adult?
2. Share your own thoughts about what you learned from the family home assignment (Part 2).
#5-Lesson Wrap Up: Recognizing Risk Situations; Methods to Reduce Risk

Part 1: Check for Understanding
Directions: Check your understanding of today’s lesson by answering the following True-False questions.

T  F  HIV is transmitted by kissing or holding hands.
T  F  There is a risk of HIV transmission when giving first aid for bleeding.
T  F  Latex has holes in it that are so large that HIV goes right through.
T  F  Assertive communication includes making eye contact, using a firm voice, and stating your expectations.

Part 2: Family-Home Assignment
Directions: Share/discuss the following with your parent(s) or a trusted adult.

1. Do they know which body fluids and which body openings can spread HIV/AIDS?

Part 3: Reflections
Directions: In a summary format, address the following questions. (Be sure to use a minimum of 5 complete sentences.)

1. What did you learn from your parent(s) or trusted adult?
2. Share your own thoughts about what you learned from the family home assignment (Part 2).

#6-Lesson Wrap Up: Peer and Media Pressure; Assertiveness Practice

Part 1: Check for Understanding
Directions: Check your understanding of today’s lesson by answering the following True-False questions.

T  F  In order to sell their products, some advertisements actually portrays unhealthy or risky behaviors.
T  F  Sometimes pressure to do something can actually be good or healthy, like “stay in school, don’t use drugs and avoid an unplanned pregnancy.”
T  F  Ways to avoid a risky sexual situation includes using non-verbal communication, and even walking away.
T  F  Ways to avoid a risky sexual situation includes using assertive communication to firmly state your limits and expectations.
T  F  There are clinics in the community where you can get confidential, low-cost or free HIV and STD tests.
T  F  To avoid sexual risk situations and to stay HIV-free and STD-free, it may be helpful to get assistance and support from friends and family members.

Part 2: Family-Home Assignment
Directions: Share/discuss the following with your parent(s) or a trusted adult:

1. The results of your Media Analysis worksheet assigned in class.
2. What do they recommend you do when you are being pressure to do something you know you shouldn’t?
3. Share and discuss your personal contract.
4. Ask them how they could help you fulfill your Personal Contract.

Part 3: Reflections
Directions: In a summary format, address the following questions. (Be sure to use a minimum of 5 complete sentences.)

1. What did you learn from your parent(s) or trusted adult?
2. Share your own thoughts about what you learned from the family home assignment (Part 2).
Positive Prevention
Pre-Test

Directions: Circle whether you think each of the following statements is True (T) or False (F).


1. If a person gets infected with HIV, it could take from 3 weeks to 6 months or more before antibodies are found in their body.
2. The term “AIDS” means a condition which limits the body’s ability to fight infections.
3. AIDS is one of the eight leading causes of death in young adults.

Section B: Transmission Myths and Facts.

4. HIV also infects the blood of mosquitoes and dogs, and can be spread by dog bites and mosquito bites.
5. There are no documented cases of HIV being transmitted by biting.
6. The four human body fluids which spread HIV are blood, semen, vaginal fluids and saliva.
7. HIV can infect people by entering their mouth, or genitals (penis and vagina), or anus, or breaks in the skin.
8. HIV can be transmitted by sharing an injection drug needle with a person who is HIV-infected.

Section C: Methods to Reduce the Likelihood of Transmission of HIV.

9. Sexual abstinence is the only 100% sure method of preventing the sexual transmission of HIV and other STDs.
10. Sharing injection drug equipment cannot spread HIV.
11. Latex condoms (rubbers) are 100% effective in stopping the spread of HIV during sex.
12. “Universal Precautions” are methods which help prevent a person from touching someone’s body fluids.

13. Sex is used by the media to sell products.

Section D: Related Public Health Issues.

14. Ways which prevent the transmission of HIV can also help prevent drug abuse, teen pregnancy and the spread of some STDs.

Section E: Myths and Stereotypes Regarding Persons Infected with HIV.

15. You can tell if someone is infected with HIV and other STDs just by looking at them.

16. Persons infected with HIV or other STDs still need to protect themselves from being re-exposed to HIV and other STDs.

Section F: Decision-Making and Social Skills to Refute Peer Pressure.

17. Once a person identifies a risky situation, there is no way to avoid or control the risk.

18. If a person is feeling pressured by someone to do something they don't want to do, they could suggest doing something else.

Section G: Identifying and Utilizing Resources.

19. Tests for HIV and STDs are free at the local public health department.

20. If a person gets a “negative” HIV antibody test, they should stop doing the risky behavior and come back for another test in about three months.

Section H: Sexually Transmitted Diseases.

21. Symptoms of STDs include bumps, drips or blisters near the sex organs or mouth; however, these symptoms do not always appear.

22. Sexually active persons who choose to get an HIV antibody test should also request a test for other STDs.

End of Test
Be sure you have marked all your answers, then return this test to your instructor.
Thank you!

Signature of parent or trusted adult _________________________________
Unit Vocabulary List

Directions: Write the word that corresponds to each letter. In the space below each term, write a sentence in your own words that summarizes the meaning of the term.

H __________________________
I __________________________
V __________________________
HIV is ________________________

A __________________________
I __________________________
D __________________________
S __________________________
AIDS is _______________________

S __________________________
T __________________________
D __________________________
An STD is ____________________

ABSTINENCE means __________________________

Signature of parent or trusted adult __________________________
The Human Body: The Reproductive System

Review

- **Produce exact copies of the parent cell.**
- **is cell division that occurs in reproductive cells; gametes.**
- Produces egg and sperm cells with half the genetic material of the parent cells.
- 23 chromosomes are contained in gametes; this is so that when egg and sperm meet, they produce offspring with 46 chromosomes.

Organs of the Male Reproductive System

- Penis
- Vas Deferens
- Testes

*Not a part of the reproductive system

External Organs of the Male Reproductive System

- **: the external reproductive organ, urethra passes through the penis and allows urine and semen to exit the body.
- **: a sac or pouch which holds the testes.
- The function of the scrotum is to maintain the proper temperature of the testes.
- Sperm is destroyed unless a temperature of 97° is maintained.

Internal Organs of the Male Reproductive System

- **: holds urine prior to urination. Urine leaves the bladder via the urethra.
- **: a tube which allows urine and semen to exit the body.
- Connects to the bladder
- **: a tube which connects the testes to the urethra and allows semen to exit the body.
- **: two glands which produce sperm and hormones (testosterone)

Organs of the Female Reproductive System

- Vagina
- **
- Uterus
- **
- Ovary

A front view of the female reproductive organs.
### Organs of the Female Reproductive System

- **Vagina**: also called the birth canal, a tube leading from the uterus to the outside of the body.
- **Cervix**: the lower portion of the uterus, where the vagina and uterus meet.
- **Uterus**: a hollow, fist-sized organ located between the bladder and rectum.
- **Fallopian tubes**: also called oviducts, are two tubes connecting the uterus with the ovaries.

#### Organs of the Female Reproductive System

- **Ovaries**: small organs on the ends of the Fallopian tubes responsible for the production and release of eggs (ova/pl).
- Females are born with all of the eggs they will ever produce.
- Ovaries alternate the release of eggs each cycle.
- Like testes, the ovaries produce hormones—estrogen.
- This release of the ova is called ovulation.

### The Menstrual Cycle

- The menstrual cycle typically lasts 28-30 days; approximately 1 month.
- One cycle is the amount of time from the beginning of one period to the beginning of the next period.
- The beginning of a period is marked by the flow of the blood and cramps from the inside of the uterus.
- This flow of blood typically lasts 3-7 days and is called menstruation.

#### The Menstrual Cycle

- After menstruation, the ovaries release hormones that tell the uterus to grow a new lining and prepare to receive a new egg.
- As the uterus prepares a new lining, one of the ovaries releases an egg. This is called ovulation.
- Ovulation occurs about 14 days through a woman's cycle.
- The egg travels through the Fallopian tubes. If it is not fertilized it breaks down and is released with the lining and blood of the uterus.

### Menstrual Cycle Timeline

![Menstrual Cycle Timeline](image)
The Menstrual Cycle and Fertilization

- If the egg is fertilized by a sperm cell, the egg will implant in the lining of the uterus and begin to develop.
- _______: The first cells of a new organism; the time from fertilization to implantation.
- _______: The zygote is called an embryo from implantation to 8 weeks.
- _______: After 8 weeks of development, the embryo is known as a fetus.

Twins

- Multiple eggs are released or there is more than one ovulation. Both (or more) eggs are fertilized and you have fraternal twins.
- One egg is released but splits in two. Identical twins are made. If the egg does not completely split in two, conjoined twins are produced.
Infectious Disease Transmission: Exchanging Body Fluids Simulation

**Background:** Two of the tubes in the class contain fluid containing a mythical infectious disease. All other tubes contain normal uninfected “body fluids.”

**Procedure:**
1. Take your cup of fluid. If your cup has an A on it, you are practicing abstinence and you will not exchange fluid with anyone. Everyone else follows the rest of the directions.
2. Select a person you “trust” and “suck up” one pipette of fluid from your tube while your trustworthy partner “sucks up” one pipette of fluid from her/his tube.
3. Simultaneously, pipette the contents into the “other” tube. (i.e., you squirt into your partner’s tube and vice versa).
4. If there is a 1 on your cup, stop now. You will only exchange fluids with one person. Everyone else proceed.
5. Select a second person you “trust” and repeat steps 2 and 3.
6. Select a third person you “trust” and repeat steps 2 and 3.
7. Return to your seat and hold your cup above your head.
8. Your teacher will add the acid-base indicator phenolphthalein to your tube.
9. Swirl your fluid gently after the phenolphthalein is added. A pink color indicates that your tube has been “infected.” No color change indicates that you have remained free of the disease.
10. Record the class data in the data table and compute the percentages.

**Data Table:**

<table>
<thead>
<tr>
<th></th>
<th>Number of individuals infected</th>
<th>Individuals Participating</th>
<th>Percent Affected (infected/participating)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstinence “A”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condom (Plastic Wrap)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broken Condom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Partner/ No Protection “1”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No protection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discussion Questions:**
1. Who might have spread an infection to the class?
2. Why did some people not become infected?
3. Did the people with only one partner become infected? Why or why not?
4. Did the plastic covering always provide the necessary protection? Why or why not?
5. Did abstinence always prevent infection? Why?
6. How is this infectious disease exercise similar to the HIV/AIDS pandemic?
7. How is this infectious disease exercise different from the HIV/AIDS pandemic?
HIV: Effects on the Human Body, Transmission Myths and Facts

How did the HIV/AIDS Epidemic Start?

• Where did HIV come from?
• Who is patient zero for AIDS?

• https://www.youtube.com/watch?v=RzfoCaNIzBU

Discuss

• What new things did you learn about the origins of HIV?
• What was surprising?

HIV Prevalence

• Number of people with HIV worldwide (2016)
  – 36.7 million
  – 38% of all new infections are under the age of 25
  – Predominantly heterosexual disease, affecting men, women, and children.

• U.S. Stats
  – Estimated that one teenager infected with HIV every hour.
  – 1/7 of U.S. AIDS cases diagnosed in California.
  – In 2015, 35,513 people were diagnosed with HIV. The annual number of new diagnoses declined by 9% from 2010 to 2014.

HIV Prevalence

Adult HIV prevalence (15–49 years), 2015
By WHO region

Prevalence (%) by WHO region
North America: 0.005
Europe: 0.05
Eastern Mediterranean: 0.02
South-East Asia: 0.08
Western Pacific: 0.07
Africa: 0.005
Global prevalence: 0.8% (0.7–0.9)

AIDS is:
One of the Eight Leading Causes of Death in Young Adults

Accidents Heart Disease
Homicide Cancer
HIV/AIDS Lung Disease
Diabetes Suicide
Discuss

• What did you learn about the prevalence of HIV?
• What was most surprising?

HIV Effects and Symptoms

• HIV enters and destroys white blood cells (T-cells)
• Eventually, the body is no longer able to fight off infections. (This is known as AIDS.)

HIV Life Cycle Animations

• http://www.hhmi.org/biointeractive/hiv-life-cycle
• http://highered.mheducation.com/sites/0072495855/student_view0/chapter24/animation_how_the_hiv_infection_cycle_works.html

HIV Facts:

• "Window Period": HIV antibodies may not be detectable for 3 weeks to 6 months after infection. (This is how being HIV positive is tested!)
  • You can pass on the virus even if you don't test positive!
• Symptoms of HIV may not appear for YEARS!
  • Can be spread by apparently healthy individuals.
• Currently NO cure or vaccine for HIV!

Discuss

• How does HIV harm the body?
• What does an HIV positive individual look like? Is it possible to tell just by looking?

Modes of Transmission

• There are 4 body fluids that can transmit HIV.
  • Blood
  • Semen
  • Vaginal Fluids
  • Breast Milk
• HIV enters body via bloodstream or mucous membranes.
  • Common entry points: Mouth, genitals, anus, broken skin.
Review and Discuss

• What are the 4 body fluids that transmit HIV?

Test Yourself: Truth vs. Myth

1. You can get AIDS from exposure to urine or saliva.
2. The AIDS epidemic infects men, women, and children.
3. Children can be infected by their mothers through breast milk.
4. HIV can only enter a person’s body through their penis or vagina.
5. People who look completely healthy may be HIV positive and can pass on the virus.
6. There is a window period (that may be up to 6 months) when an infected and contagious individual will still NOT test HIV positive even though they really are.
7. Some individuals may be HIV positive for years without showing symptoms.
8. Abstinence from risky behaviors (such as sexual activity or intravenous drug use) is the best way to prevent HIV infection.
9. Shaking hands or hugging a person with HIV will cause the virus to be passed on to you.
 STD Notes:
S:
T:
D:

<table>
<thead>
<tr>
<th>STD</th>
<th>Virus, Bacteria, Other</th>
<th>Transmission</th>
<th>Symptoms &amp; Long Term Effects</th>
<th>Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pubic Lice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chlamydia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herpes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STD</td>
<td>Virus, Bacteria, Other</td>
<td>Transmission</td>
<td>Symptoms &amp; Long Term Effects</td>
<td>Treatment</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
<td>--------------</td>
<td>------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Gonorrhea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syphilis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Risk Continuum Activity

Directions: After reading each of the following behaviors, place a check in the category to which it belongs, and explain why.

- No risk for transmitting STD’s
- Low risk for transmitting STD’s
- High risk for transmitting STD’s

<table>
<thead>
<tr>
<th>Behavior</th>
<th>No risk</th>
<th>Low risk</th>
<th>High risk</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be together alone at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Have unprotected sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Hold hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Kiss</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. French kiss</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Give mouth-to-mouth resuscitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Use alcohol/other drugs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Pierce ears</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Become blood brothers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Hug</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Wrestle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Give first aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Share a needle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Use same bathroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Go to a dentist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Sexting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Snapchat</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>No risk</td>
<td>Low risk</td>
<td>High risk</td>
<td>Why?</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td>-----------</td>
<td>------</td>
</tr>
<tr>
<td>18. Share injection drug equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Share a straw</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Drink from same glass</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Share a razor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Share a toothbrush</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Get a tattoo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Body piercing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Fighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Share lipstick or chapstick</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Dog bite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Mosquito bite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Being bitten by an infected person</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Having a pre-existing STD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Having multiple sex partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Sexual Monogamy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Sex (using birth control pills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Facebook/Twitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Anal sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Oral sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Positive Prevention: Birth Control Choices

TVUSD
AMERICAN RED CROSS

Abstinence

- Means choosing _________ to have sex
- It is the _________ method that is 100% effective
- It is your right to be in control of your body and say _________

*What are some reasons for choosing abstinence?*

IUD

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The IUD is a thin plastic device inserted into the uterus to prevent sperm from joining with an egg.</td>
<td></td>
<td>99%+</td>
<td></td>
</tr>
</tbody>
</table>

Implanon

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A thin, flexible plastic implant inserted in the arm that contains / releases a hormone that prevents ovulation.</td>
<td></td>
<td>99%+</td>
<td></td>
</tr>
</tbody>
</table>

NuvaRing

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A flexible plastic ring inserted in the vagina that releases hormones</td>
<td></td>
<td>92-99%</td>
<td></td>
</tr>
</tbody>
</table>

Depo-Provera

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>An injection of hormones that</td>
<td></td>
<td>97-99%</td>
<td></td>
</tr>
</tbody>
</table>
**Ortho-Evra Patch**

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A thin, beige patch worn on the skin that releases hormones</td>
<td>__________</td>
<td>92-99%</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Birth Control Pills**

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescription pill taken orally each day that releases hormones</td>
<td>__________</td>
<td>92-99%</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Latex Condom (Male)**

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A latex condom worn (unrolled) over an erect penis that prevents sperm from entering the vagina</td>
<td>__________</td>
<td>85-98%</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Latex Condom (female)**

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A nitrile condom worn inside the vagina that prevents sperm from entering the cervix</td>
<td>__________</td>
<td>79-95%</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Diaphragm**

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A soft latex or silicone dome inserted into the vagina that prevents sperm from entering the cervix</td>
<td>__________</td>
<td>84-94%</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Cervical Cap**

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Which partner uses it?</th>
<th>Effectiveness in preventing pregnancy?</th>
<th>Effectiveness in preventing the spread of HIV/STDs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A soft latex or silicone dome inserted into the vagina that prevents sperm from entering the cervix</td>
<td>__________</td>
<td>71-86%</td>
<td>__________</td>
</tr>
</tbody>
</table>
Spermicide (non-oxynol-9)

What is it? Which partner uses it? Effectiveness in preventing pregnancy? Effectiveness in preventing the spread of HIV/STDs?

- A _________ inserted into the vagina prior to intercourse contains _______ that ________ sperm
- 71-85% _______

Emergency Contraception

What is it? Which partner uses it? Effectiveness in preventing pregnancy? Effectiveness in preventing the spread of HIV/STDs?

- A pill containing _______ taken within 72 hours of unprotected intercourse that keeps the ovary from releasing the egg and the cervical mucus in order to _______
- 89-95% _______

Methods NOT RECOMMENDED for teens

- Can’t necessarily be undone!
  - Also, no _______ against STDs
- _______ (“pulling out”)
  - Sperm in the pre-ejaculate could result in fertilization
  - 71% failure rate among teens!
  - Also, no protection against STDs
- _______ (“rhythm method”)
  - Due to hormonal changes in the teenage years, ovulation dates are not always consistent and mistakes could lead to pregnancy
  - Also, no protection against STDs

Final Remarks

- ! Protecting yourself against STI’s and pregnancy is a shared responsibility
- Know your partner’s sexual _______
- Alcohol & drugs can _______ your decisions
- If you think you might have sex, make sure you have ________... and know how to use them _________!
- Irresponsible choices you make now can affect your health, and the health of your partner, for a long time
- Not protecting yourself is a _______ _______!
Steps in Condom Use

Part A: Unscramble the following steps for using a condom by placing a number in the space next to each step.

_____ Carefully pinch the end of the condom to expel air
_____ Do not use a condom twice
_____ Unroll condom over erect penis
_____ Use water-based lubricants only
_____ Check the expiration date
_____ Carefully slide condom off penis to avoid spilling semen
_____ Wrap condom in tissue and dispose of properly
_____ Examine the wrapper for wear and tear
_____ Open wrapper carefully
_____ Wash hands and body openings

Part B: Unscramble the following words.

ENNIBASTEC __________________________________________________________

XEALT _________________________________________________________________

RAWTE BOLSULE _______________________________________________________

Signature of parent or trusted adult ________________________________________________
# Reasons for Choosing Sexual Abstinence

**Directions:**

Step 1: Fill in the two columns below with as many reasons as you can think of.

<table>
<thead>
<tr>
<th>Reasons Teenagers Give for Having Sex</th>
<th>Reasons Teenagers Give for NOT Having Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

Step 2. In the small column next to each reason, place a plus sign (+) next to every reason that you think is healthy and beneficial. Put a minus sign (-) next to every reason that you think is NOT healthy or beneficial.

What reasons received the most positive (+) scores? Why?

Signature of parent or trusted adult ____________________________
Media Analysis Answer Sheet

Advertisment # ______

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

4. __________________________________________________________________________________________

5. __________________________________________________________________________________________

Advertisment # ______

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

4. __________________________________________________________________________________________

5. __________________________________________________________________________________________
Relationship Scenarios

For scenario #1:
1. Identify which elements make it a healthy relationship.
   ________________________________________________________________
   ________________________________________________________________
2. Identify which elements make it an unhealthy relationship
   ________________________________________________________________
   ________________________________________________________________
3. Create some dialogue between the characters that demonstrate assertive communication and moves the relationship more into the healthy zone.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

For scenario #2:
1. Identify which elements make it a healthy relationship.
   ________________________________________________________________
   ________________________________________________________________
2. Identify which elements make it an unhealthy relationship
   ________________________________________________________________
   ________________________________________________________________
3. Create some dialogue between the characters that demonstrate assertive communication and moves the relationship more into the healthy zone.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
My Personal Contract
To Protect Myself From HIV/STDs

Section 1: Name: _____________________________ Age:_______

Section 2: Reasons why I want to protect myself from HIV/STDs.
(Hint: Think about your skills, your appearance, your family, your career plans and life goals.)

____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________

Section 3: I pledge to protect myself from HIV/STDs by:

____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________
____________________________________________

Section 4: One person I will talk to about protecting myself from HIV/STDs is:

____________________________________________

Section 5: One person who will support me:

____________________________________________

Signed:_____________________________ Date:_________________

Signature of parent or trusted adult ___________________________________________________
Statewide & National Sexual Health Resources

**Center for Disease Control and Prevention (CDC)** ([http://www.cdc.gov/](http://www.cdc.gov/))
Information on numerous topics, including STDs, HIV, and pregnancy.

**National HIV and STD Testing Resources** ([https://gettested.cdc.gov/](https://gettested.cdc.gov/))
The National HIV and STD Testing Resources Web site is run by the CDC and provides locations for STD/HIV testing throughout the country.

**Stay Teen** ([http://stayteen.org/](http://stayteen.org/))
Stay Teen is a Web site by the National Campaign to Prevent Teen and Unplanned Pregnancy, designed to inform teens about the impacts of becoming pregnant as a teenager, why and how to avoid it, and gives advice for navigating relationships in healthy and responsible ways.

**Teensource** ([http://www.teensource.org/](http://www.teensource.org/))
Created by the California Family Health Council to improve the health of teens in California by providing sexual health information. The Web site also includes a clinic finder to help teens locate clinics in their area within California.

**Childhelp** ([https://www.childhelp.org/](https://www.childhelp.org/))
This national organization is dedicated to supporting victims of child abuse and neglect. They run a 24/7 national Hotline.

**Rape, Abuse and Incest National Network (RAINN)** ([https://rainn.org/](https://rainn.org/))
RAINN is the largest anti-sexual assault organization in the nation and runs the 24/7 National Sexual Assault Hotline.

**Love is Respect** ([http://www.loveisrespect.org/](http://www.loveisrespect.org/))
A collaboration between Break the Cycle and the National Dating Abuse Helpline, Love is Respect provides anonymous and confidential communication and resources about dating violence.

**Break the Cycle** ([http://www.breakthecycle.org/](http://www.breakthecycle.org/))
Break the Cycle is a national non-profit organization that empowers and educates youth to prevent and stop dating violence.

**INSPOT.org** ([http://inspot.org/](http://inspot.org/))
Anonymous notification to partner about being exposed to an STD

**24/7 Emergency Hotlines:**
California Child Protective Services (CPS) Hotline: 916-875-KIDS (5437)
California Youth Crisis Hotline: 1-800-843-5200
Childhelp National Child Abuse Hotline: 1-800-4-A-CHILD (1-800-422-4453)
CPS Warm Line (Child Abuse): 559-255-8320
The Effort Inc. Suicide Hotline: 916-368-3111 or 800-273-8255
Kristin Brooks Hopeline Suicide Hotline: 1-800-SUICIDE (1-800-784-2433)
Marjaree Mason Center Domestic Abuse Hotline: 559-233-4357 (HELP)
National Domestic Violence Hotline: 1-800-799-7233
National Suicide Prevention Lifeline Suicide Hotline: 1-800-273-TALK (1-800-273-8255)
National Dating Abuse Helpline: 1-866-331-9474
National Sexual Assault Hotline: 1-800-656-HOPE (1-800-656-4673)
Rape Counseling Service Hotline: 559-222-7273
For a list of local FamilyPACT providers: Text: the word CLINIC plus ZIP CODE for clinic to 6182