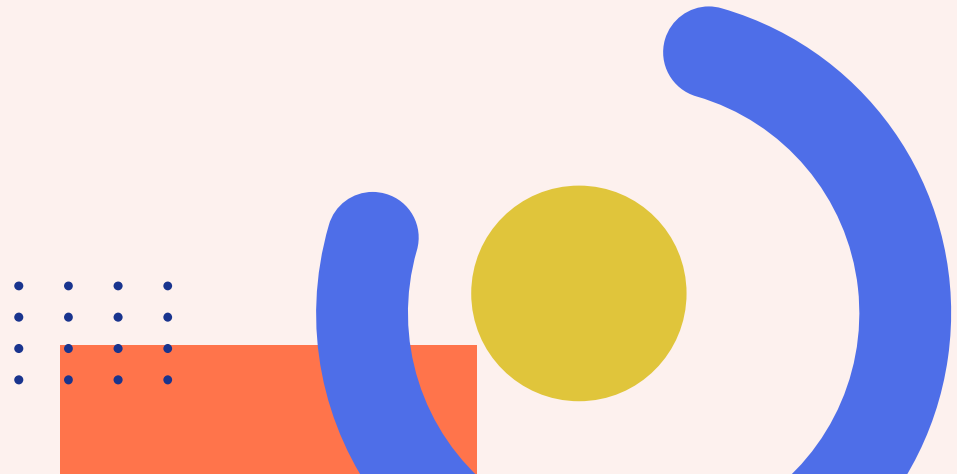
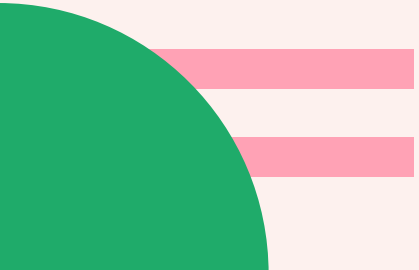


Welcome

7th & 8th Grade

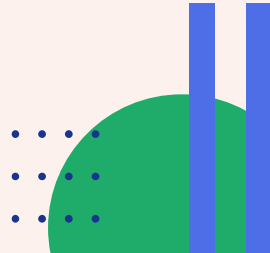
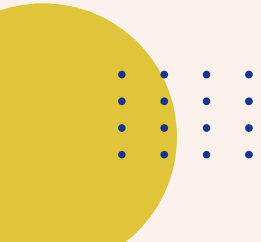
Parents and Guardians

April 29, 2021
6 p.m. - 7 p.m.



Agenda

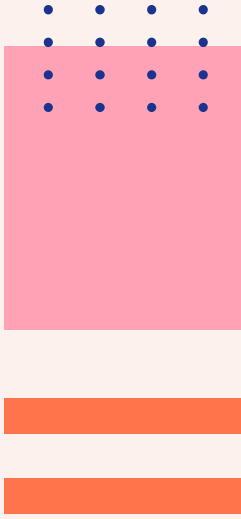
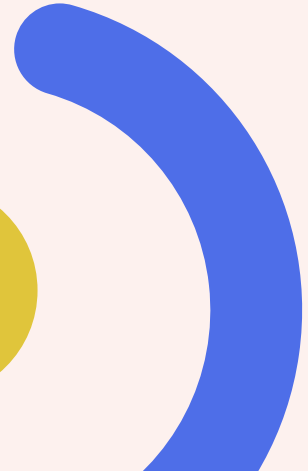
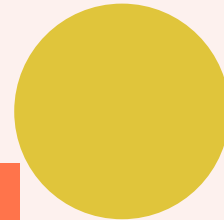
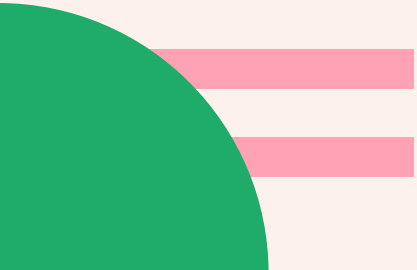
1. Welcome
2. California Healthy Youth Act
3. Sessions
4. Questions → Send Questions here



What?

Sexual Health Curriculum Summary

Marianna O'Brien
Science Department Chair





Why?

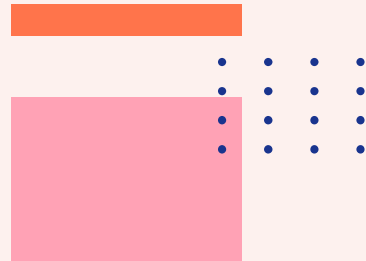


California Healthy Youth Act

Enacted January 1, 2016

Previously called the

California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act



Five (5) Purposes of the California Healthy Youth Act

(1) To provide pupils with the **knowledge and skills** necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.

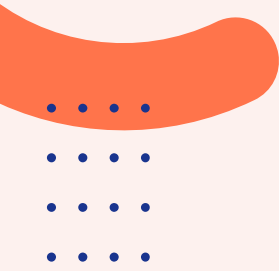
(2) To provide pupils with the **knowledge and skills** they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.






Purposes of the California Healthy Youth Act

(3) To promote understanding of sexuality as a normal part of human development



(4) To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end

(5) To provide pupils with the **knowledge and skills** necessary to have healthy, positive, and safe relationships and behaviors





Comprehensive Sexual Health Education

AND

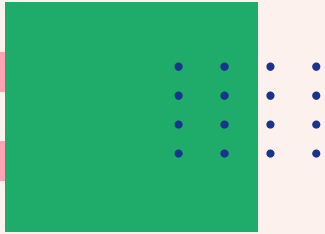
HIV Prevention Education

are mandated

for pupils in grades seven through twelfth grade

Instruction shall be provided **at least once** in junior high/middle school and **at least once** in high school

How?



Science classes

7th & 8th Grade

7 Sessions

Beginning May 24th

Block schedule

Approx. 2 weeks





01

Sexuality

02

Gender

03

Rights in
Relationships

04

Anatomy

05

Birth Control &
Pregnancy

06

Sexuality
Transmitted
Infections (STI)

07

Decision-
Making

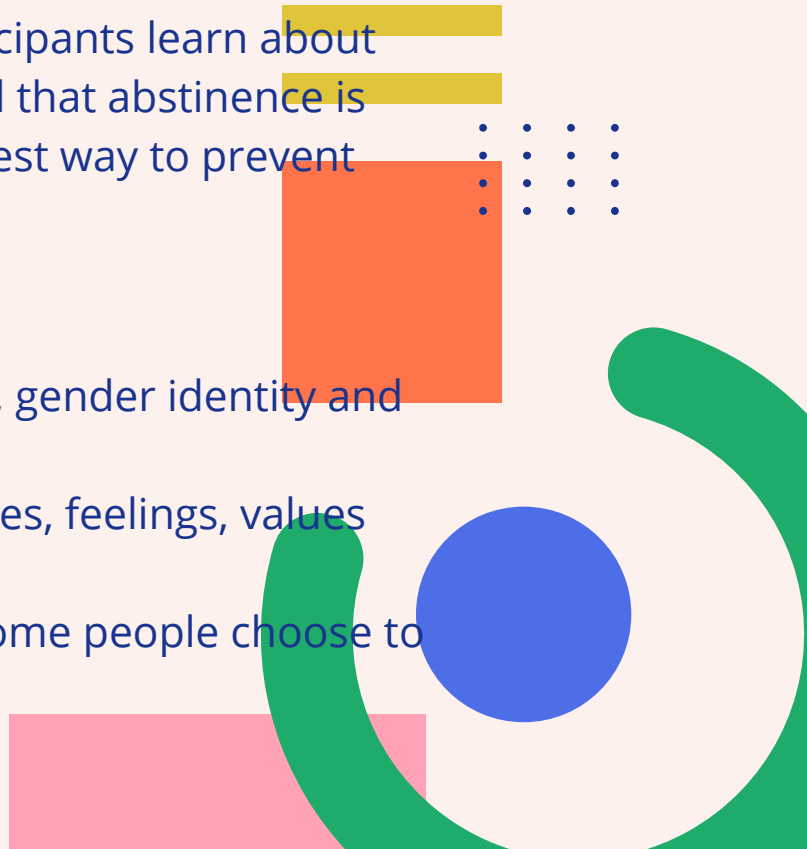




Session 1: Sexuality

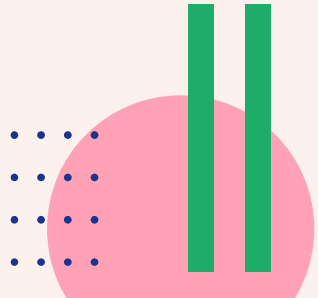
People express their sexuality in different way. Participants learn about the importance of consent for any sexual activity and that abstinence is the only certain way to prevent pregnancy and the best way to prevent STIs.

Learning Objectives:

- Describe the differences between biological sex, gender identity and sexual orientation
 - Identify 4 main components of sexuality as bodies, feelings, values and behaviors
 - Define abstinence and identify 2 reasons why some people choose to not have sex
- 



Session 1 Outline

- Introduction and sexual and reproductive health services
 - Group agreements
 - Bodies
 - Feelings
 - Gender Identity and sexual orientation
 - Values
 - Behaviors and abstinence
 - Consent
- 



How Teachers are Trained to Handle Questions



FIRST

Acknowledge feelings



SECOND

Answer with factual information and provide resources



THIRD

Talk to a parent, guardian or trusted adult



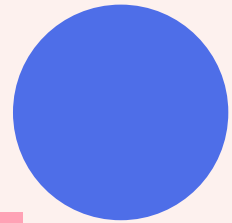
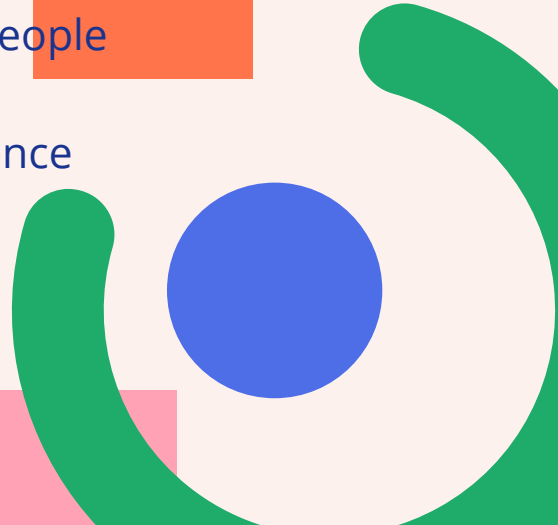


Session 2: Gender

Participants critically think about how gender expectations can affect relationships and decision-making.

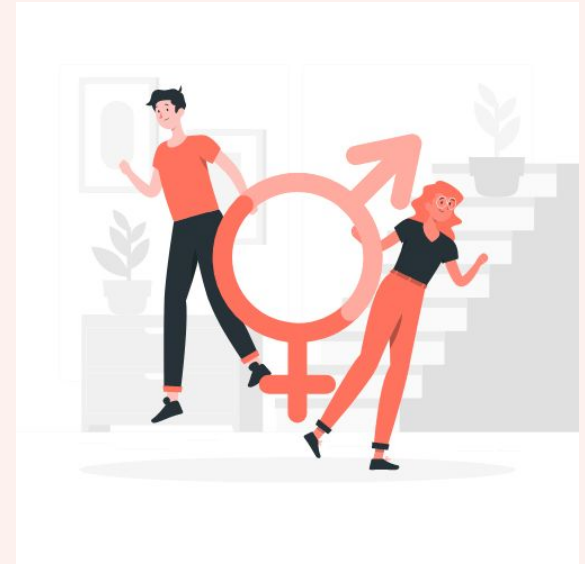
Learning Objectives:

- List several common gender expectations
- Explain how following strict gender expectations may keep people from having healthy relationships
- Explain how gender expectations and power dynamics influence relationships in the film
- Identify 2 ways to develop a healthy body image



Session 2 Outline

- Warm Up
- Learning about Gender
- Gender Boxes
- Communication
- Gender expectations
- Body image
- Conclusion





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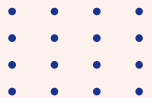
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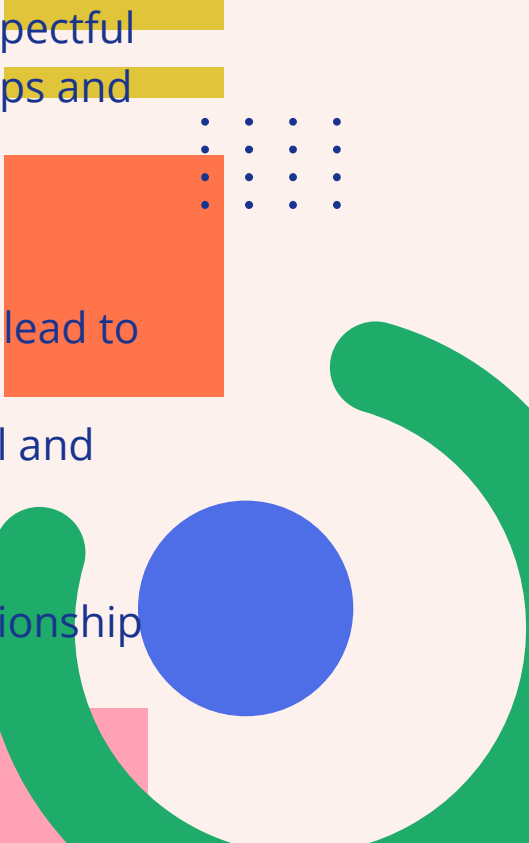




Session 3: Rights in Relationships

Participants build their advocacy skills by rewriting the script for respectful communication, the spectrum of healthy and unhealthy relationships and how to identify a trusted adult.

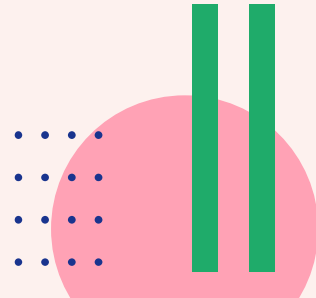
Learning Objectives:

- Give one example where following a gender expectation could lead to unhealthy behavior in a relationship
 - Give an example of how exercising rights can lead to respectful and equal relationships
 - List the rights that people have in relationships
 - Differentiate between healthy and unhealthy aspects of a relationship
- 



Session 3 Outline

- Warm Up
- Rights in relationships
- Healthy relationships film and debrief
- Relationships activity
- Poem activity
- **Interview with a parent/guardian about healthy relationships**





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Session 4: Anatomy

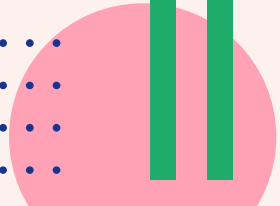
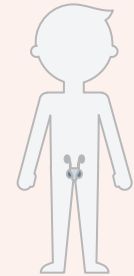
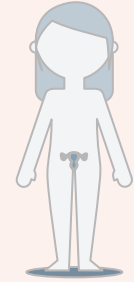
During adolescence, it's normal for the human body to go through many changes. It's important to know how the body works and how to take care of one's own body. Topics include reproductive systems, hygiene, and puberty. Students will have the opportunity to ask questions anonymously.

Learning Objectives:

- Explain how and when the egg travels through ovulation and menstruation
 - Explain how and when the sperm travels through the reproductive system
 - Identify one reason why knowing one's own body is an important part of sexual health
- 

Session 4 Outline

- Introduction
- Reproductive anatomy
- Period/ menstruation activity
- Questions and answers





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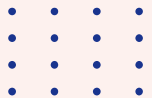
SECOND

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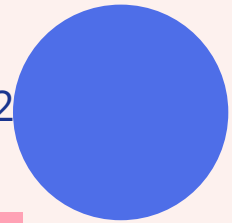


Session 5: Birth Control & Pregnancy

This session covers how pregnancy and debunks common myths about pregnancy. Students will think about reasons people choose to become parents or not, and how that fits in with their other life goals. They will also learn about the three pregnancy options as well as birth control methods and emergency contraception.

Learning Objectives:

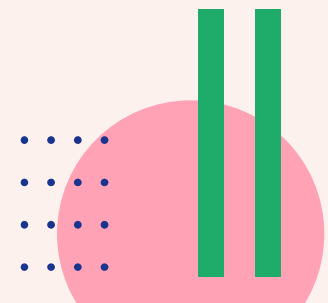
- Describe at least 5 birth control prevention methods
- List the three legal options someone has if they become pregnant
- List 2 reasons why someone may want to become a parent now and 2 reasons why someone may not want to become a parent now





Session 5 Outline

- Warm Up and introduction
- True or False activity
- Pair Share activity
- Birth control methods
- Pregnancy options





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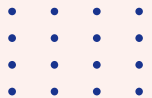
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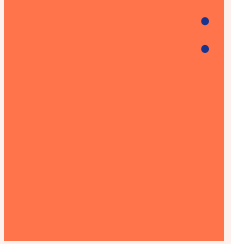
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Session 6: Sexually Transmitted Infections (STI)

Introduce common STIs and how they are transmitted, tested for, and treated, as well as how they can be prevented. Students will also see a demonstration of three barrier methods that can help prevent STI transmission.

Learning Objective:

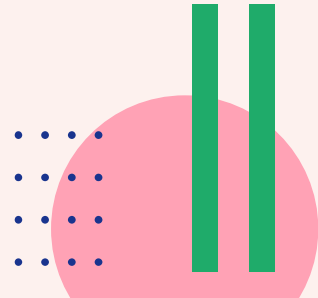
- Explain how STIs are transmitted
- State at least two ways someone can prevent or reduce their risk of contracting STIs and HIV
- Explain the steps to using an external condom correctly





Session 6 Outline

- STI transmission
- Video
- Symptoms and testing
- Abstinence
- Condoms
- Risk activity
- Conclusions





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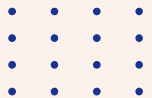
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Answer with factual information and provide resources



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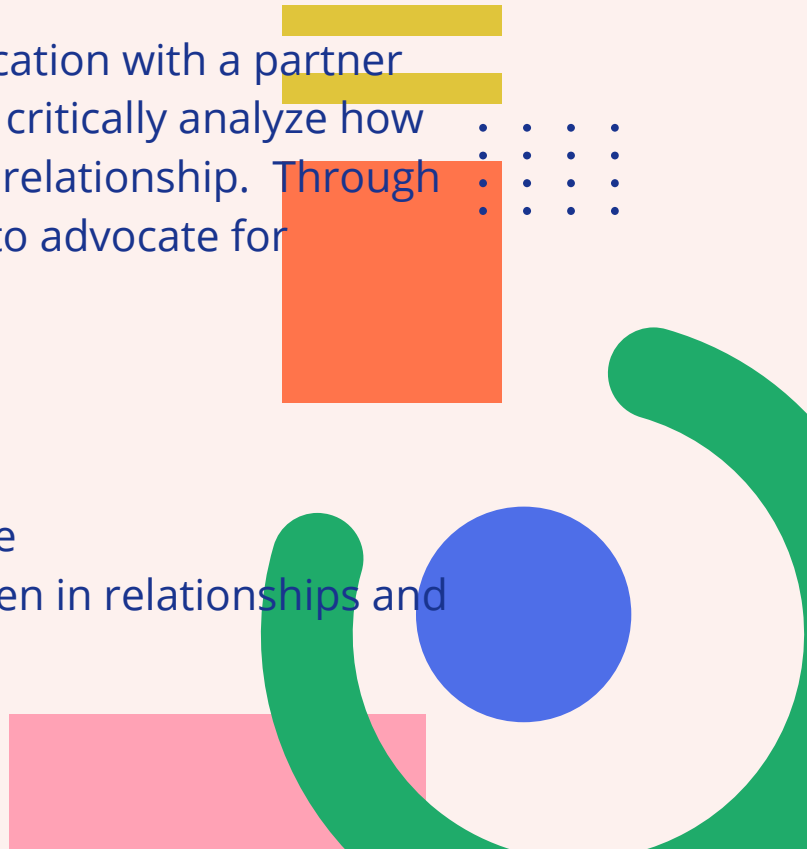




Session 7: Decision-Making

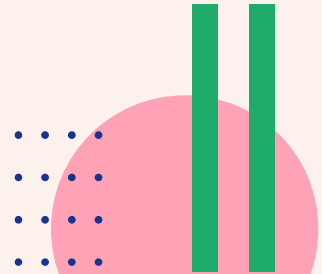
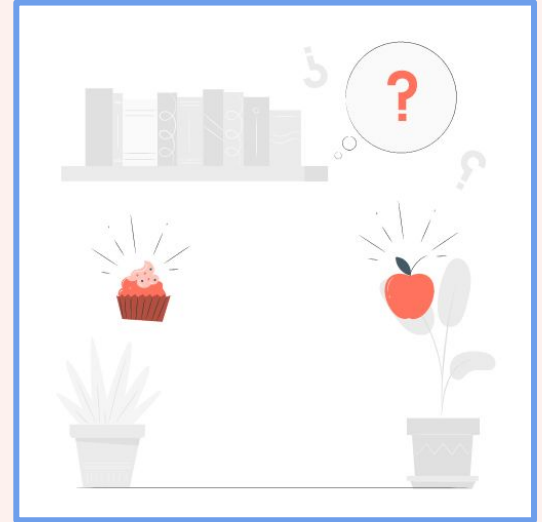
This session emphasizes the importance of communication with a partner before sexual activity. Participants watch a video and critically analyze how consent, coercion, power, and rights can play out in a relationship. Through multiple interactive activities, participants build skills to advocate for themselves and exercise their rights.

Learning Objective:

- Advocate for their rights in a relationship
 - Differentiate between consent, coercion and rape
 - Identify different types of violence that can happen in relationships and several resources that can help
- 

Session 7 Outline

- Communication
- Video
- Procession
- Coercion or consent?
- Rights and gender expectations
- Sexual Violence and prevention
- Activity: what could you say?
- Conclusions





Listen

Listen

Listen

Talk





Thank you for attending!

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