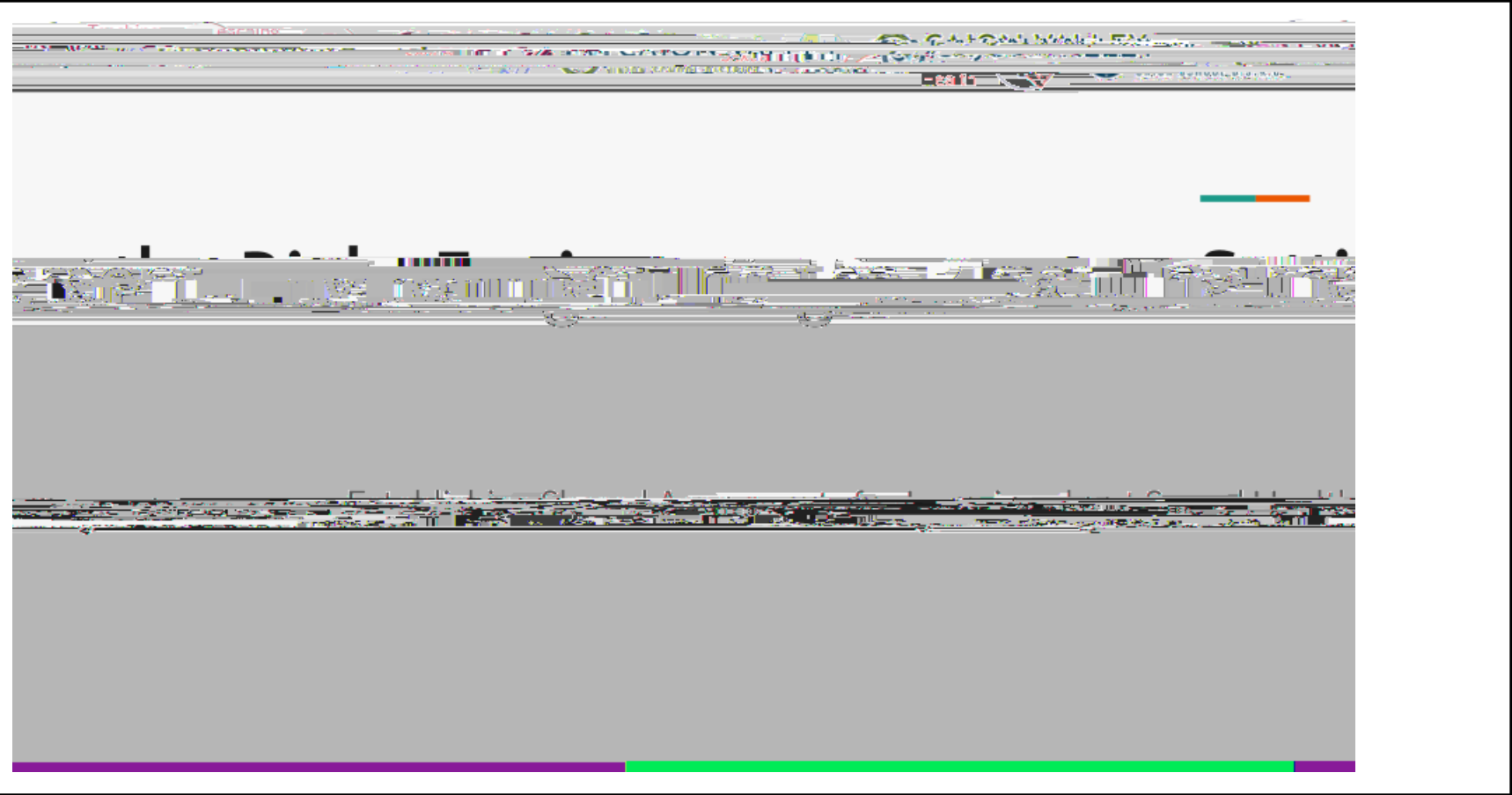
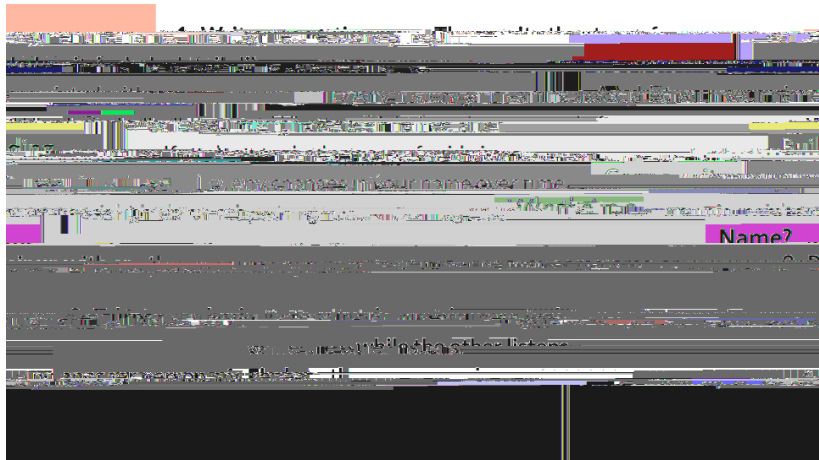


How can we practice effective communication skills to make sure we are all safe and respected?

<p>How can we practice effective communication skills to make sure we are all safe and respected?</p> <p>How can we acknowledge that each of us may have different beliefs and values when learning about sexual health?</p> <p>How do we identify the trusted adults that we can go to for medical advice on sexual health?</p>	<p>I can define our shared classroom agreements for communicating in a safe and respectful way so that everyone feels included.</p> <p>I can identify the trusted adults who can give me guidance if I have questions after the Sexual Health lessons.</p>
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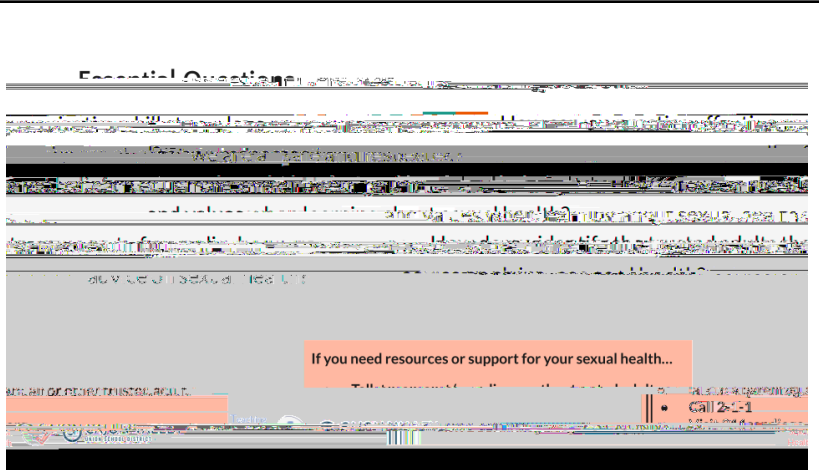
	<p>An essential part of learning about our overall well-being and taking care of our sexual health is to be able to establish agreements as a classroom community for safe and respectful learning. Focus on building community to set the stage for effective communication and learning.</p>
<p>7 - 8</p>	<p>2.5 Recognize that there are individual, family, and cultural differences in relationships</p> <p>3.1 Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health</p> <p>4.1 Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health</p> <p>5.4 Analyze the responsibilities and privileges of becoming a young adult</p> <p>8.1 Support and encourage safe, respectful, and responsible relationships.</p>





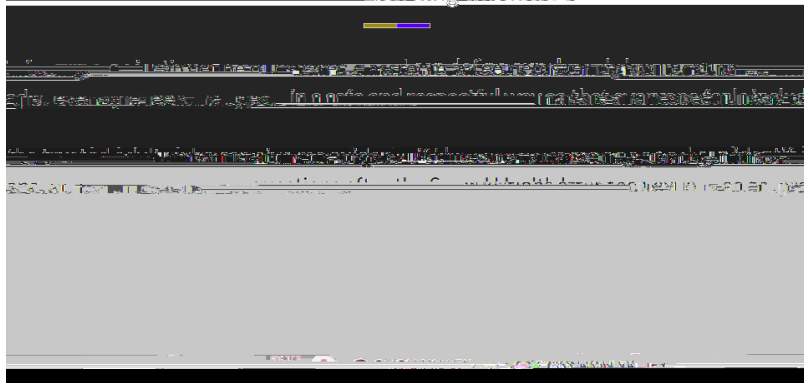
Provide students with notecards for this activity. If not using notecards, students can write their responses directly in their workbooks.

Allow time for students to write their responses, and then provide time for students to talk to at least two other students in this process.

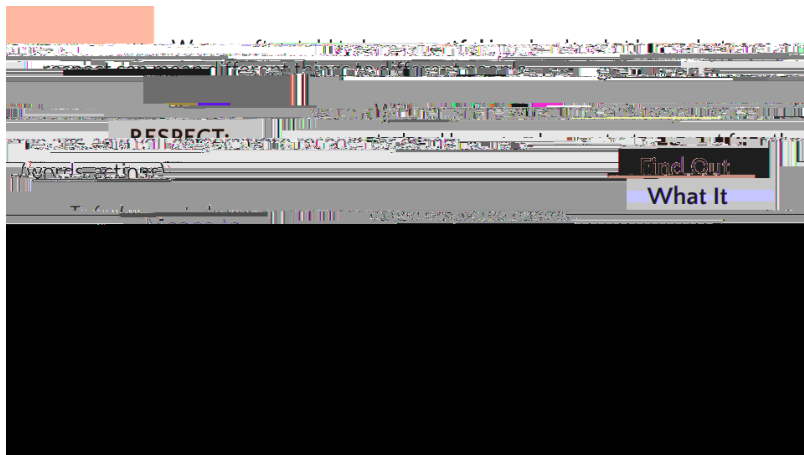


Share the Essential Questions for this lesson with students. Clarify any information

Introduce the salmon colored box with information on where students should go if they need additional resources for their sexual health. Let students know that this information is also on the last page of their workbook for each lesson.

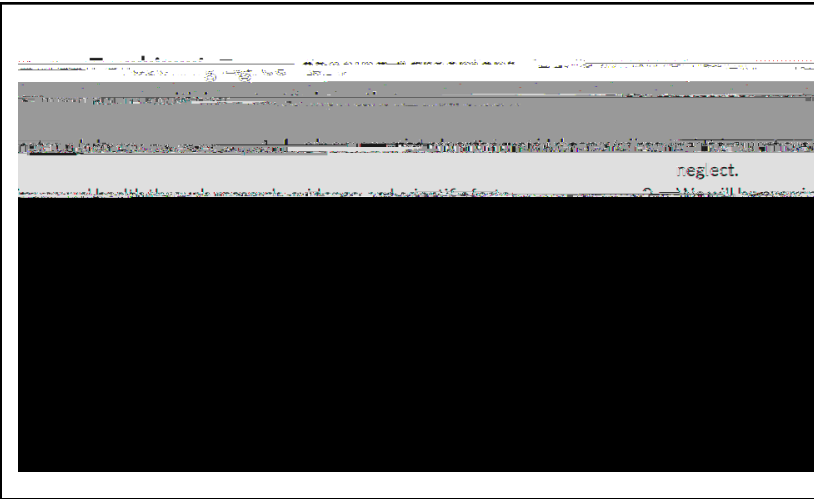


Share the Learning Intentions for this lesson with students.
Clarify any information.



Provide time for students to think about the meaning of
"respect" or "respectful", and to complete the two sentence
frames.

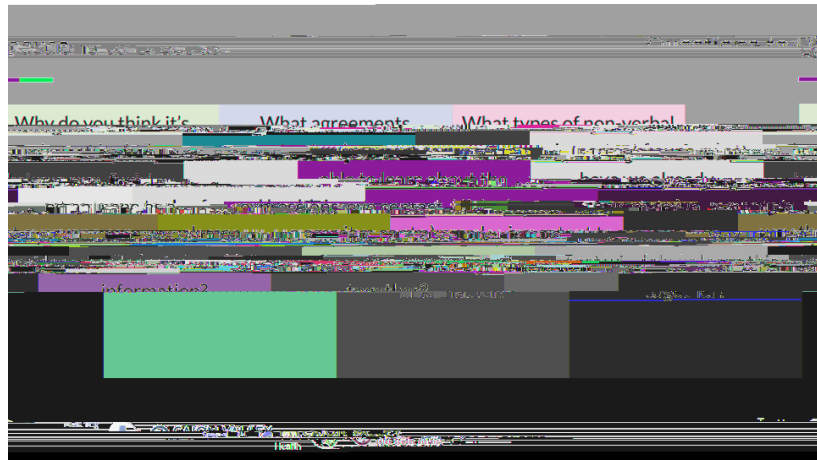
Allow time for students to partner and discuss.



Teaching agreement is shared in each lesson. Introduce students to the requirements of being a "mandated reporter"

It is critical for the teacher to demonstrate that they will be keeping agreements as well as the students during each Sexual Health lesson. This helps the teacher model fairness and accountability for students.

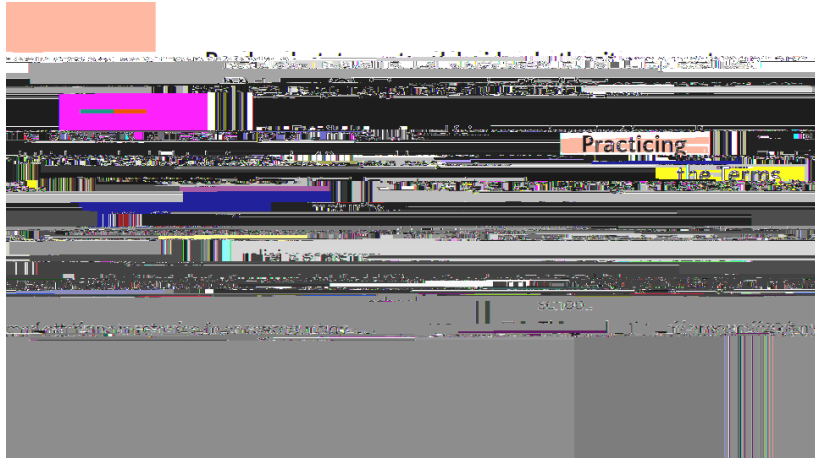




Share these three questions with students, then lead a discussion. Discussion could be whole group, small groups, or in pairs.



After the discussion, have students work in small groups



Read each statement as a class and decide whether it represents a (V)alue, an (O)pinion, and/or a (S)cientific fact:

(Value) Family, honesty, and fairness are important in my culture.

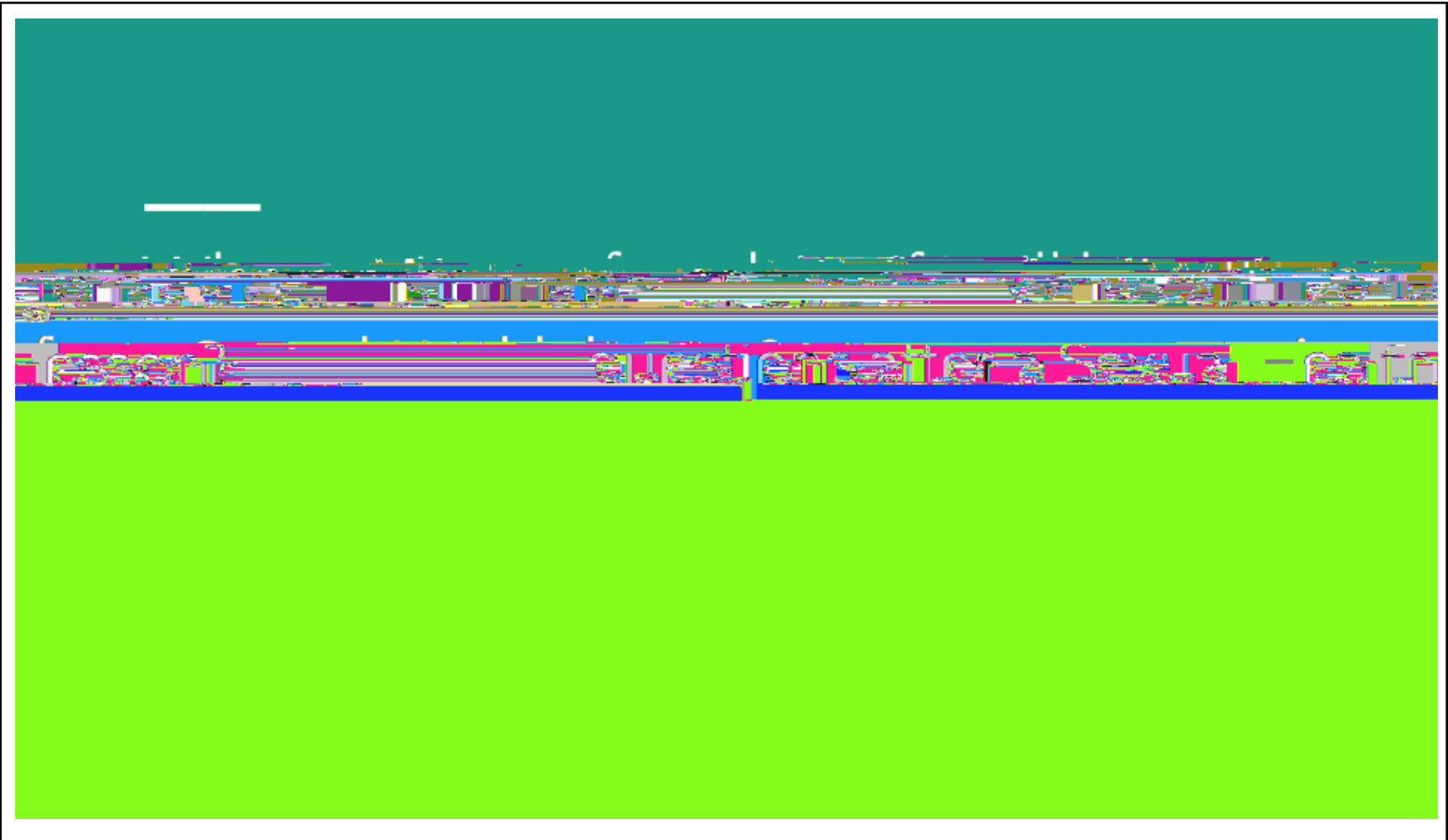
(Opinion, and Value) I don't think you should date before you're 18 years old.

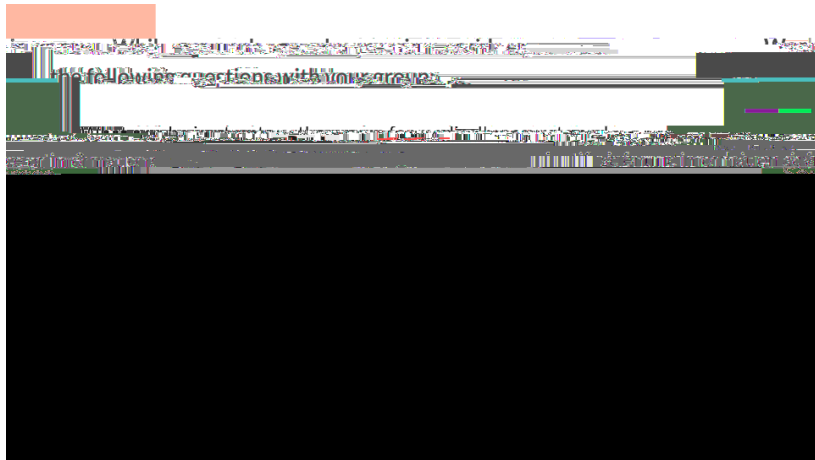
(Fact) Puberty is the time during which adolescents reach sexual maturity.

(Value) I plan to marry someone who shares my faith and is of the same religion as me.

(Opinion) I feel sort of nervous, but I also feel excited about going to high school.

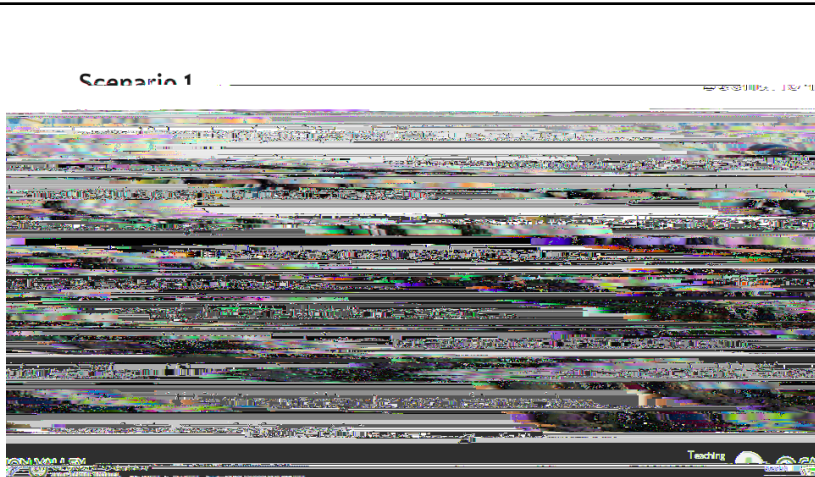
(Fact) The production of human offspring is referred to as reproduction.



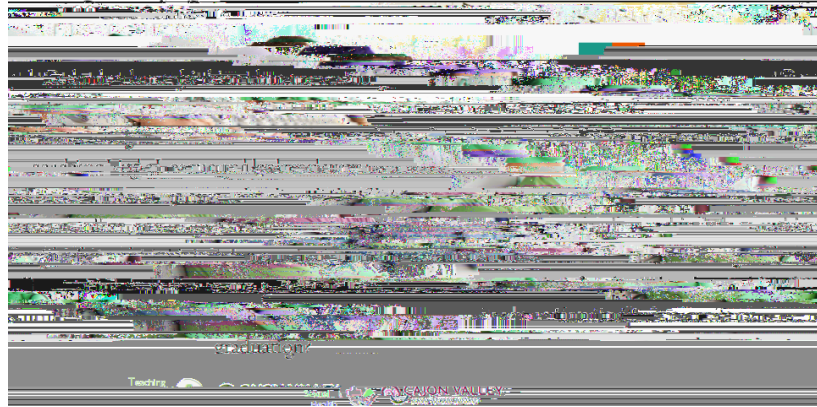


Divide students into groups of 4-5 and circulate to support as needed. You can assign each group a single scenario, or if time permits, multiple scenarios. Circulate to support groups as needed.

When groups are finished, address each scenario to the whole class. Have groups share the sources they identified, and then share any of the following answers for students to add to their list.



Possible answers for reliable sources: School nurse, Healthcare provider, doctor, nurse, parent/guardian, medical websites/journals



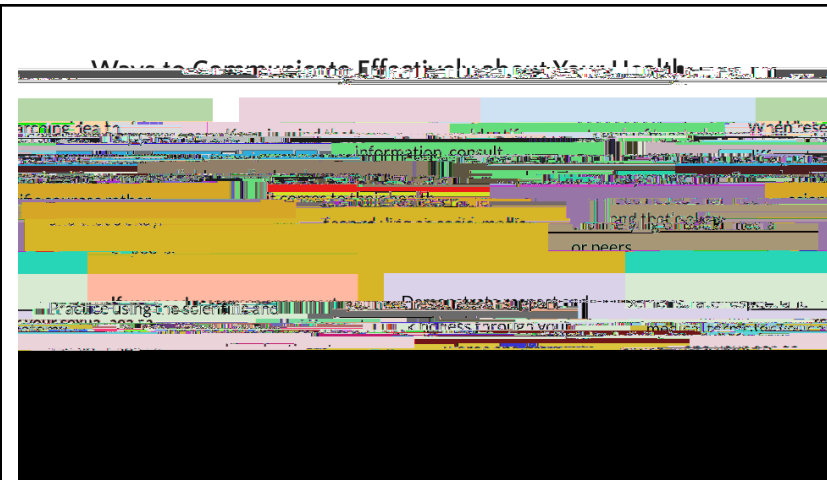
Possible answers for reliable sources: Parent/guardian, school counselor, World of Work coordinator, teacher, principal, College Admissions officer



Possible answers for reliable sources: School Counselor, Mental Health Specialist, School Psychologist, American Psychological Association journals/articles, JAMA journals/articles

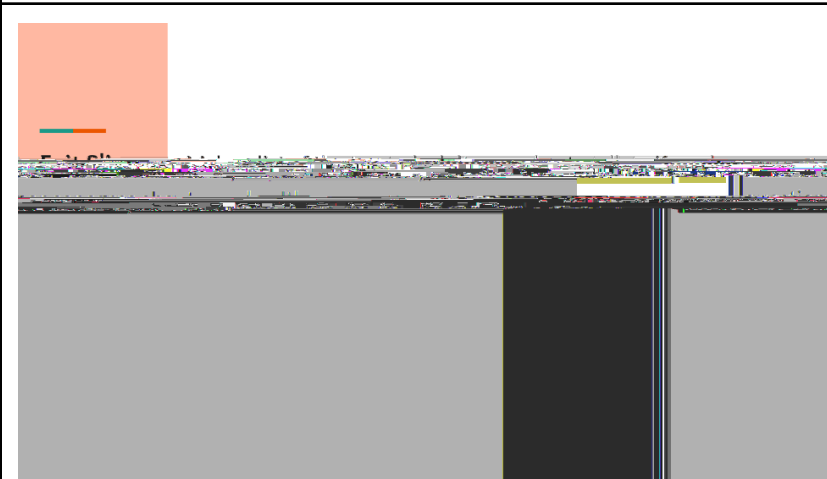
Possible answers for reliable





Share with students these examples of ways to communicate about their health.

Students have a "fill-in-the-blank" format for each statement



Have students identify the trusted adults in their network they can talk to about their health.

Share with students