

9. Nik walked into the restaurant to meet Jordan for lunch. “Are you for real?” Jordan said, laughing at Nik’s outfit. “There’s no way I’d be seen with you in that. After lunch we’ll find you something decent to wear.”
- Name the red flags.
  - What makes this a red flag?
  - Would this be a problem if it only happened once?
  - What would you do if the person you were with behaved this way?
10. The waitress accidentally spilled some of Ravi’s coke when she set it on the table. Ravi jumped up and cursed at her.
- Name the red flags.
  - What makes this a red flag?
  - Would this be a problem if it only happened once?
  - What would you do if the person you were with behaved this way?
11. Sonam caught AJ going through social media apps and messages on Sonam’s phone. When confronted, AJ replied “We are together. I can read your messages whenever I want.”
- Name the red flags.
  - What makes this a red flag?
  - Would this be a problem if it only happened once?
  - What would you do if the person you were with behaved this way?
12. Gabe sent Avery several text messages today, never got a response because Avery was busy at a family event. When Avery finally texted Gabe back, Gabe said, “I need you to respond to me when I text you. Don’t let this happen again.”
- Name the red flags.
  - What makes this a red flag?
  - Would this be a problem if it only happened once?
  - What would you do if the person you were with behaved this way?

13. Amari and Keen are good friends. They went to the mall together last week. When Amari's new partner saw this, Keen was threatened and told to stay away from Amari or else there will be consequences.
- Name the red flags.
  - What makes this a red flag?
  - Would this be a problem if it only happened once?
  - What would you do if the person you were with behaved this way?
14. CJ and Raq have been in a committed relationship and having sex. They always use protection. However, today, CJ refused to use protection and is pressuring Raq have sex anyway.
- Name the red flags.
  - What makes this a red flag?
  - Would this be a problem if it only happened once?
  - What would you do if the person you were with behaved this way?
15. Clay posted a selfie on social media. Several friends commented on the picture saying how good Clay looked. Brooks, Clay's partner, then added a comment telling people to back off because Clay is taken.
- Name the red flags.
  - What makes this a red flag?
  - Would this be a problem if it only happened once?
  - What would you do if the person you were with behaved this way?

## Red Flag Scenarios Facilitator's Guide

1. Jailyn was washing his car and Jesse was helping him. "Would you hurry up?!" he yelled. "You are so slow; I could do it faster myself."
  - a. Name the red flags. (*Impatient, put down, quick to anger*)
  - b. What makes this a red flag? (*Jailyn is yelling and insulting Jesse*)
  - c. Would this be a problem if it only happened once? (*Put downs are never ok. If Jailyn apologizes and it doesn't happen again, it may not be a problem. But if Jailyn frequently puts down Jesse, it is a problem.*)
  
2. Cam showed Alex the project for science that had taken weeks to complete. Alex laughed. "You are so dumb Cam, but I love you anyway. Who else would love you but me?"
  - a. What would you call this red flag? (*Put down*)
  - b. What makes this a red flag? (*Alex is making Cam feel stupid and not worthy of love.*)
  - c. Would this be a problem if it only happened once? (*This behavior shows that Alex doesn't respect Cam. If this is really how Alex feels, there is an imbalance of power in this relationship, which is unhealthy.*)
  
3. Peyton was talking to a friend, Jo, when Charlie walked up looking angry. Peyton greeted Charlie but before being able to introduce Jo, Charlie grabbed Peyton's arm and twisted hard, and pulled them down the hallway away from Jo.
  - a. Name the red flag. (*Quick to anger, isolation, jealousy*)
  - b. What makes this a red flag? (*Controlling a partner's behavior, isolating a partner from others, and using physical force.*)
  - c. Would this be a problem if it only happened once? (*Yes. Charlie's extreme reaction indicates there are anger and jealousy issues. It is never okay to use physical force.*)
  
4. Al told Yuri that they couldn't hang out on Saturday because of work. "No way", Yuri said. "Get out of it; you're with me on Saturdays."
  - a. Name the red flags. (*Isolation, tells you what to do*)
  - b. What makes this a red flag? (*Yuri is not allowing Al to make is own decisions about what to do on Saturday.*)

- c. Would this be a problem if it only happened once? (*Yuri's intention may just be to spend more time with Al. However, if Yuri repeatedly tells Al what to do and who to spend time with, this is a problem.*)
5. Para wanted to go to a movie with friends. When Ryann acted hurt, Para said, "It's a romantic comedy; you wouldn't like it." Ryann responded, "I don't like your friends. Tell them you have other plans."
- Name the red flags. (*Isolation, jealousy, tells you what to do*)
  - What makes this a red flag? (*Ryann is keeping Para isolated by controlling behavior.*)
  - Would this be a problem if it only happened once? (*If Ryann repeatedly keeps Para from friends, it is a problem.*)
6. Cass invited Kanan to go to a family 4<sup>th</sup> of July picnic. "Your family is annoying" Kanan said. "I don't want to be with a bunch of people anyway; it'll be a lot more fun to watch the fireworks alone."
- Name the red flags. (*Isolation, controlling*)
  - What makes this a red flag? (*Kanan is setting up a barrier between Cass and family.*)
  - Would this be a problem if it only happened once? (*Kanan may have wanted to spend time alone with Cass, but should never insult family. If the disrespect or isolation continues, it is a problem.*)
7. Ricky was so excited about getting into the afterschool art class and couldn't wait to share the news. "Art is for weirdos" Ricky's partner said. "You're not going to hang out with those people."
- Name the red flags. (*Isolation, put downs, tells you what to do*)
  - What makes this a red flag? (*Ricky's partner insults Ricky's interest in art and decides who Ricky can hang out with.*)
  - Would this be a problem if it only happened once? (*The fact that Ricky is being insulted and isolated indicates a problem.*)
8. "I can't decide whether to take Spanish or French this year," said Sam. "Spanish," said Taylor. "We'll take it together."
- Name the red flags. (*Makes decisions for you*)
  - What makes this a red flag? (*Taylor is telling Sam what to do*)
  - Would this be a problem if it only happened once? (*This may not be a problem if Sam is simply suggesting he and Taylor take a class together. However, if he forces Taylor to choose Spanish just to be with him, it is a problem.*)

9. Nik walked into the restaurant to meet Jordan for lunch. “Are you for real?” Jordan said, laughing at Nik’s outfit. “There’s no way I’d be seen with you in that. After lunch we’ll find you something decent to wear.”
- Name the red flags. *(Put downs, tells you what to do/wear)*
  - What makes this a red flag? *(Jordan is making fun of Nik and wants to control what Nik wears)*
  - Would this be a problem if it only happened once? *(If Jordan was joking, Nik knew it was a joke, and it only happened once, it may not be a problem. However, if Jordan frequently puts down Nik tries to control behavior, this is a problem.)*
10. The waitress accidentally spilled some of Ravi’s coke when she set it on the table. Ravi jumped up and cursed at her.
- Name the red flags. *(Quick to anger, impatient)*
  - What makes this a red flag? *(Ravi is over-reacting to an accident.)*
  - Would this be a problem if it only happened once? *(Yes. It is not acceptable for Ravi to curse at a waitress, especially when what happened was an accident and no one was harmed. This behavior indicates that Ravi may have some anger issues and gets set-off easily.)*
11. Sonam caught AJ going through social media apps and messages on Sonam’s phone. When confronted, AJ replied “We are together. I can read your messages whenever I want.”
- Name the red flags. *(Snooping, invading privacy)*
  - What makes this a red flag? *(This is an invasion of privacy. AJ feels entitled to know Sonam’s business.)*
  - Would this be a problem if it only happened once? *(If Sonam tells AJ this is not okay and the behavior stops, this may not be a problem, as they have worked through the situation. However, Sonam should look out for other times AJ might invade that privacy and if it happens again, it is a problem.)*
12. Gabe sent Avery several text messages today, never got a response because Avery was busy at a family event. When Avery finally texted Gabe back, Gabe said, “I need you to respond to me when I text you. Don’t let this happen again.”
- Name the red flags. *(Needy, impatient, jealous, tells you what to do)*
  - What makes this a red flag? *(Gabe doesn’t ask Avery why there’s been no response; needs constant contact; tells Avery what to do)*
  - Would this be a problem if it only happened once? *(If Gabe gets upset one time and they talk it through, this may not be a problem. If Gabe continues to insist on immediate access to Avery, this is a problem.)*

13. Amari and Keen are good friends. They went to the mall together last week. When Amari's new partner saw this, Keen was threatened and told to stay away from Amari or else there will be consequences.
- Name the red flags. (*Threatening friends, isolation, quick to anger, jealousy*)
  - What makes this a red flag? (*Amari's new partner wants all of Amari attention and threatening violence*)
  - Would this be a problem if it only happened once? (*Yes. It is never okay to threaten violence.*)
14. CJ and Raq have been in a committed relationship and having sex. They always use protection. However, today, CJ refused to use protection and is pressuring Raq have sex with anyway.
- Name the red flags. (*Refusing to use protection, telling you what to do*)
  - What makes this a red flag? (*CJ is trying to make a sexual decision without consent.*)
  - Would this be a problem if it only happened once? (*Yes. If CJ insists Raq has to have sex without protection, there is no shared sexual decision-making. Birth control and protection are shared decisions in a healthy relationship.*)
15. Clay posted a selfie on social media. Several friends commented on the picture saying how good Clay looked. Brooks, Clay's partner, then added a comment telling people to back off because Clay is taken.
- Name the red flags. (*Possessive, jealousy*)
  - What makes this a red flag? (*Brooks is telling other people to stay away from Clay, indicating a sense of Clay being property.*)
  - Would this be a problem if it only happened once? (*Since Brooks is implying that Clay belongs to Brooks, this indicates an imbalance of power in the relationship. If this problem is not addressed, it could lead to other control issues in the relationship.*)

# How to Help a Friend

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to increase awareness about the warning signs of dating violence, develop understanding and empathy for people in abusive relationships, and increase skills for helping a friend who is being abused.

## Directions

### Step 1

Ask participants to name some of the red flags they discussed in the last activity that indicate an abusive relationship. Let them know that in this activity, they will practice some strategies for how to help friends who are in abusive relationships.

### Step 2

Distribute a copy of the *How to Help a Friend* handouts to each peer educator. Have students read handout silently and then ask if they have any questions.

### Step 3

Ask for a volunteer\* to play the abused partner in *Scenario 1: Too Much Texting*. Select an additional 3-4 volunteers to play the role of *friend*. Explain that for this scenario, the following will occur:

1. The person playing the abused partner in need of help will read their scenario to the class.
2. The three to four *friends*, will each use one to two strategies from the appropriate handout to try to help their friend in need.

Repeat this process for *Scenarios 2-4*. Each role play should take no more than five minutes. For each round, the remaining students who are not acting should refer to the *How to Help a Friend* handouts and check off which strategies the actors used. Have them also record observations about what went well and what could have gone even better.



**Total Time:**

45 minutes



This activity appears in the workshop

## Materials

- A copy of the *How to Help a Friend Who is Being Abused* handout for each peer educator
- A copy of the *How to Help a Friend Who is Being Abusive* handout for each peer educator
- A set of *Strategy cards*
- A timer

## Facilitation Note:

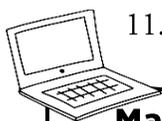
\*You may want to pre-select four students to play the role of the abuser/abused in need of help. It is important that the students who play this role do not overact, as it can be troubling for students in the group, or can even be traumatizing to someone who has experienced abuse in the past.

## Reflections

### Step 4

After the four scenarios are complete, have students reform a large group circle. Discuss the following questions.

1. If you were the **abusive** person receiving help from your friends, how did it feel? What was most helpful?
2. If you were the **abused** partner receiving help from your friends, how did it feel? What was most helpful?
3. If you were one of the **friends**, how did it feel to try to help? What was difficult about the task? What was easy? Why?
4. If you were an observer, what observations did you make about helping friends in abusive relationships?
5. How realistic is it to expect someone to confront a friend about abusive behavior?
6. A common reaction is to tell your friend to get out of the relationship. Why might this be harmful? (*Offering advice can sometimes feel like a judgment. Telling the abused person to leave the relationship can isolate them even more and make them less likely to talk about it with you in the future*)
7. What should you do instead of offering advice? (*Be supportive, practice good active listening; don't get mad or frustrated, and play back what you heard so your friend can start to hear the red flags for themselves.*)
8. What do you think would be the hardest thing about helping a friend who is being abused in real life?
9. How has this role-play been helpful?
10. What has this role-play taught you about the experience of people being abused by a dating partner?
11. How can you continue to support friends in abusive relationships even after a particular incident has passed?



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

#### Google Slides:

[https://docs.google.com/presentation/d/1oVsf1cJoUzTBI1EPqEb09UNWUJXTWILSEV8LXMhmPc/copy#slide=id.gb952bd253a\\_0\\_53](https://docs.google.com/presentation/d/1oVsf1cJoUzTBI1EPqEb09UNWUJXTWILSEV8LXMhmPc/copy#slide=id.gb952bd253a_0_53)

#### Google Docs:

[https://docs.google.com/document/d/1p2MuChTtjVnLVDnw\\_JEjol70o-OMAcXd2uRsu9iBigM/copy](https://docs.google.com/document/d/1p2MuChTtjVnLVDnw_JEjol70o-OMAcXd2uRsu9iBigM/copy)

<https://docs.google.com/document/d/1yKG8TrWj10oEdhAYZ4hQU0r5o0kS31zZHnWeceLIOQY/copy>



## How to Help a Friend Who is Being Abused

Knowing your friend is being abused by a partner can be hard on you, but knowing how you can help can make it a little easier. Consider the following recommendations to be the best friend possible.

- Start by reaching out. Don't be afraid to let your friend know you are concerned for their safety.
- Be nonjudgmental of decisions; remain patient and on your friend's side no matter what. You need to be there to listen, regardless of whether or not your friend stays with the abuser. Continue to be there for your friend after the relationship ends, too.
- Share what you've learned about abuse from this unit in a caring way. Make sure your friend knows the abuse is never their fault.
- Encourage your friend to get help, whether through calling the National Domestic Violence Hotline at 1-800-799-SAFE, talking to a parent or guardian, or reaching out to a school counselor.
- Develop a safety plan with your friend. Remember, leaving a relationship can often be a time of increased risk of abuse, so be sure your friend has the help necessary to remain safe if and when they decide to leave.
- If you feel like you're not doing enough for your friend, remember that just being there is very important. Patience, understanding, and care are the things your friend most needs from you.
- Remain focused on bringing your friend up, but do not put the abuser down. Never go after the abuser physically, verbally, or via technology.

## How to Help a Friend Who is Abusive

Having a friend who is the one being abusive can be just as hard on you, but you can play an important role in getting that person help. No matter how hard, remember that remaining silent won't help stop the abusive behavior, and both your friend and their partner need help. Consider the following recommendations to be the best friend possible.

- Start by reaching out. Don't be afraid to let your friend know you are concerned about the abuse, worried for their partner, and want both of them to get help.
- Make sure your friend knows that while you don't accept the behavior, you are willing to be supportive if they seek help and works to break the patterns of abuse. Go with your friend to talk to a coach, school counselor, parent/guardian/caregiver, or other trusted adult.
- Share what you've learned about abuse from this unit in a caring way. Make sure your friend knows the abuse is never the victim's fault—don't allow your friend to make excuses for the abuse or blame their partner.
- Remain patient and supportive of a friend who is trying to change. Be available to listen and encourage your friend, and set a good example in your own relationships. If your friend refuses to change, you may need to report the abuse and/or walk away from the friendship.

## How to Help a Friend Scenario Cards

### **Abused Partner**

#### Scenario 1: Abused Partner *Too Much Texting*

I am a high school senior going out with a sophomore. I can't stand some of the stuff my partner does—like texts me constantly throughout the day and expects me to answer right away. And every time I get together with friends, my partner gets really upset if I don't include them. If I talk about breaking up there is a lot of drama and even threats of suicide. After school, I'm going to talk about it with a couple of my friends.

#### Scenario 3: Abused Partner *Sick and Tired*

I am so tired of fighting with my partner I feel sick. But I'm trying to make it work because we've been together a long time and we're about to go to the same college. My partner is pretty controlling and even though I try to do everything right, it's never enough. Even when it seems like things are going great, after a while everything blows up. I really need to hang out with my friends so I'm going to go to AJ's house on Friday night. Instead of telling my partner, I'll just send a text every hour or so.

### **Abusive Partner**

#### Scenario 2: Abusive Partner *What's Going On?*

I'm not sure what's been going on lately. I guess I'm stressed out about finals, and the championship game coming up. I get angry over the littlest things - like everything my partner does sets me off. The other day, when my partner was talking to Alex after class, I totally lost it and threatened to break off the relationship altogether. I feel out of control but don't know what to do. I heard some teammates want to talk to me after practice today.

#### Scenario 4: Abusive Partner *Get Lost*

My best friend told me he didn't like how I'm treating my partner. I told him to mind his own business; it's between the two of us. If she would just stop dressing so sexy and flirting with every guy at school, everything would be fine. It's not easy dating someone so immature - I have to make all the decisions.

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# School-Wide Campaign Check-In

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to ensure peer educators responsible for implementing a school-wide campaign following this unit’s corresponding workshop are on track.

## Directions

### Step 1

Upon completion of the unit, distribute copies of the School-Wide Campaign Check-In handout to each peer educator in the group responsible for this unit’s topic. Students should start formulating ideas for their campaign as you begin preparing for the workshop. Review the School-Wide Campaign Guidelines handout the peer educators received in Unit One to ensure they are on task. Remind students that they will need to submit ideas to you for approval. As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.



### Total Time:

5 minutes



### Materials

- A copy of the *School-Wide Campaign Check-In* handout for each peer educator in the group assigned to this topic

### Facilitation Note:

Be sure peer educators **focus on the healthy relationships** aspect of this unit for implementing the *School-Wide Campaign* in the middle school and **NOT** on dating violence.

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# School-Wide Campaign Check-In

**Workshop Topic:** Healthy Relationships

**Group Members:**

**Structures:**

- 1.
- 2.
- 3.

**Plan for each structure:** (Include frequency)

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# Parent/Guardian-Teen Homework

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide a structure for communication between parents/guardians/caregiver and teens on the topic of healthy relationships.

## Directions

### Step 1

Upon completion of the unit, distribute copies of the Parent/Guardian-Teen Homework handout to each peer educator.

In advance of the workshop, peer educators should complete the homework assignment with a parent/guardian/caregiver, have it signed, and turn it back into advisors.



### Total Time:

5 minutes



### Materials



A copy of the *Parent/Guardian-Teen Homework* handout for each peer educator

### Note:

Having peer educators complete this homework assignment before the workshop can help them create buy-in among workshop participants when asked to do the same.

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## Healthy Relationships

### Parent/Guardian-Teen Homework

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Purpose**

To provide a structure for communication between parents/guardians/caregiver and teens on the topic of healthy relationships

**Directions****Step 1**

Together, read out loud the workshop take home messages below.

**Take Home Message**

- In a relationship, don't settle for less than you deserve. Be clear about what you want and how you expect to be treated.
- Healthy communication skills are critical in any relationship and enable you to express how you feel and what you need.
- A healthy relationship is possible when both people invest the time and commitment to develop trust, communication, and respect for each other's needs and values.

**Step 2**

Teens should share with parents/guardians/caregivers their answers to the following questions.

1. What was the most important thing you learned in this workshop?

**Step 3**

Teens and parents/guardians/caregivers should discuss together their responses to the following questions:

1. How you want to be treated in any relationship (friendship and romantic)?
2. Why it's important to uphold one's values and standards in relationships?
3. What is an example of an *I Message* you could have used to help solve a recent conflict?

**Step 4**

Parents/guardians/caregivers should share with teens their answer to the following question.

1. What values do you want your child to receive from you regarding this topic?

**Step 5**

Please sign and date below, indicating to the advisor that this assignment has been completed.

**x** \_\_\_\_\_  
Parent/Guardian/Caregiver signature

\_\_\_\_\_  
Date

## Unit References

1. Davis, Antoinette, MPH. 2008. Interpersonal and Physical Dating Violence among Teens. The National Council on Crime and Delinquency Focus. Available at <http://www.nccdcrc.org/nccd/pubs/Dating%20Violence%20Among%20Teens.pdf>
2. Halpern CT, Young ML, Waller MW, Martin SL & Kupper LL. 2004. Prevalence of Partner Violence in Same-sex Romantic and Sexual Relationships in a National Sample of Adolescents. *Journal of Adolescent Health*. 35(2): 124-131.
3. Love is Respect. 2013. Dating Abuse Statistics. Retrieved from <http://www.loveisrespect.org/is-this-abuse/dating-violence-statistics>.

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# Curriculum Feedback Form

## Unit 5: Healthy Relationships



Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_

No. of class periods to complete unit: \_\_\_\_\_

Please indicate the month the unit was taught:

<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>
<input type="checkbox"/>								

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

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Please scan and email to [info@supportiveschools.org](mailto:info@supportiveschools.org) • Attn: Teen PEP Research & Administrative Associate  
or complete online at [www.TeenPEP.org](http://www.TeenPEP.org)

# Don't Settle for Less: Healthy Relationships Workshop for 6<sup>th</sup> Graders

Volume I • 2020



*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

## TEEN PREVENTION EDUCATION PROGRAM

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TEEN PREVENTION EDUCATION PROGRAM BRIDGE

# Don't Settle for Less

## Healthy Relationships Workshop for 6<sup>th</sup> Graders

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# Don't Settle for Less:

## Healthy Relationships Workshop Overview

### ► Workshop Objectives

After participating in this workshop, students will be able to:

- **Describe** how you want to be treated in any relationship (friendship and romantic).
- **Explain** why it is important to uphold one's values and standards in relationships.
- **Identify** five characteristics of healthy relationships.
- **Demonstrate** the use of effective communication skills through the use of *I Messages*.

### ► Take Home Messages

The goal of this workshop is to help students identify the qualities they want in a relationship and to give them the skills and confidence they need to ensure that all of their relationships are healthy.

While conducting the workshop, peer educators should keep in mind the important messages for participants to *take home*:

- In a relationship, don't settle for less than you deserve. Be clear about what you want and how you expect to be treated.
- Healthy communication skills are critical in any relationship and enable you to express how you feel and what you need.
- A healthy relationship is possible when both people invest the time and commitment to develop trust, communication, and respect for each other's needs and values.

# Workshop Agenda

## ▶ 45-minute workshop

	Time
Attention-Getting Skit: <i>Constant Contact</i>	2 minutes
Presenter Introduction	1 minute
Workshop Introduction	1 minute
Bridge to Skit	1 minute
Skit: <i>The Green-Eyed Monster</i>	2 minutes
Bridge to Small Group Activities	1 minute
Small Group Activities	30 minutes
★ Characteristics of a Healthy Couple 	15 minutes
★ I Messages 	15 minutes
Bridge to Skits	1 minute
Skit Resolutions	3 minutes
Closure	1 minute
Evaluation & Homework	2 minutes

# Workshop Materials

Activity	Materials	Template Provided
<b>Skit:</b> <i>Constant Contact</i>	<input type="checkbox"/> Skit props: <ul style="list-style-type: none"> <li>★ Cell phone</li> <li>★ Bell or chime that sounds like a text message</li> <li>★ Blanket</li> <li>★ 8 Chairs</li> <li>★ 6 signs that read:                                     <ul style="list-style-type: none"> <li>• Going to Class</li> <li>• In Class</li> <li>• With Friends</li> <li>• At Dinner</li> <li>• Doing Homework</li> <li>• Bedtime</li> </ul> </li> </ul>	           ✓ ✓ ✓ ✓ ✓ ✓
<b>Small Group Activity:</b> <i>Characteristics of a Healthy Relationship</i>	<input type="checkbox"/> 1 sheet of newsprint for <i>each</i> small group with header: <ul style="list-style-type: none"> <li>★ Qualities of Healthy Friendships</li> </ul> <input type="checkbox"/> 1 marker for <i>each</i> small group	
<b>Small Group Activity:</b> <i>I Messages</i>	<input type="checkbox"/> 1- <i>I Messages Definition</i> sign for <i>each</i> small group <input type="checkbox"/> 1- <i>I Messages Sentence Stems</i> sign for <i>each</i> small group <input type="checkbox"/> 1 set of <i>I Messages</i> scenarios for <i>each</i> small group	   ✓ ✓ ✓
<b>Evaluation</b>	<input type="checkbox"/> Evaluation form for <i>each</i> participant <input type="checkbox"/> Pens or pencils for <i>each</i> participant	 ✓
<b>Homework</b>	<input type="checkbox"/> <i>Parent-Teen Homework</i> handout for each participant	✓

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# Don't Settle for Less:

## Healthy Relationships Workshop

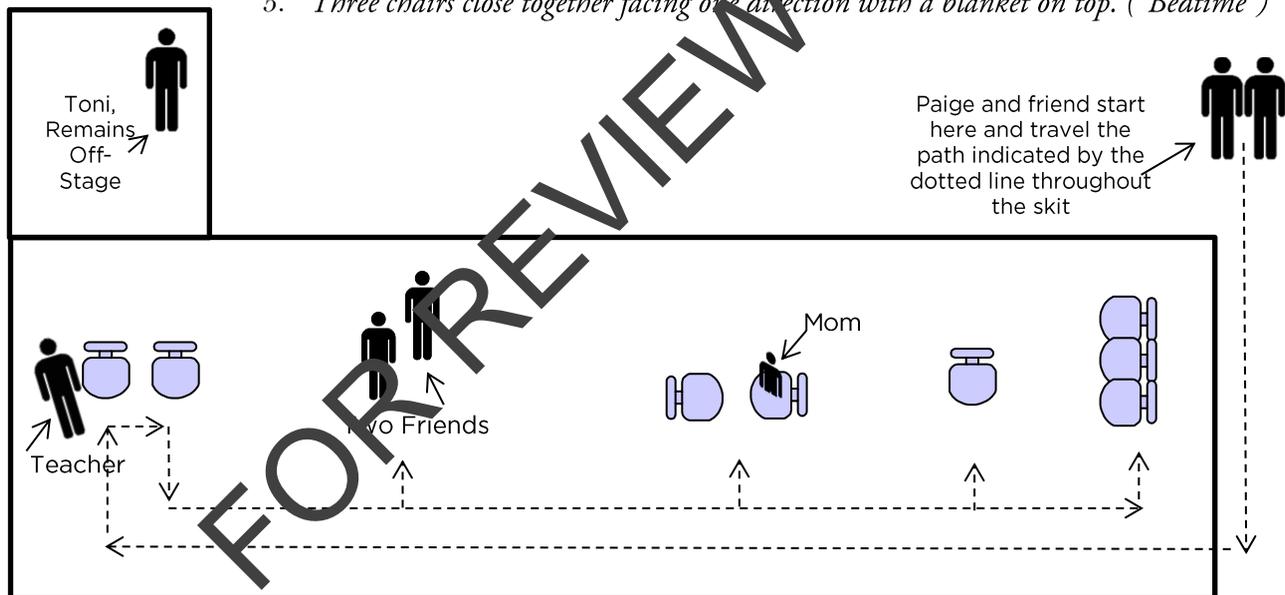


### Attention-Getting Skit: *Constant Contact*

**Scene:** *Peer educators stand in a line at the back of the stage with backs turned to the audience.*

*Stage is set in 5 distinct sections:*

1. *Two chairs side by side, with Teacher standing in front of them ("In Class")*
2. *Two peer educators stand casually "talking" ("With Friends")*
3. *Two chairs facing inward with Mom sitting in one of them ("At Dinner")*
4. *One chair by itself ("Doing Homework")*
5. *Three chairs close together facing one direction with a blanket on top. ("Bedtime")*



*(All peer educators in the skit should freeze until Paige gets to them)*

*One peer educator (Toni) remains off-stage, making a loud "ping" sound (verbally or with a bell or chime) to simulate a cell phone text message. Also gives lines from off-stage.*

*The peer educator closest to 3 chairs turns and holds sign: On the way to Class.*

*Two peer educators as the friends start walking across the front of the stage. They stop when Paige receives a text message.*

Toni: PING!

*(The friends stop, Paige reads text)*

Toni: I love you!

Paige: *(Smiles)* It's Toni. *(Paige texts back and the friends continue walking across the stage)*

Toni: PING!

Paige: *(They stop again)* It's Toni again.

Toni: Where are you?

*(Paige texts back again. The friends walk to the teacher and sit in the two chairs on the opposite side of the stage)*

Teacher: Okay everybody, let's get your books out!

Toni: PING!

*(Paige looks at phone)*

Toni: Do you miss me?

Teacher: Paige, put that phone away!

Toni: PING!

*(Paige looks at phone)*

Toni: See you after class???

Teacher: PAIGE!!

*The peer educator closest to the group of friends turns and holds sign: After Class.*

*(Paige gets up and walks to the group of two peer educators)*

Paige: Hey guys, what's up?

Toni: PING!

*(Paige reads the text)*

Toni: Where are you?

*(Paige texts back)*

Toni: PING!

*(Paige reads text)*

Toni: I need to see you!

Paige: *(To friends)* Sorry, I gotta go... see you tomorrow.

*The peer educator closest to 2 chairs turns and holds sign: At Dinner*

*(Paige walks to the two chairs and sits down. The two act like they are eating.)*

Mom: What did you do today, Paige?

Toni: PING!

*(Paige reads text)*

Toni: Are you home?

Mom: Paige, no phone at dinner.

Paige: Sorry. *(Puts phone in lap)*

Toni: PING!

*(Paige looks at text)*

Toni: Are you done yet?

Mom: PAIGE!

*The peer educator closest to 1 chair turns and holds sign: Doing Homework*

*(Paige walks to the single chair and sits down. Pretends to be at the computer doing homework.)*

Toni: PING!

*(Paige reads text)*

Toni: I miss you.

*(Paige texts back)*

Toni: PING!

*(Paige reads text)*

Toni: Can I come over?

*The peer educator closest to 3 chairs turns and holds sign: Bedtime*

*(Paige looks annoyed and ignores text. Stands up, yawns, and goes to the three chairs. Pulls back the blanket and curls up on the chairs as if in bed. Closes eyes.)*

Toni: PING!

*(Paige looks at phone)*

Toni: Are you asleep?

*(Paige screams, turns off phone and throws it, then pulls blanket over head. Then the other peer educators turn around and walk forward to join Paige, form a line, and begin introductions.)*

## Presenter Introduction

Scene: *Students stand in a line across the stage.*

*(One peer educator steps forward.)*

Peer Ed.: Hi. We are Teen PEP from \_\_\_\_\_ High School. Teen PEP stands for Teen Prevention Education Program. We are \_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. Today, we're going to do a workshop for you about healthy relationships. Our workshop is called *Don't Settle for Less*. My name is \_\_\_\_\_.

*(Peer educator step back in line and all students introduce themselves to the audience)*

## Workshop Introduction

*(Two peer educators step forward and present the introduction, trading off paragraphs.)*

Peer Ed. 1: Today we are here to do a workshop for you about Healthy Relationships. When we say relationships, we mean all kinds – friends, family, and romantic or dating partners. It is important for all of us to think about how we want to be treated in our relationships. What are some of the qualities you would want in a best friend? (**Repeat responses as they are called out:** *Trust, fun, like to do same things, kindness, caring, easy to talk to, etc.*) Good.

Peer Ed. 2: You probably want those same qualities in a romantic dating relationship too. Today we are going to give you an opportunity to think about the qualities of a healthy relationship and we will practice some communication skills to help you be clear about what you want and don't want when it comes to your friendships or romantic partners.

*(Peer educators step back into line.)*

## Bridge to Skits

*(Two peer educators step forward.)*

**Peer Ed. 1:** You may have noticed that we use the term “partner” instead of boyfriend or girlfriend when we are talking about a dating relationship. That is because two people in a couple could be anyone of all gender identities, male and female, two people of the same gender, or non-binary and we want to include everybody.

**Peer Ed. 2:** You probably also noticed that in our opening skit, Paige was feeling overwhelmed because Toni was texting all the time. Later, we’re going to discuss whether you think they have a healthy or unhealthy relationship. But first we’re going to show you another skit. It’s called *The Green-Eyed Monster*.

*(Peer educators step back into line and all peer educators turn their backs to the audience. Peer educators who are not performing in a skit should remain frozen and silent in line with their backs to the audience.)*



### About the Skits

Using dramatic skits, peer educators will present examples of relationship pressures common to teens. Peer educators are encouraged to adapt the language in the skits to better reflect their school community. As always, the language that is used should be clear and relevant, but not offensive.



## Skit: *The Green-Eyed Monster*

**Scene:** *Darryl is standing at locker getting books and Angel walks up, obviously angry.*

**Angel:** So where have you been?

**Darryl:** I was talking to Liz about our science project.

**Angel:** Really? What else were you talking about?

**Darryl:** Nothing!

**Angel:** Well, I want to talk about tonight.

**Darryl:** Oh, remember? I told you. Ben got some tickets for us to go to the game.

**Angel:** What? No, you didn't. You promised to come over tonight.

**Darryl:** Angel, no, I told you. This is important.

**Angel:** Really? I thought I was important. *(Stomps off.)*

*(Darryl shakes their head, gets another book from the locker. Ben and Jenna walk up to Darryl.)*

**Jenna:** Hey Darryl, how's it going?

**Darryl:** Ok, I guess. What's up?

**Jenna:** I'm just on my way to practice. You guys have fun at the game tonight! *(Walks off stage.)*

**Darryl:** Jenna is so chill. You're lucky.

**Ben:** Yeah, she's cool. Why? Angel treats you bad or something?

**Darryl:** Not exactly ... well... Angel gets so jealous when I hang out with anybody except them.

**Ben:** Really?

**Darryl:** Angel wants to be with me all the time. I used to think it was cool, but now, I don't know.

**Ben:** That's no good. This is the first time I've seen you in a while. Don't let Angel tell you what to do.

**Darryl:** I know, but I like Angel and I don't like it when they're mad.

**Ben:** Angel should talk to someone about the jealousy. If they won't, then you have to decide if this is what you really want.

**Darryl:** No, it's not what I want. But I don't want to break up with Angel either. Ugh!

**Ben:** Yeah, I get it, but you have to talk to each other and maybe even a counselor too. Things can't stay like this. Come on, we're already late.

## ► Processing the Skit

*(Two peer educators step forward.)*

**Peer Ed. 1:** You have just seen two couples who are having some problems. What do you think is going on with the first couple, Paige and Toni? (*Repeat answers as they are called out: Texting all the time; won't leave their partner alone*)

What do you think Paige should do? (*Repeat answers as they are called out*)

**Peer Ed. 2:** What do you think is the problem in the second skit between Darryl and Angel? (*Repeat answers as they are called out: Jealousy and not wanting their partner to be with anybody but them*)

What do you think Darryl should do? (*Repeat answers as they are called out*)

**Peer Ed. 1:** Those are some good ideas. It seems like both couples have some things to work out together. They may also need to try speaking with a counselor or other trusted adult to help them work through their issues.



## Bridge to Small Group Activities

(*A peer educator steps forward and speaks to the audience.*)

**Peer Ed.:** We hope these skits gave you some things to think about when it comes to relationships. Now we're going to break up into small groups so we can talk more about healthy relationships. Please count with me while I number you off. Then look for the peer educator holding your group number and go with that peer educator to your small group location.



## Characteristics of a Healthy Relationship

(*After introductions, two peer educators in each small group say:*)

**Peer Ed. 1:** We're going to do an activity that can help us think more about the qualities we want in our own relationships.

**Peer Ed. 2:** What kinds of relationships do you have in your life? (*Family, friendships, romantic, teacher-student, etc.*) Good. For right now, we are going to spend some time talking about friendships.

### Step 1

One peer educator places a sheet of newsprint labeled *Qualities of Healthy Friendships* in the middle of the circle. Ask participants to brainstorm all qualities that are important to have in friendships and write responses on newsprint. Prompt students to come up with any missing qualities from the list. (*See the complete list below.*)

### Qualities of Healthy Friendships

- Open and honest communication
- Can depend and count on each other
- Shared decision-making, one person doesn't always have it their way
- Help each other feel good about themselves
- Care about each other
- Trust
- Don't share secrets/private information with others
- Respect
- Accept each other for who they are
- Listen to each other and hear each other's opinions
- Solve conflicts in a fair and respectful way
- Support each other in good times and bad
- Enjoy spending time together

### Step 2

Discuss the following questions.

1. What does **open and honest communication** mean?
2. Why is it important for friends not to share **private** information with others?
3. What does having **respect** for a friend look like?
4. How does someone **solve conflict** in a positive way? (*Listen to one another, explore all sides of the issue without being judgmental, no name-calling or violence*)
5. What are some examples of **shared decision-making**? (*Decide together where to go, what to do*). Why is it important for both people to decide things together? (*So both people feel equal in the relationship*)
6. How common is it to have these qualities in friendships?
7. How do you know someone is your friend?

### Step 3

**Peer Ed. 1:** Good job. These are all important qualities to have in a good friendship. Now we're going to look at this list again and imagine that this is a **dating relationship**. Even if you are not dating right now, it's a good idea to think about these kinds of things.

Which of these friendship qualities would you also want to have in a healthy dating relationship? (*Place an asterisk (\*) by each quality the students call out. You should end up starring all of the qualities.*)

**Peer Ed. 2:** What qualities do you want to add to this list now that we're talking about a dating relationship? (*Write responses on the same newsprint in a different color. Make sure each of these items make the list before moving on.*)

**Additional Qualities for  
Healthy Romantic Relationship**

- Love/emotional attachment
- Privacy
- Both want to be in a committed relationship
- Set clear expectations for what you want from the other person
- Monogamous/Exclusive (not seeing anyone else)

### Step 4

Discuss the following questions.

1. Why is **love** important in a healthy relationship?
2. **Open and honest communication** is very important in all types of healthy relationships. For a dating relationship, what types of things should people talk about? (*How they feel – what makes them happy, boundaries within the relationship, why they want to be in a relationship; protection if they decide to become sexually active*)
3. What things would you want kept **private** in a dating relationship that may differ from a friendship? (*In all relationships, it's important to keep personal information confidential. In a dating relationship, this would also include any sexual behavior*)
4. How can you be sure both people want to be in a **committed relationship**? (*Talk about it and don't settle for a person who doesn't want to commit if that's what you value*)
5. Why is setting **clear expectations** about what you want from your partner important in a healthy relationship? (*It helps establish boundaries so there is no confusion about what a person wants in a relationship*)
6. Why is **monogamy** important in a dating relationship? (*It shows respect for your partner, if you're sexually active, limiting your number of partners reduces your risk for STIs and HIV*)
7. What should you do if the other person wants to do more sexually than you feel comfortable doing? (*Be clear about your values; tell your partner how you feel; don't do anything sexual that you do not want to do*)

### Step 5

Ask participants to review the two lists. To reflect on the activity, discuss the following questions.

1. Why might it be hard to have a healthy relationship if your partner is much older than you are? (*The older partner may make all the decisions or pressure the other person to do things they don't want to do.*)
2. What might happen if many of these qualities are not present? (*Your relationship might become unhealthy or even abusive; you might be settling for less than you deserve*)
3. What's the harm in staying in an unhealthy relationship? (*It can ruin your self-esteem and have negative effects on your academics, health, and other relationships. It can also make it more likely that you will get into unhealthy relationships in the future.*)
4. Is it possible to have all these characteristics? (*Yes*) How do you get there? (*Take your time to get to know your partner and communicate your values and expectations to each other.*)

### Step 6

Share with the group the healthy relationship slogan the peer educators came up with in their Teen PEP class: \_\_\_\_\_

(Write in your slogan)

**Peer Ed. 1:** It is important for students to think ahead about what a healthy relationship looks like so that one can recognize early the signs of a healthy and potentially unhealthy relationship.

## Characteristics of a Healthy Relationship Jamboard



### Bridge to Next Small Group Activity

**Peer Ed.:** Great job everyone. Now that we've identified things we want in our relationships, we are going to work on how we can communicate with the people we care about. Sometimes we find ourselves in relationships or situations with a partner that we are not totally comfortable with, making it hard to talk to that person about how we are feeling. Today we're going to teach you an effective communication strategy you can use in these kinds of situations. They are called "*I* Messages."



### Small Group Activity: I Messages

#### Step 1

Ask the group if anyone has ever heard of an *I Message*. If so, allow a few volunteers to describe what *I Messages* are in their own words. Then place the Teen PEP *I Message Definition* card in the middle of the circle. Ask a volunteer to read the card out loud.

Next, place the *I Messages Sentence Stems* sign in the middle of the circle. Ask volunteers to read each sentence stem out loud. Explain that these sentence stems offer four options for how to use *I Messages* in a conversation with a friend or partner. Explain that in this activity you are going to first model how sentence stems might sound in a conversation with a friend, and then everyone will spend time practicing using them with a partner.

#### I Message Sentence Stems

1. When you \_\_\_\_\_, I feel \_\_\_\_\_.
2. I would like \_\_\_\_\_.
3. I don't like when \_\_\_\_\_ because \_\_\_\_\_.
4. I need \_\_\_\_\_ so I can \_\_\_\_\_.

### ► Example 1, Modeled by Peer Educators

Peer Ed. 1: Are you serious? We are going to hang out with *your* friends again today?

Peer Ed. 2: So what? My friends are awesome...and we always have such a good time.

Peer Ed. 1: It's not that...but I **would really like** to hang out with my friends as much as we hang out with yours. Or sometimes it **could** be just the two of us.

Peer Ed. 2: Ok, that seems fair. I already told them we'd go hang out today, but why don't you see what your friends are up to this weekend.

Peer Ed. 1: *(To participants)* What *I Message* sentence stem did I use in this scenario?

### ► Example 2, Modeled by Peer Educators

Peer Ed. 2: Hey! The coolest thing happened...

Peer Ed. 1: *(Cuts Peer Ed. 1 off)* Oh wait, the coolest thing happened to *ME* the other day! I was walking down the street, right...

Peer Ed. 2: *(Politely cuts Peer Ed. 2 off)* Wait. Chris, *when you interrupt me I feel like you don't care what I have to say.*

Peer Ed. 1: Oh! I'm sorry. *(Sits straight up and looks Peer Ed. 1 in the face)*. Okay, you go...I'll listen. What happened?

Peer Ed. 2: *(To participants)* What *I Message* sentence stem did I use in this scenario?

### Step 2

Have students pair up with someone else. Give each pair a scenario card. Explain that they should read the scenario and, using one of the sentence stems in the circle, use an *I Message* to talk to their "partner".

After each person in the pairs have gone, ask for volunteers to demonstrate their *I Messages* by reading the scenario first and then giving their response.

### Step 3

#### ► Discussion Questions

1. Which "I" messages were the most difficult to deliver? What made it difficult?
2. Why do you think it can be hard to talk to people in this way?
3. How can using "I" messages strengthen a relationship?

Peer Ed. 1: Thank you for your participation. We hope you learned some things about healthy relationships. Now we're going to go back to large group to see what happened with our couples from the opening skits.

## [I Messages](#)



## Bridge to Skits: Resolutions

**Scene:** *(Peer educators line up, facing the audience. Two peer educators step forward and speak to the audience.)*

**Peer Ed. 1:** We hope this workshop gave you some ideas about what you want from your relationships and how to communicate your needs and feelings with others.

**Peer Ed. 2:** Wait...we can't end before we tell them what happened to our two couples—Paige and Toni and Angel and Darryl!

**Peer Ed. 1:** You're right. Let's take a look and see...

*(Peer educators step back into line and all peer educators turn their backs to the audience. Peer educators who are not performing in a skit should remain frozen and silent in line with their backs to the audience.)*



## Skit: Constant Contact Resolution

**Scene:** *Paige and Toni step forward.*

**Toni:** Hey Paige. I've been texting you all morning. Why didn't you write me back?

**Paige:** Hi Toni. Uh, yeah. I need to talk to you about that.

**Toni:** What? Are you breaking up with me?

**Paige:** No, no, it's not that. I just don't like getting so many text messages all the time.

**Toni:** Why? I'm just letting you know how much I like you.

**Paige:** I know. I like you too. But the constant messages – it's just too much.

**Toni:** Really? I thought you liked my undivided attention. *(Puts arm around Paige and smiles)*

**Paige:** I like it that you care about me, but when you constantly interrupt me all day long - it's kind of annoying. I feel like you're checking up on me; like you don't trust me.

**Toni:** No, it's not that – I just want you to know how often I think about you. I'm sorry, I don't mean to annoy you. *(Looks down, dejected)*

**Paige:** *(Laughs)* Oh stop. Let's try for once in the morning, once in the afternoon and once at night. Besides I see you all day long!

**Toni:** Okay, okay, I get it.

*(Toni and Paige step back into line.)*



## Skit: *The Green-Eyed Monster Resolution*

**Scene:** *Angel and Darryl step forward.*

**Angel:** I've been waiting for you for 30 minutes.

**Darryl:** I told you I had practice.

**Angel:** So, who were you talking to?

**Darryl:** Nobody! Angel, what's your problem?

**Angel:** Me? You're the one who's always talking to other girls when you know it upsets me.

**Darryl:** I'm not cheating on you, Angel; I wouldn't do that. But I have to talk to people. You don't even like it when I talk to my friends.

**Angel:** Oh Darryl...*(Puts arms around Darryl)* I just love you so much. I can't help it. Aren't you glad I love you so much?

**Darryl:** *(Takes their arms down)* Don't Angel, we have to talk about this. When you get mad over every little thing it makes me feel like I can't do **anything**. I really like you, but you've got to stop with the jealousy thing.

**Angel:** I wouldn't be jealous if you'd just stop flirting with people. Obviously, you just don't care about me that much or you'd stop.

**Darryl:** Angel, I'm not doing anything wrong. But if you can't handle it when I hang around other people, then we can't be together.

**Angel:** You're **breaking up** with me? I don't believe it.

**Darryl:** Please talk to somebody, like a counselor or someone about the jealousy, Angel. I can't take it. I want to be with somebody who can trust me. *(Walks off)*

**Angel:** Darryl!

*(Darryl and Angel step back into line.)*

## Closure

**Scene:** *In large group, all peer educators stand in a line across the stage facing the audience. Five peer educators step forward and say the following:*

**Peer Ed. 1:** We hope this workshop has been helpful to you and that you'll remember these things:

**Peer Ed. 2:** Take the time to decide what **you** want in a relationship and never settle for less.

**Peer Ed. 3:** Stand up for your values and use the skills you learned today to communicate with your friends, family, and dating partners.

**Peer Ed. 4:** Remember that a healthy relationship is possible when both people invest the time and commitment to develop trust, communication, and respect for each other's needs and values.

**Peer Ed. 5:** Now, we need you to take a few minutes and fill out this evaluation to provide feedback on today's workshop. We will also pass out a homework assignment that you can do with a parent, guardian, or other trusted adult. Thank you for your time, and for your participation today.



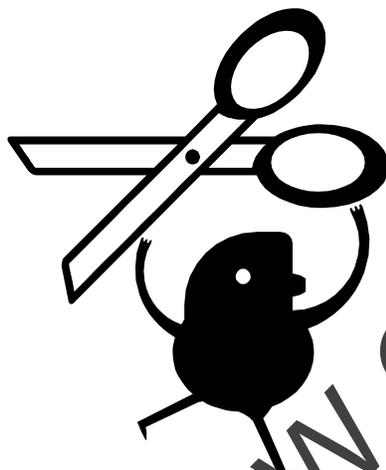
## Evaluation

Pass out evaluations and pencils. Ask all participants to fill out an evaluation and hand it in before leaving the workshop.



## Homework

Pass out *Parent/Guardian-Teen Homework* handouts to all participants. Instruct participants to complete this handout for homework with their parent/guardian/caregiver, obtain a signature from their parent/guardian/caregiver, and return it the next day to their classroom teacher.



FOR REVIEW ONLY

# Workshop Materials & Templates

# Going to Class

FOR REVIEW ONLY

In  
Class

FOR REVIEW ONLY

With  
Friends

FOR REVIEW ONLY

At  
Dinner

FOR REVIEW ONLY

# Doing Homework

FOR REVIEW ONLY

Bedtime

FOR REVIEW ONLY

# I Message Definition

An *I Message* is a non-judgmental, personal statement that lets people know what you want, how you feel, or what you need.

An *I Message* communicates:

- How you feel
- What you like/dislike
- What you believe/value
- What you want to do or don't want to do
- What you need from others
- How other people make you feel

An *I Message* should not:

- Use offensive language
- Put other people down
- Start with “you”
- Contain the word “hate”

# I Message Sentence Stems

1. When you \_\_\_\_\_, I feel \_\_\_\_\_.
2. I would like \_\_\_\_\_.
3. I don't like when \_\_\_\_\_ because \_\_\_\_\_.
4. I need \_\_\_\_\_ so I can \_\_\_\_\_.

## I Messages Scenarios

You and your partner/friend spend a lot of time together after school and on the weekends, so you rarely get to see your family or other friends. Your partner/friend is always deciding what you two do when you hang out, and a lot of the time it's stuff you don't really like.

---

You have been dating someone a couple of years older than you for the past month. Your partner gives you so much attention and lots of gifts. You are really falling for them, but they don't want to "officially" commit. It's like you're a perfect couple when no one else is around, but at school or out with friends your partner acts like you aren't even there.

---

Your partner/friend has been trying to get you to change the way you dress. The last time it was brought up it caused a huge argument. You don't want to change the way you look, and you're really tired of fighting about it.

---

A few weeks ago, you shared a secret with your partner/friend that you never told anyone. Then, a few days ago, you overheard someone talking about it! Your partner/friend admitted telling the secret, but never apologized.

---

Even though you have an otherwise good relationship, your partner/friend is always getting mad at you because you don't answer text messages fast enough. It's not that you don't answer at all...it's just that sometimes you aren't by your phone or can't text back right away.

---

Your partner/friend is always talking to you on social media and texting, and you two are very close. But it seems like whenever they make plans to hang out with you, something comes up and you never end up getting together. You found out from someone that your partner/friend is ditching you whenever a certain more popular student is around to hang out.



# Healthy Relationships Parent/Guardian-Teen Homework

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Purpose

To provide a structure for communication between parents/guardians/caregivers and teens on the topic of healthy relationships

### Directions

#### Step 1

Together, read out loud the workshop take home messages below.

#### Take Home Message

- In a relationship, don't settle for less than you deserve. Be clear about what you want and how you expect to be treated.
- Healthy communication skills are critical in any relationship and enable you to express how you feel and what you need.
- A healthy relationship is possible when both people invest the time and commitment to develop trust, communication, and respect for each other's needs and values.

#### Step 2

Teens should share with parents/guardians/caregivers their answers to the following questions.

1. What was the most important thing you learned in this workshop?

#### Step 3

Teens and parents/guardians/caregivers should discuss together their responses to the following questions:

1. How you want to be treated in any relationship (*friendship and romantic*) ?
2. Why it's important to uphold one's values and standards in relationships?
3. What is an example of an *I Message* you could have used to help solve a recent conflict?

#### Step 4

Parents/guardians/caregivers should share with teens their answer to the following question.

1. What values do you want your child to receive from you regarding this topic?

#### Step 5

Please sign and date below, indicating to the advisor that this assignment has been completed.

x \_\_\_\_\_  
Parent/Guardian/Caregiver signature

\_\_\_\_\_  
Date



# Don't Settle for Less: Healthy Relationships Workshop Evaluation

*Please rate how much you agree or disagree with each statement by placing a check mark in the appropriate column.*

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
This workshop has helped me think more about what qualities I want from my friends and dating partners.					
This workshop has helped me practice communication skills that can help me express what I need from a friend or loved one.					
Because of this workshop, I better understand what a healthy relationship looks like.					

Name 3 qualities you would want in a healthy friendship.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name 3 different qualities you would want from a dating partner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List 2 "I" Message sentence stems you could use when talking to a friend or loved one.

1. \_\_\_\_\_
2. \_\_\_\_\_

*Please rate the presenters on the following by placing a check mark in the appropriate box.*

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The presenters clearly explained the directions for each activity.					
The presenters were well prepared and organized.					

*Please use the back of the page to write any comments and suggestions. Thank you for completing this evaluation!*

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# Unit Six

## Postponing Sexual Involvement

Volume 1 • 2020



**TEEN PEP-BRIDGE**

*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

**TEEN PREVENTION EDUCATION PROGRAM**

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# TEEN PREVENTION EDUCATION PROGRAM BRIDGE

## Unit Six

### Postponing Sexual Involvement

★ <b>Overview</b> 	.....	1
(15 minutes)		
★ <b>Virginity: What Does it Mean?</b> 	.....	3
(45 minutes)		
★ <b>Abstinence: What Does it Mean?</b> 	.....	6
(30 minutes)		
★ <b>Understanding Consent</b> 	.....	9
(30 minutes)		
★ <b>Sexual Decision-Making</b> 	.....	11
☆ <b>Why Teens Have Sex/Why Teens Want to Have Sex</b> (20 minutes).....		11
☆ <b>Characteristics of a Responsible Couple</b> (10 minutes).....		14
☆ <b>Are They Ready?</b> (30 minutes).....		16
★ <b>Every Time is a Decision</b> 	.....	21
(30 minutes)		
★ <b>Levels of Expressing Physical Affection</b> 	.....	24
(40 minutes)		
★ <b>Negotiation and Refusal Skills</b> 	.....	28
(30-45 minutes)		
★ <b>Postponing Sexual Involvement Quiz</b> 	.....	35
(20 minutes)		
★ <b>School-Wide Campaign Check-In</b> .....		39
(5 minutes)		
★ <b>Parent/Guardian-Teen Homework</b> .....		41
(5 minutes)  Homework 		

FOR REVIEW ONLY

# Postponing Sexual Involvement Overview

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide peer educators with a general overview of the topics to be discussed in the unit.

## Directions

### Step 1

Distribute copies of the handout, *Postponing Sexual Involvement: Overview* to each peer educator. Have students go around, reading aloud one paragraph at a time.

## Reflections

### Step 2

Discuss the following questions.

1. In what ways do you think teens feel pressure to become sexually active?
2. Who does the pressure come from? (*Themselves, their partner, their peers, the media*)
3. How do you think this unit will help teens make up their own minds and not give in to the pressure?
4. Take a look at the take home messages. Which ones do you think will be the most helpful?



**Total Time:**  
15 minutes



## Materials

- A copy of *Postponing Sexual Involvement: Overview* handout for each peer

## Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/19D7EXqW\\_cdETd\\_B0\\_p1yiweohgAigVlyK4aG8XVpa1Y/copy?pli=1#slide=id.g96de46d06b\\_0\\_0](https://docs.google.com/presentation/d/19D7EXqW_cdETd_B0_p1yiweohgAigVlyK4aG8XVpa1Y/copy?pli=1#slide=id.g96de46d06b_0_0)

Google Docs:

[https://docs.google.com/document/d/1tcQgxPZjPT7Sz7glFRglvMsBJEQFig\\_YuSSRFwdMhwo/copy](https://docs.google.com/document/d/1tcQgxPZjPT7Sz7glFRglvMsBJEQFig_YuSSRFwdMhwo/copy)

## Postponing Sexual Involvement: Overview

The pressures on teenagers and their peers to become sexually involved before they are emotionally, psychologically, or physically ready are everywhere. A quick survey of our mainstream media shows ever-present images of young people having casual sex without consequences; and yet, in a completely contradictory message, some adults tell teens to “just say no.”

Teenagers are often deprived of opportunities to speak honestly, openly, and directly with caring adults about the sexual pressures they face. They are often told to wait to have sex because of the many difficult consequences that can occur, but they’re not given the opportunity to talk about the reasons they might want to have sex. Without a chance to think and talk openly about this important issue, teenagers are left with few resources to help them come to a mature and responsible decision. Moreover, without an outlet for talking about sex, it can be even harder for teenagers to think ahead about what their boundaries are as it relates to sexual behaviors and to communicate consent about what they are or are not comfortable doing with a partner.

### Objectives

The goal of this unit is to help you reach your *own* conclusions about if and/or when you will become sexually involved. Specifically, by the end of this unit you should be able to:

- Describe the benefits of postponing sexual involvement
- Explain the difference between virginity and abstinence
- Describe the reasons why some teens have sex and why some teens wait to have sex
- Identify the qualities that need to be in place in a relationship *before* beginning sexual activity
- Identify the ways you are comfortable expressing physical affection in a relationship
- Understand the concept of consent
- Demonstrate effective communication with negotiation and refusal skills in peer pressure situations.

### Take Home Messages

As peer educators, you will also be expected to make sure workshop participants understand the following Take Home Messages:

- There are many reasons why teens may choose to have sex, but many of these are unhealthy.
- There are many healthy reasons to choose to wait to have sex.
- A healthy, respectful, and mutually satisfying relationship *is* possible when both partners invest the time and commitment necessary to develop trust, communication, intimacy, and give and receive consent by asking permission for any sexual behavior.
- It is possible to be assertive and to negotiate in relationships. It is also important to practice getting out of unwanted situations by using refusal skills.
- It is important to talk to our partners about what we are comfortable and not comfortable with, listen to them, and to both give and seek explicit consent.

# Virginity: What Does it Mean?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is **to appreciate different opinions about what it means to be a “virgin”**.

## Directions

### Step 1

Tape the following posters to a wall in no particular order:

- . . . hugging, kissing, touching.
- . . . having vaginal sex.
- . . . having vaginal or anal sex.
- . . . having vaginal, anal, or oral sex.

Each poster on the wall is a potential ending to a statement that will be read (*see statement in box below*). After reading the sentence, have participants complete the statement by standing under the sign that *most accurately* indicates **their individual point of view**.

“When I think about someone losing their virginity, I think of...”

Ask participants under each sign to explain why they chose that position. Begin with the largest group to prevent one or a few individuals from feeling “put on the spot.” Raise key issues by using the follow-up questions below as a guide.

### “. . . hugging, kissing, touching.”

- *How can two people express their affection for one another without hugging, kissing, or touching and without losing their virginity?*

 **Total Time:**  
45 minutes

### Materials

- Social History of Virginity* DVD
- 4 Behavior Posters:

...  
hugging,  
kissing,  
touching.

...  
having  
vaginal  
sex.

...  
having  
vaginal  
or anal  
sex.

...  
having  
oral,  
vaginal,  
or anal  
sex.

**“ . . . having vaginal sex.”**

- *What about people who have had oral sex only? Would you consider them to be virgins? What about anal sex?*

**“ . . . having vaginal or anal sex.”**

- *What about people who have oral sex only? Would you consider them to be virgins?*
- *What about same sex/LGBTQ+ couples? When are they no longer virgins?*

**“ . . . having oral, vaginal, or anal sex.”**

- *What behaviors do you think people can do **without** losing their virginity? Be specific.*

Discuss the following questions.

1. How important is the concept of virginity to teenagers today? Is virginity important to everyone? Why or why not?
2. How is virginity viewed differently by people of different genders? By heterosexual, same-sex, and queer couples?

**Step 2**

Watch the video *The Social History of Virginity*.

**Step 3**

As a large group, discuss the following question. Write responses on newsprint.

1. What are some of the experiences or feelings that people in the video took away from their “first time?” (*It was painful, I got dumped, it was the best 30 seconds of my life, I got it over with, I’m glad I waited, I was disappointed, some experiences weren’t consensual*)

**Reflections****Step 4**

Discuss the following questions:

1. What are the different types of pain someone might experience? (*It hurt physically; it went too fast; it hurt emotionally—not ready, embarrassed; thought it would be fun and pleasurable and it wasn’t; didn’t feel respected, felt coerced or forced.*)
2. How would someone know if their partner is giving consent to sex? (*The only way to know is to ask—and listen to the partner’s answer. A person can say no at any time—even if they said yes before, and even after they’ve started having sex.*)
3. What are some feelings someone might have if they got dumped right after having sex? (*Feel used; embarrassed; regretful; emotionally hurt.*)

4. Why would someone “just want to get it over with”? What are some of the feelings that a person might have afterwards? (*Not important; no emotional attachment; no relationship involved; feeling coerced. Disappointing—set-up for not taking sexual behavior seriously.*)
5. What did the person who decided to wait gain by waiting? (*Felt empowered; felt proud of self; equal partnership; sex was taken seriously.*)
6. How does a person’s first sexual experience influence subsequent experiences?
7. What is necessary in order to have subsequent sexual experiences be more positive?
8. What questions would you ask a friend to help that person decide if they are ready to have sex?
9. What are the key messages you are taking away from this activity?

**Summary statement:**

*Virginity refers to a person’s “first time” having sex, sometimes also called a person’s “sexual debut”, meaning someone who has never engaged in sexual activity before. While society in a society there may be one standard definition of virginity, individuals may define virginity differently for themselves. It’s important for partners to share their definitions so that they are both on the same page and there aren’t any assumptions being made about what virginity, or “losing their virginity”, means to them.*

**Be sure students take away key messages from this activity:**

- The standard definition for virginity is someone who has never had sexual intercourse, but it can mean something different for each person.
- Even if people consider themselves “virgins” it is important to recognize that they might be participating in behaviors that put them at risk.
- A person may lose their virginity, but can still make the decision to abstain from sexual activity at any point.



**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

**Google Slides:**

<https://docs.google.com/presentation/d/1DShzoWpmIfeFRfvmX-sqlE9bPYTTusqjSE0cfFgqX6w/copy?pli=1#slide=id.p>

**Google Drawings:**

<https://docs.google.com/drawings/d/1oaxDuiHM95pzeo3cPudbKZ3ji0FTX66J25ZP5ArVr7Y/copy>

# Abstinence: What Does It Mean?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **define abstinence**.

## Directions

### Step 1

Introduce abstinence by reading the following statement:

*“We talked about concept of virginity as something that needs to be defined individually. Now let’s talk about abstinence, specifically sexual abstinence. Many people equate the two ideas but they are really very different concepts.”*

Discuss the meaning of abstinence using the following questions.

1. What does it mean to abstain from something? (*Abstinence is a conscious decision to avoid certain activities or behaviors.*)
2. What kinds of things do people commonly abstain from? (*Sweets, alcohol, sexual contact, drugs*)
3. Why do people abstain? (*To make a point, protect their health, personal values, religious values, avoid negative consequences, not interested in the activity*)

### Step 2

In large group, brainstorm a list of all the behaviors peer educators believe a person can do and still be sexually abstinent. Examples may include holding hands, kissing, touching above or below the waist, cuddling, etc. Record all responses. Remind students that a brainstorm includes everyone’s ideas. They do not need to agree with all of the items on the list.

### Step 3

Distribute worksheet: *Abstinence: What Does it Mean?*

Ask participants to individually complete Step 1 on the worksheet by selecting from the brainstorm list all the behaviors *they believe* a person can do and still be sexually abstinent. They can also include behaviors that did not make it on the list.

 **Total Time:**  
30 minutes

## Materials

- Newsprint and markers
- A copy of *Abstinence: What Does It Mean?*

After a few minutes, ask participants to complete Step 2 on the worksheet by finding a partner and discussing their lists. This time have them write down *only* the behaviors they *both agree* that a person can engage in and still be sexually abstinent.

When the partners are finished, they should join another pair to make a group of four and complete Steps 3 and 4 on the worksheet.

#### Step 4

Bring the entire class together and ask several participants to share their group's definition of abstinence. Tell students that their own definition of abstinence is personal. However, Teen PEP follows a public health definition, which is:

*Sexual abstinence means not engaging in vaginal, oral, or anal sex. Abstinence is important to understand because it is the only 100% way to prevent pregnancy, HIV, and other sexually transmitted infections.*

#### Step 5

Discuss the following questions.

1. What is the difference between virginity and abstinence?
2. How hard was it to have to come to agreement with others? What conversations did you have?
3. How hard did you fight for your definition?
4. Why is it important to know where your boundaries are before you get into a relationship or a sexual situation?

#### Step 6

Summarize by reading the following.

*“While virginity is often viewed as a one-time event, it is not the same thing as abstinence, even though many people mistakenly confuse the two concepts. Abstinence isn't only the very first time they delay or choose not to have sex. Sexual abstinence means not engaging in oral, vaginal, or anal sexual activity. People can choose to be abstinent at any point in their lives, for as long as they want, even if they have already had sex before. So, anyone can be abstinent for a period of time, then make a different decision for themselves, and then choose to become abstinent again. Every time is a decision.”*



#### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1w\\_U56ejPtAhF253iMZ8OPY1fsHLSLftELNA\\_C8I1j4A/copy?pli=1#slide=id.p](https://docs.google.com/presentation/d/1w_U56ejPtAhF253iMZ8OPY1fsHLSLftELNA_C8I1j4A/copy?pli=1#slide=id.p)

Google Docs:

<https://docs.google.com/document/d/1i9F7MN44uGhJXB61QOJsu6MZaRy8zjbWoHNSNc1CHYA/>

*Adapted from Family Life Educator, by F. Basche and A. Terrell, ETR Associates, Santa Cruz, CA, Winter 94/95*

# Abstinence: What Does it Mean?

**Step 1** Imagine someone has decided to be **abstinent**. According to your own definition of abstinence, write down a list of behaviors you believe a person can engage in and *still be abstinent*.

**Step 2** When your advisors indicate that it is time, find a partner and discuss the list with your partner. Write down **only** the behaviors you **both** agree upon that a person can engage in and *still be abstinent*.

**Step 3** When prompted by advisors, go with your partner and find another set of partners. As a group, write down **only** the behaviors all four participants agree a person can engage in and *still be abstinent*.

**Step 4** Based on the group's list from Step 3, write a definition of abstinence.

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# Understanding Consent<sup>4</sup>

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to develop a clear definition of consent.

## Directions

### Step 1

Explain that it is important to understand what consent means in the context of a sexual relationship. Display the definition of consent found below and read it aloud to the group.

- **Consent:** *Active permission a person gives for something to happen. In the case of sexual behavior, consent must be given **directly** (such as by directly saying a clear verbal “yes”), **freely** (without pressure or being persuaded by coercion, intimidation, violence, or threats), **continuously** (because people are allowed to change their mind at any time), and **sober** (not under the influence of any drugs or alcohol). Consent should **never be assumed**—ask your partner for a verbal “yes” to ensure you have consent. Any sexual behavior without consent is sexual assault.*

### Step 2

Discuss the following questions to make sure students understand the definition above:

1. What is meant by active permission? (*The person has said—and continues to say—yes to what is happening.*)
2. What is coercion? (*Sexual coercion is unwanted sexual activity that happens when you are pressured, tricked, threatened, or forced in a nonphysical way.<sup>1</sup>*)
3. What are some examples of coercion? (*“If you do this...I will do that” or “If you don’t do this...I will not do that;” telling someone you will break up with them if they don’t have sex with you; being worn down by someone who repeatedly asks for sex; being lied to or being promised things that weren’t true to trick you into having sex; having someone threaten to end a relationship or spread rumors about you if you don’t have sex with them; having an authority figure, like a boss or professor, use their influence or authority to pressure you into having sex.<sup>1</sup>*)



**Total Time:**

30 minutes



**Materials**

No materials are needed for this activity.

Be sure you have access to a screen/projector to play the online clips given.

4. What are some cues that you do **not** have consent from a partner? *(If your partner freezes up or cries, pushes you or moves away from your touch, or if they didn't say "yes." If they did say yes, you should check back in with them if they seem withdrawn, upset, still unsure, or get quiet to ensure you still have consent.)*

### Step 3

Have students individually write down a definition of consent *using their own words*, drawing from what they learned in steps 1 and 2. Then, have students turn to a partner to share their definition of consent.

### Step 4

Based on your assessment of your group, select in advance one or two of the following 2–4-minute videos on consent and show it to your students:

- NYU-Sexual Respect
  - <https://www.nyu.edu/life/safety-health-wellness/sexual-respect.html>
- Teach Consent-Ask
  - <http://www.teachconsent.org/#ask>
- Blueseat Studios-Tea Consent (clean) & Consent for Kids
  - [http://www.bluseatstudios.com/new\\_page/](http://www.bluseatstudios.com/new_page/)

### Reflections

#### Step 5

Discuss the following questions:

1. After having watched this video, how would you now define consent? How has your understanding of consent evolved?
2. Why is consent so important in a relationship?
3. Why do you think it is important to have clear, verbal consent from your partner when engaging in any sexual act? *(Because hearing "yes" is the most clear way to ensure you are both on the same page and engaging in consensual sex; because you legally have to have consent to engage in any sexual acts; because it shows respect for your partner.)*
4. Why is it important to give and receive consent every time you want to engage in any kind of sexual behavior? *(Because every time you engage in any sexual behavior is a decision, and you and your partner have the right to say "no" at any time, even if you've had sexual encounters before, and even if you change your mind in the middle of an act. Having sex with someone who doesn't give their active consent can cause long-term consequences for them—or even you—for years to come.)*



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1WHT\\_UTUVuilFOlg\\_7FW\\_-wMEuS2Bhgoqlhmyxf9-M8/conv?pli=1#slide=id.g916d0c009a\\_0\\_0](https://docs.google.com/presentation/d/1WHT_UTUVuilFOlg_7FW_-wMEuS2Bhgoqlhmyxf9-M8/conv?pli=1#slide=id.g916d0c009a_0_0)

# Sexual Decision-Making: Why Teens Have Sex/Why Teens Wait to Have Sex

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **examine the reasons why teens have sex or choose to wait.**

## Directions

### Step 1

Divide the class into four groups. Give two groups a piece of newsprint labeled *Why Teens Have Sex* and a marker. Give the other two groups newsprint labeled *Why Teens Wait to Have Sex* and a marker. Give groups seven minutes to brainstorm a list for the heading they were given. Have participants record their ideas on the newsprint. Remind students that during brainstorming all ideas are accepted without judgment.

### Step 2

Return to large group and post the lists labeled *Why Teens Have Sex*. Have one member from each of these groups read their list. Ask the large group if any items need clarification or if they have anything to add to the lists.

*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers."*

**Why Teens Have Sex**

<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• To feel wanted</li> <li>• Love</li> <li>• Lonely</li> <li>• Fun/feels good</li> <li>• Feel upset and want comfort</li> <li>• Bored</li> <li>• Feel “horny”</li> <li>• To explore sexuality</li> <li>• To be cool</li> </ul>	<ul style="list-style-type: none"> <li>• To feel grown up: to be a “woman”/“man”</li> <li>• To keep partner</li> <li>• Rebelling against parents/rules</li> <li>• Curiosity</li> <li>• To have a baby</li> <li>• It’s what you’re supposed to do</li> <li>• To get attention, feel attractive or popular</li> <li>• Low self-esteem</li> </ul>
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**Total Time:**  
20 minutes

This activity appears in the workshop

## Materials

- 4 sheets of newsprint:
  - 2 with heading - *Why Teens Have Sex*
  - 2 with heading - *Why Teens Wait to Have Sex*
- Markers for each group
- Tape

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**Step 3**

Ask students to elaborate on the reasons listed. This discussion is one of the most central to Teen PEP, so take the time to explore these reasons in depth using the following questions:

1. In what ways might teens feel pressure to have sex? Where is the pressure coming from? What is the influence of the media?
2. Why would a teen want to have a baby? (*To feel loved, to feel grown up, to feel important, to keep a partner, as a status symbol, etc.*) In what other ways could someone address these feelings?
3. Why would some teens have sex to rebel? (*To feel empowered; to get back at their parents, other adults, or peers; to break the rules; etc.*)
4. Under what circumstances might a teen have sex to “prove” something to others? (*Teens who are struggling with their sexuality may have sex with an opposite sex partner as a way to “prove” they are heterosexual, prove they’re not a prude, prove they’re a “real man,” or prove they’re attractive to others.*)
5. What are the drawbacks to having sex for the reasons we discussed? (*They regret, feel guilty about it, feel embarrassed, get a bad reputation.*)

**Step 4**

Once their responses have been explored in depth, ask one participant to cross off a reason that they think is “unhealthy” (or one that they would not recommend to someone they care about) and explain. Go around the circle, having participants cross off unhealthy reasons until the only ones left are those that nobody wants to remove from the list. Ask the group:

1. What do you think about the reasons left on the list?
2. If someone’s decision to have sex goes against their morals or religious values, how might that feel?

Set aside the *Why Teens Have Sex* lists for now.

**Step 5**

Post the lists labeled *Why Teens Wait to Have Sex*. Have one member from each of these groups read their list. Ask the large group if any items need clarification or if they have anything to add to the lists.

*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers."*

**Why Teens Wait to Have Sex**

- Religious/moral reasons
- Reputation—don't want to be labeled
- No opportunity
- Waiting for love
- Scared/afraid it will hurt
- Uncomfortable with body
- Not ready/partner not ready
- Don't want to/not ready/too busy
- Consequences: pregnancy, STIs, HIV
- Afraid parents will find out
- Can't afford to have a baby
- No money for protection
- Goes against their values/boundaries
- Could end/change relationship

**Step 6**

After reviewing the items on the list, have students elaborate on the items using the following discussion questions:

1. A lot of teenagers wait to have sex because they have fears. What are their fears? (*It will hurt, they will get caught, pregnancy, embarrassed to show their body, might get a disease, word might get out, etc.*)
2. How do you think sex changes a relationship? How can it change it in a positive way? How can it change it in a negative way? How does it change relationships with peers? With parents?
3. What are the values that guide your decisions? How do you decide what is right or wrong?
4. We've mentioned some of the negative physical consequences of sex (*Pregnancy, STIs, HIV.*) What are the possible negative emotional consequences of sex? (*Broken heart, feel hurt, feel used, feel embarrassed, etc.*)
5. What do you notice about this list? (*Any reason a person chooses to wait to have sex is a good reason.*)
6. What makes it hard for teens to wait?
7. How do those things compare to the benefits of waiting? (*For example, is it more important to keep your social standing or avoid pregnancy?*)

**Reflections****Step 7**

Put the *Why Teens Have Sex* lists next to the *Why Teens Wait to Have Sex* lists. Discuss the following questions:

1. Looking at all four lists, what do you notice now? (*There are only a few healthy reasons to have sex and many healthy reasons to wait.*)
2. What is the purpose of this activity? (*To help students see the many healthy benefits of waiting to have sex.*)

**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/14aa8zSXVcKT0hp\\_wZ3y34mBsx5mzEeTt5xDywxaRqjU/copy?pli=1#slide=id.g95abce504a\\_0\\_0](https://docs.google.com/presentation/d/14aa8zSXVcKT0hp_wZ3y34mBsx5mzEeTt5xDywxaRqjU/copy?pli=1#slide=id.g95abce504a_0_0)

Google Jamboard: Make and Save a copy!

[https://jamboard.google.com/d/1oNJpM67y\\_tW4H4NeSj5twWUpCMpDV3kVbDCEI-Cm9oU/viewer](https://jamboard.google.com/d/1oNJpM67y_tW4H4NeSj5twWUpCMpDV3kVbDCEI-Cm9oU/viewer)

## Sexual Decision-Making: Characteristics of a Responsible Couple

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to **explore personal values and look at the qualities that are necessary for a responsible sexual relationship.**

### Directions

#### Step 1

In large group, brainstorm a list together on newsprint:

*Characteristics of a Couple Ready for a Responsible Sexual Relationship*

Explain to students that at some point, most people will make the decision to become sexually active. For some, it may be when they're married, after they reach a certain age, when they're in love, etc. It is important to think ahead about what you want in a relationship before deciding to have sex.

Explain to students that they are to imagine an “ideal” couple. Ask students:

1. What qualities do you want this couple to have before starting a sexual relationship?



#### Total Time:

20 minutes



This activity appears in the workshop

- 1 sheet of newsprint with heading:  
*Characteristics of a Couple Ready for a Responsible Sexual Relationship*
- Markers
- Tape

**Note:** The most effective approach to this discussion is that there are no hard and fast “right” answers. The purpose of this activity is to:

- generate thoughtful discussion
- prompt students to think through their own feelings, values, and opinions
- provide the opportunity for students to listen to others' opinions in a respectful atmosphere



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1QPtGBcz4IUcQLt5RzY9pnUBjfKhPB42EJncmr3j5WTs/co?pli=1#slide=id.g95d7f09c1c\\_0\\_0](https://docs.google.com/presentation/d/1QPtGBcz4IUcQLt5RzY9pnUBjfKhPB42EJncmr3j5WTs/co?pli=1#slide=id.g95d7f09c1c_0_0)

Google Jamboard: Make and Save a copy!

*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers."*

### Characteristics of a Couple Ready for a Responsible Sexual Relationship

- Have been together for "a while" (How long? Married?)
- Love/emotional attachment
- Trust
- Privacy/confidentiality
- Respect
- Share past sexual history
- Both feel ready to have sex
- Make decision sober
- Informed about birth control, condoms, possible consequences
- Both have been tested (if previously sexually active) and are free of STIs, share their status
- Communication about feelings, sex, protection, consequences
- Decision about what protection to use, where and when to get it—before in the sexual situation
- Have gotten consent from partner (no coercion or force) and have given consent
- Have talked to a parent or other trusted adult
- Both feel safe and have a safe space

## Reflections

### Step 2

Discuss the following questions:

1. How old do you think they need to be? Which of these items do you think would be hard to have if the couple was age 15, 16, 18?
2. How long do you think they need to have known each other before they have sex?
3. What type of relationship do they need to be in? A monogamous one? Why?
4. What does trust have to do with a relationship? (*Privacy and not telling others, honesty about past sexual history, and testing status, monogamy/not cheating, will not do something to hurt you, etc.*)
5. When we think about communication, what exactly do you think the couple needs to be able to talk about? (*Consent, protection, sexual history, testing status, etc.*)
6. Why do you think it's important that partners are very clear about giving consent to their partner and making sure they have consent from their partner?
7. Why is it important to talk about possible consequences (STIs and pregnancy) even if they are using a birth control method and condoms?
8. Which of these items would it be hard to have if you made the decision to have sex while drunk at a party?
9. Is it possible to have all these characteristics? (*Yes.*) How do you get there? (*Take your time to get to know your partner and communicate your values and expectations to each other.*)

# Sexual Decision-Making: Are They Ready?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **provide students with an opportunity to identify relationship characteristics that need to be in place prior to beginning a sexual relationship.**

## Directions

### Step 1

Divide the class into 5 small groups. Distribute one of the *Relationship Scenarios* and one set of *Quality Cards* to each group. Each group should spread the *Quality Cards* out so that all members of the group can see them. One person in each group will volunteer to read the *Relationship Scenario* to the other members of their small group.

### Step 2

After the group has heard the scenario, members will:

- Make one pile of *Quality Cards* that they think applies to their couple
- Make a second pile of *Quality Cards* that they think represents what the couple is **missing**
- Come to a consensus on whether or not the couple is ready for a responsible sexual relationship

Participants should make assumptions about the qualities their couple has based on the information given in the scenario.

### Step 3

Ask all participants to return to large group. Have a volunteer from each small group read the group’s *Relationship Scenario* aloud to the large group. Other members of the small group will explain which *Quality Cards*



### Total Time:

30 minutes



This activity appears in the workshop



### Materials

- ▣ 1 *Relationship Scenario* for each small group
- ▣ 1 set of *Quality Cards* for each small group

applied to their couple and report whether or not they thought their couple was ready for a sexual relationship.

## Reflections

### Step 4

After all scenarios have been reported, discuss the following questions:

1. What would happen if any of our couples decide to postpone sex for awhile? (*They could lose the relationship or they could make their relationship stronger.*)
2. What could happen if they decide to have sex right now? (*They might feel hurt or used, they could have an unintended pregnancy, contract an STI/HIV, or lose their partner anyway.*)



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1F3qj0HiaQ7beQ3ZWT\\_qeR-CXrIKOAb-sS2VcBziBMww/copy?pli=1#slide=id.g974359b109\\_0\\_0](https://docs.google.com/presentation/d/1F3qj0HiaQ7beQ3ZWT_qeR-CXrIKOAb-sS2VcBziBMww/copy?pli=1#slide=id.g974359b109_0_0)

Google Jamboard: Make and Save a copy!

<https://jamboard.google.com/d/1-nuyqfz-Vs4QVQsoYANI8261kXa3TVHSR2jzkXAmGqs/viewer?f=0>

## Are They Ready? Scenarios

*(Copy and cut the following set of scenarios into strips for each small group)*



Maurice and Ashley, who are both 17, have been dating for 4 months. They spend a lot of time together and are really in love. They have talked about having sex a few times, and both feel they are ready to have a sexual relationship. Ashley has made a clinic appointment to start birth control pills. They have also talked about what would happen if Ashley got pregnant. Ashley has never had sex before, but Maurice has had 2 previous sexual partners. Maurice didn't use condoms with the last partner because that partner was on birth control pills, and doesn't expect to use them with Ashley either. Maurice has not told Ashley about any other partners and has never had an STI test.

Shawn is 19 and Jo is 16. They started seeing each other about 4 weeks ago. Jo has never been treated the way Shawn does—giving lots of attention and tons of gifts. Jo is beginning to develop very deep feelings, but Shawn is not ready to commit to being in an exclusive relationship. Shawn is very honest about previous sexual partners, and still has sex with other “friends.” Jo wants to have sex with Shawn and thinks that if they take their relationship to this next level, eventually Shawn will want to settle down and be monogamous.

Chris and Jamie are both 17 and seniors in high school. They have been dating for 2 years and have a very serious relationship. They talked about having sex a year ago, but Chris didn't feel ready. Now, Chris is ready to have sex, but neither one of them really knows much about protection. Chris has gotten some information on how to use a condom and plans to talk with Jamie.

Fabian is 15 and Jayden is 14. They have been going out for 5 months. A while ago, they both decided to wait to have sex until marriage and never really felt they needed to learn about condoms and birth control. Now, Fabian wants to have sex and is pressuring Jayden to have sex just once. Since they are both virgins, Fabian doesn't think they need any protection. Jayden doesn't think it's possible to contract a STI if they have sex just once, but is more concerned about becoming even more attached to Fabian and will be heartbroken if they break-up.

Kelly and Micah are both 16 years old and have been dating for 7 months. They have had oral sex and have come very close to having vaginal sex. Since they've been together for a while, they feel that it's the logical next step. Yesterday, they had a long talk about using condoms and birth control together. They are still a little unsure, but are feeling the pressure to take this next step. Today they are drinking at a party and they go upstairs to be alone.

## Quality Cards

*(Copy and cut qualities, making one set for each small group)*



<b>Long-term relationship</b>	<b>Love/emotional attachment</b>
<b>Trust and respect</b>	<b>Confidentiality</b>
<b>Have a place to be that is safe and comfortable</b>	<b>Share past sexual history honestly</b>
<b>Both ready for sexual relationship</b>	<b>Make decision sober</b>
<b>Communication about feelings</b>	<b>Communication about protection</b>

<b>Communication about consequences</b>	<b>Decision about using condoms</b>
<b>Using a birth control method</b>	<b>Decision about what to do if pregnancy occurs</b>
<b>Both tested for STIs</b>	<b>Agree to not have sex with other people</b>
<b>Both partners gave clear and verbal consent</b>	

FOR REVIEW ONLY

# Every Time is a Decision

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help students understand that a person can make the decision to not have sex at any time, even if sexually active in the past.

## Directions

### Step 1

Read the following scenario to the group:

*Alex and Jordan have been dating for six months. They have had some sexual contact with each other. One night when they are together, things go a little farther. They talk about it and decide since they have done “everything else” at this point they should “just have sex.” They have sex with protection.*

Discuss the following questions:

1. What went into the couple’s decision to have sex in the first place?
2. What else could Alex and Jordan have talked about when making the decision to have sex? What other options besides “just doing it” did they have?
3. How common do you think it is for couples to think they have to keep going to the “next level?” Where do those messages come from?
4. What can couples do if they don’t want to take things to the “next level?”

### Step 2

Continue with the scenario, reading the following:

*The next day, Alex and Jordan start to feel awkward about what happened and are not sure if they made the right decision. But since they have already done it, they think the awkwardness will go away with time and they continue having sex with protection. Things remain awkward.*

Discuss the following questions:

 **Total Time:**

30 minutes

 **Materials**

- Letter cards (one letter printed on each card)

1. What would be the benefits of Alex and Jordan discussing the awkwardness they're feeling? (*Alex and Jordan might not know that the other partner is feeling awkward if they don't check in with one another and talk about it. It could be a big relief to know they are both feeling the same way. By discussing what's going on, they can check in and discuss their boundaries and make a shared decision about whether to have sex or not.*)
2. What might be some signs that a partner is feeling awkward? (*They have gotten quiet, feeling withdrawn, not talking as much in the hallways during the day, spending less time together, etc.*)
3. What are some of the ways that sex could change a relationship?

### Step 3

Continue reading the following:

*A couple of weeks later, Jordan and Alex are hanging out, and Alex wants to talk about how things have gotten even more awkward. Alex says, "I've been feeling really weird about having sex and don't know how to talk to you about it. I don't want to have sex anymore... it's a big deal with a lot of responsibilities and I feel like our relationship has really changed since we started having sex."*

Discuss the following questions:

1. How might Jordan respond to what Alex is saying?
2. What factors went into Alex's decision to stop having sex?
3. Is it okay for Alex to make this decision now? Why or why not?
4. What could Alex and Jordan do now?

### Step 4

Explain to participants that just because you make the decision to have sex one time, does not mean you are obligated to keep making the same decision, even if it's with the same partner.

Randomly hand out letter cards to students until all cards are distributed. Instruct students to find people that have matching letters and organize letters to form a word. Next, instruct students to combine the words to make a phrase that accurately summarizes the purpose of this activity. *Shhh!!! Don't tell the students ahead of time what the phrase is. The words should spell out "Every Time is a Decision."*

### Reflections

Discuss the following question:

1. What do you think about this statement?



#### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

<https://docs.google.com/presentation/d/1dvSoFtYebiODTO3AZEk-n7Ozn6mas->

# Letter Cards

*(Print and cut out)*

S	V	N	M
S	E	I	R
E	D	Y	I
E	T	C	I
I	A	O	E

FOR REVIEW ONLY

## Levels of Expressing Physical Affection<sup>5</sup>

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to encourage students to determine their own appropriate and comfortable limits on physically expressing affection.

### Directions

#### Step 1

Have students brainstorm different ways to express physical affection. Write their ideas on newsprint. Examples may include:

- Flirt
- Hold hands
- Hug
- Kiss
- Touch above the waist
- Touch below the waist
- Massage
- Have oral, vaginal, or anal sex

#### Step 2

Distribute copies of the *Levels of Expressing Physical Affection* handout to each peer educator and ask them to do a 10-15 minute journaling assignment in class. Explain that they will not have to show their writing to anyone else, so they should make it as private and honest as possible.

### Reflections

#### Step 3

Bring the group together when time is up and discuss the questions below:

1. Why is it important for teens to make personal decisions about their own limits for expressing physical affection in a dating relationship?

 **Total Time:**

45 minutes

 **Materials**

- Newsprint & markers
- Copy of *Levels of Expressing Physical Affection* handout for each peer educator

2. How can you as a peer educator help teens make the right decisions for themselves?
3. What might happen if two people in a dating relationship have different ideas about the right stopping point? What can they do to ensure both partners have given consent? *(Talk about what your limits are before getting into a sexual situation, listen to one another, ask your partner if they are okay with what is going on, stop and check in with your partner.)*
4. What are the benefits of giving and receiving consent? *(It shows you care about your partner, helps you have a better relationship based on mutual understanding and respect, it helps ensure both partners are on the same page about any sexual behavior.)*
5. What are the consequences of not having consent? *(Sex without consent is considered sexual assault or rape. It's important to have consent every time you engage in a sexual behavior. In addition, having sex with a partner who hasn't consented—or having sex without giving your consent—can leave emotional and/or physical scars.)*
6. What are some ways teens can decide on their limits before getting into a sexual situation? *(Carve out time to think about what you want to do sexually, if anything, and what you don't want to do. Like we did today, you can journal, you can practice speaking with a partner, or talk with a trusted adult or peer about your limits.)*
7. What are the benefits to setting limits in advance? *(Research shows that when you set limits for yourself in advance of a conversation or situation, you're more likely to be able to communicate them clearly and stick to them.)*

#### Step 4

Encourage students to keep their completed handout to review and update when needed. Explain that it is completely fine for people to continue to think about and shift their limits—as people grow and change, or have different life experiences, limits will shift. Being able to revisit your limits periodically will help you maintain self-assuredness in terms of knowing what you want, knowing yourself, and being able to better communicate with your partners.



#### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/15LLS6jsMjDonnhCv4J\\_-iMyCAmQy6F9kYp6DSWpwPWY/copy?pli=1#slide=id.g96660bf61d\\_0\\_0](https://docs.google.com/presentation/d/15LLS6jsMjDonnhCv4J_-iMyCAmQy6F9kYp6DSWpwPWY/copy?pli=1#slide=id.g96660bf61d_0_0)

Google Docs:

*Adapted from Postponing Sexual Involvement: An Educational Series for Young Teens, Adolescent Reproductive Health Center, Grady Health System, 80 Butler Street, S.E., Atlanta, GA 30335-3801*



## Negotiation and Refusal Skills

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to explore situations where it is difficult to compromise or say “no” and to practice using effective negotiation and refusal skills.

### Directions

#### Step 1

Place the *Negotiation & Refusal* sign in the middle of the circle of participants and ask:

1. What does it mean to negotiate? (*To discuss the issue, to work it out, to compromise*)
2. What are examples of times when you or someone you know needed to negotiate? (*When you disagree but want to work it out; when you want to continue the relationship with the person and you both need to “give” a little*)
3. What does it mean to refuse? (*To say “no” or get out of a situation*)
4. What are some examples of situations someone might refuse? (*When the situation involves something you think is wrong like drinking and driving or having sex when you do not want to*)

Share with students that there are times when negotiating may be an immediate agreement or might come to a compromise is the best solution. However, when an agreement or compromise can't be reached, or if the situation is against your values or you are in danger, it is necessary to refuse and/or try to get out of the situation.

 **Total Time:**  
30-45 minutes

 This activity appears in the workshop

### Materials

- 1 sign that reads: *Negotiation & Refusal*
- 1 *Skills* sign that reads:
  1. Say no
  2. Say how you feel
  3. Compromise or walk away
- Scenario cards

## Step 2

Tell students that there are 3 skills to use when you are in a situation that makes you uncomfortable. Place the *Skills* sign below the *Negotiation & Refusal* sign. Ask for volunteers to read each skill aloud, stopping after each one to ask discussion questions.

### 1. Say “No”

- Why is your body language important when you’re saying “no?” (*To make sure your message is strong and consistent*)
- How should you look when you’re saying “no?” (*Make eye contact; don’t stare at the floor or ceiling; be firm and self-assured; stand tall*)
- Besides how you look, what are some other important factors for saying “no” effectively? (*Tone of voice, clear message, confidence*)

### 2. Say how you feel

- Why is it important to tell the person how you feel? (*You are working towards a solution so it is important to state your case and let the person know how their pressure makes you feel; if the person cares about your feelings, you are more likely to get a compromise*)

### 3. Compromise or walk away

- How will you know when you have a compromise? (*Both of you will agree to the solution*)
- Under what circumstances will a compromise not work? (*When you can’t agree to what the other person wants; in that case you will need to refuse*)
- What if you’re really afraid that the person might hurt you if you say “no”? What are some things you might do in this situation? (*Get to a public place, make an excuse, ask someone else for help, whatever is necessary to try to get out of the situation.*)

Have peer educators re-read the three *Skills* before moving on.

## Step 3

Advisors role play the following situation first as a model of how to use each of the skills correctly. If only one advisor is present on the day of this activity, have two peer educators volunteer to perform the skit.



Read aloud the following scenario:

*Your partner knows you've had sex before. Now after only a few weeks of being together, your partner expects you to have sex with them, but you are not ready.*

Tell students that your task is to work out a solution. Ask that during the role play, you want them to indicate when each one of the steps has been demonstrated by holding up the appropriate number of fingers that correspond to the number of the skill being used. For example, hold up one finger for “Say No”, two fingers for “Say how you feel”, and three fingers for *Compromise or walk away*.

**Advisor 1:** Hey...I'm glad I'm here with you. Sooooo....do you have a condom?

**Advisor 2:** What? No. What are you saying?

**Advisor 1:** Let's go upstairs. Come on baby, you know I want you.

**Advisor 2:** Wait. We've only been together a few weeks. I'm not ready to have sex with you. I really don't want to do anything except make out.

**Advisor 1:** What? You know I love you...you know you want to.

**Advisor 2:** No, I don't want to. Not yet. I need more time.

**Advisor 1:** Oh come on. It's not like you've never had sex before.

**Advisor 2:** Hey, that's not fair. If I'm not ready- I'm not ready. Look, we can kiss and stuff, but nothing more. And if that's not okay with you, I'm leaving!

**Advisor 1:** Okay, okay; I get it. So you just want to make out, but nothing else? (*Thinks about it for a while*) Alright, please stay. I'm comfortable with that too. I really want to have sex with you, but definitely not if you don't want to

**Advisor 2:** You know, I really appreciate that you are listening to me about what I want. Yeah, come over here and kiss me...

After the skit, ask students the following questions:

1. What skills did *Advisor 2* use to negotiate the situation?
2. How do you know that the partners gave/received consent to agree to compromise?
3. What should *Advisor 1* do if their partner does not want to have sex? If *Advisor 1* continued to put pressure on their partner to have sex, what options does *Advisor 2* have in this situation?

**Step 4**

Divide students into pairs. Explain that each pair will receive a piece of paper with a scenario that they will have to *negotiate* or *refuse* using the skills they just learned, as demonstrated by the advisors. Pass out the scenario, and assign one person of the pair as the one who will put pressure on the other to do the behavior described. The other person will use the *3 Skills* to find a compromise or refuse the situation.

**Step 5**

Ask for volunteers from the class to demonstrate their scenarios. Have other students hold up 1, 2, or 3 fingers to indicate the skill being used. Following a scenario, discuss the following questions.

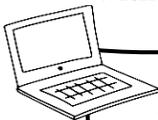
1. What negotiation and refusal skills did they use?
2. What suggestions do you have about how the scenario could end differently?

**Reflections****Step 6**

Discuss the following questions.

1. Why is it so difficult to negotiate or refuse? What are we afraid of? (*Afraid of losing the friend or partner, afraid of being embarrassed*)
2. What could make negotiation and refusal easier? (*Practicing the skills to build confidence, understanding the importance of giving/receiving consent, having a partner you trust and who respects you by listening to your needs for boundaries, remembering that everyone has a right to refuse things that they aren't comfortable with*)
3. Why is it important to learn how to negotiate or refuse certain situations? (*Being true to yourself and your values, improve your relationships, get out of high-risk situations*)

Summarize by emphasizing the importance of being able to communicate your boundaries with others by using specific Negotiation and Refusal Skills.

**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1UO04do2\\_LibCGoGqwDRR9kzZ7n1\\_9ILe\\_rBgYTcKYyc/copy?pli=1#slide=id.g915974832d\\_0\\_715](https://docs.google.com/presentation/d/1UO04do2_LibCGoGqwDRR9kzZ7n1_9ILe_rBgYTcKYyc/copy?pli=1#slide=id.g915974832d_0_715)

## Negotiation Scenarios

*\*Print on colored paper (different color than Refusal Scenarios).*



You and your partner talked about having sex this weekend, but after that conversation you thought about it and you don't think you are ready yet. (Negotiate a solution)

You are at a party with someone you really like, and this person suggests you go upstairs to be alone. You don't want to. (Negotiate a solution)

You and your partner had sex once. Tonight you're getting together at your house and your partner is expecting to have sex again, but you don't want to. (Negotiate a solution)

Your partner wants to come over when your parents are not home. You are not comfortable with this. (Negotiate a solution)

Your partner knows you've had sex before. Now after only a few weeks of being together, your partner expects you to have sex, but you are not ready. (Negotiate a solution)

## Refusal Scenarios

*\*Print on colored paper (different color than Negotiation Scenarios).*

You are at a party. Your date wants to hook up and is pressuring you to drink or use drugs to loosen up. (Refuse the situation)

Your friends have all had oral sex and are pressuring you to do the same, but you don't want to. (Refuse the situation)

You are at a party and your friends are pressuring you to leave with them, but the driver has been drinking. (Refuse the situation)

Your partner wants to have an "open relationship" where you both can have sex with other people. (Refuse the situation)

You are sexually involved with your partner and being pressured to have sex without protection. (Refuse the situation)



FOR REVIEW ONLY

# NEGOTIATION & REFUSAL

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# Skills

**1. Say no**

**2. Say how you feel**

**3. Compromise or walk away**

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## Postponing Sexual Involvement Unit End Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### True or false

\_\_\_\_\_ 1. There is no standard definition of virginity.

\_\_\_\_\_ 2. You can only be abstinent if you are a virgin.

### Unscramble the following words to make a statement:

3.

YREEV

MITE

SI

A

SODINECI

\_\_\_\_\_

### Short answer

4. What is the public health definition of abstinence adopted by Teen PEP?

5. Name one unhealthy reason teens have sex and explain what makes it unhealthy.

## Lists

6. List five healthy reasons to wait to have sex
  - a.
  - b.
  - c.
  - d.
  - e.
  
7. List three characteristics of a couple ready for a responsible sexual relationship.
  - a.
  - b.
  - c.
  
8. List the three negotiation & refusal skills.
  - a.
  - b.
  - c.
  
9. List 5 benefits of postponing sexual involvement (emotional and/or physical)
  - a.
  - b.
  - c.
  - d.
  - e.
  
10. From the brochure, *10 Things You Should Know Before You Have Sex*, which of the ten things do you find most important and why?

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## Postponing Sexual Involvement Unit End Quiz Answer Key

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### True or false

  T   1. There is no standard definition of virginity.

  F   2. You can only be abstinent if you are a virgin.

### Unscramble the following words to make a statement:

3.

YREEV    MITE    SI    A    SODINECI

  Every       Time       Is       A       Decision  

### Short answer

4. What is the public health definition of abstinence adopted by Teen PEP?

*Not having oral, vaginal, or anal sex*

5. Name two unhealthy reasons teens have sex and explain what makes it unhealthy.

*Any reasonable answer can be accepted. Refer to unit for possible answers if necessary.*

### Lists

6. List five healthy reasons to wait to have sex

*Any reasonable answer can be accepted, including:*

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Religious/moral reasons</li> <li>• Reputation — don't want to be labeled</li> <li>• Consequences: pregnancy, STIs, HIV</li> <li>• Waiting for love</li> </ul> | <ul style="list-style-type: none"> <li>• Don't want to/not ready/too busy</li> <li>• Scared/afraid it will hurt</li> <li>• Could end/change relationship</li> <li>• Afraid parents will find out</li> <li>• Can't afford to have a baby</li> </ul> |
|--|--|

7. List three characteristics of a couple ready for a responsible sexual relationship.

*Any reasonable answer can be accepted, including:*

- *Have been together for “a while”*
- *Love/emotional attachment*
- *Trust*
- *Privacy/confidentiality*
- *Respect*
- *Share past sexual history*
- *Both feel ready to have sex*
- *Make decision sober*
- *Informed about birth control, condoms, possible consequences*
- *Communication about feelings, sex, protection, consequences*
- *Decision about what protection to use, where and when to get it—before in the situation*

8. List the three negotiation and refusal skills

- a. *Say “No”*
- b. *Say How You Feel*
- c. *Compromise or Walk Away*

9. List 5 benefits of postponing sexual involvement (emotional and/or physical)

*Any reasonable answer can be accepted.*

10. From the brochure, *10 Things You Should Know Before You Have Sex*, which of the ten things do you find most important and why?

*Any reasonable answer can be accepted.*



### **Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1ktDDo81ML-fixw89nQg4VkmkkZB8utR8xBL18HUzX1A/copy?pli=1#slide=id.g9461003a18\\_0\\_214](https://docs.google.com/presentation/d/1ktDDo81ML-fixw89nQg4VkmkkZB8utR8xBL18HUzX1A/copy?pli=1#slide=id.g9461003a18_0_214)

Google Forms:

<https://docs.google.com/forms/d/1vRY7KArMhWn?o->

# School-Wide Campaign Check-In

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to ensure peer educators responsible for implementing a school-wide campaign following this unit’s corresponding workshop are on track.

## Directions

### Step 1

Upon completion of the unit, distribute copies of the *School-Wide Campaign Check-In* handout to each peer educator in the group responsible for this unit’s topic. Students should start formulating ideas for their campaign as you begin preparing for the workshop. Review the *School-Wide Campaign Guidelines* handout the peer educators received in *Unit One* to ensure they are on task. Remind students that they will need to submit ideas to you for approval. As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.



**Total Time:**

5 minutes



## Materials



A copy of the *School-Wide Campaign Check-In* handout for each peer educator in the group assigned to this topic

FOR REVIEW ONLY

# School-Wide Campaign Check-In

**Workshop Topic:** Postponing Sexual Involvement

**Group Members:**

**Structures:**

- 1.
- 2.
- 3.

**Plan for each structure.** (Include frequency)

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# Parent/Guardian-Teen Homework

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide a structure for communication between parents/guardians and teens on the topic of postponing sexual involvement.

## Directions

### Step 1

Upon completion of the unit, distribute copies of the *Parent/Guardian-Teen Homework* handout to each peer educator.

In advance of the workshop, peer educators should complete the homework assignment with a parent/guardian, have it signed, and turn it back into advisors.



**Total Time:**

5 minutes



## Materials



A copy of the *Parent/Guardian-Teen Homework* handout for each peer educator

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### Note:

Having peer educators complete this homework assignment before the workshop can help them create buy-in among workshop participants when asked to do the same.



# Postponing Sexual Involvement

## Parent/Guardian – Teen Homework

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Purpose

To provide a structure for communication between parents/guardians and teens on the topic of postponing sexual involvement unit.

### Directions

#### Step 1

Together, read aloud the workshop take home messages below.

#### Take Home Messages

- There are many reasons why teens choose to have sex, but many of these are not healthy.
- There are many healthy reasons to choose wait to have sex.
- A healthy, respectful, and mutually satisfying relationship is possible when partners invest the time and commitment necessary to develop trust, communication, intimacy, and give and receive consent by asking permission for any sexual behavior.
- It is possible to be assertive and to negotiate in relationships. It is also important to know your own boundaries and practice getting out of unwanted situations by using refusal skills.
- It is important to talk to your partners about what you both are comfortable and not comfortable with, listen and respect each other, and to both seek, give, and receive explicit consent.

#### Step 2

Teens should share with parents/guardians their answers to the following questions.

1. What was the most important thing you learned in this workshop?

#### Step 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. What are some of the healthy reasons to choose not to have sex?
2. What are some of the characteristics you look for in a healthy relationship?

#### Step 4

Parents/guardians should share with teens their answer to the following question.

1. What values do you want your child to receive from you regarding this topic?

#### Step 5

Please sign and date below, indicating to the advisor that this assignment has been completed.

**X** \_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

# Curriculum Feedback Form

## Unit 6: Postponing Sexual Involvement



Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_

No. of class periods to complete unit: \_\_\_\_\_

Please indicate the month the unit was taught:

September	October	November	December	January	February	March	April	May
<input type="checkbox"/>								

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

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Please scan and email to [info@supportiveschools.org](mailto:info@supportiveschools.org) ♦ Attn: Teen PEP Research & Administrative Associate  
Or complete online at [www.TeenPEP.org](http://www.TeenPEP.org)

# Let's Wait Awhile

## Postponing Sexual Involvement Workshop

Volume I • 2020



### TEEN PEP-BRIDGE

*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

## TEEN PREVENTION EDUCATION PROGRAM

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TEEN PREVENTION EDUCATION PROGRAM BRIDGE

# Let's Wait Awhile

## Postponing Sexual Involvement Workshop for 7<sup>th</sup> Graders

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# Let's Wait Awhile:

## Postponing Sexual Involvement Workshop Overview

### ► Workshop Objectives

After participating in this workshop, students will be able to:

- **Describe** the benefits of postponing sexual involvement
- **Explain** the difference between virginity and abstinence
- **Describe** the reasons why some teens have sex and why some teens wait to have sex
- **Identify** the qualities that need to be in place in a relationship before beginning sexual activity
- **Identify** the ways you are comfortable expressing physical affection in a relationship
- **Understand** the concept of consent
- **Demonstrate** effective communication with negotiation and refusal skills in peer pressure situations.

### ► Take Home Messages

The goal of this workshop is to guide students in a decision-making process about becoming sexually involved that will allow them to reach their *own* conclusions.

While conducting the workshop, peer educators should keep in mind the major messages for participants to *take home*:

- There are many reasons why teens choose have sex, but many of these are unhealthy.
- There are many healthy reasons to choose to wait to have sex.
- A healthy, respectful, and mutually satisfying relationship is possible when a couple invests the time and commitment necessary to develop trust, communication, intimacy, and give and receive consent by asking permission for any sexual behavior.
- It is possible to be assertive and to negotiate in relationships. It is also important to know your own boundaries and practice getting out of unwanted situations by using refusal skills.
- It is also important to talk to your partners about what you both are comfortable and not comfortable with, listen to them, and to both give, seek, and receive explicit consent.

# Workshop Agenda

## ► 45-minute workshop

	Time
Attention-Getting Skit: <i>Looking Back</i>	2 minutes
Presenter Introduction	1 minute
Workshop Introduction	2 minutes
Bridge to Skits	1 minute
Skits:	4 minutes
★ Help!	2 minutes
★ I Thought it Would be Different	2 minutes
Large Group Activity: <i>Negotiation &amp; Refusal Skills</i>	8 minutes
Bridge to Small Group Activity	1 minute
Small Group Activity: <i>Sexual Decision-Making Part 1: Why Teens Have Sex/Why Teens Wait to Have Sex</i>	15 minutes
Small Group Activity: <i>Sexual Decision-Making Part 2: Characteristics of a Responsible Couple</i>	8 minutes
Closure	1 minute
Evaluation & Homework	2 minutes

# Workshop Materials

Activity	Materials	Template Provided
<b>Negotiation &amp; Refusal Skills</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1 sign that says <b>Negotiation</b></li> <li><input type="checkbox"/> 1 sign that says <b>Refusal</b></li> <li><input type="checkbox"/> 1 sign that says:  <b>Skills</b> <ul style="list-style-type: none"> <li>★ Say no</li> <li>★ Say how you feel</li> <li>★ Consent, compromise or walk away</li> </ul> </li> </ul>	✓ ✓ ✓
<b>Sexual Decision-Making Part 1:</b> <i>Why Teens Have Sex/Why Teens Wait to Have Sex</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2 sheets of newsprint for <i>each</i> small group with headings:                             <ul style="list-style-type: none"> <li>★ Why Teens Have Sex</li> <li>★ Why Teens Wait to Have Sex</li> </ul> </li> <li><input type="checkbox"/> 1 marker for <i>each</i> small group</li> </ul>	
<b>Sexual Decision-Making Part 2:</b> <i>Characteristics of a Responsible Couple</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 1 sheet of newsprint for <i>each</i> small group with heading:                             <ul style="list-style-type: none"> <li>★ Characteristics of a Couple Ready for a Responsible Sexual Relationship</li> </ul> </li> <li><input type="checkbox"/> 1 marker for <i>each</i> small group</li> </ul>	
<b>Evaluation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation form for <i>each</i> participant</li> <li><input type="checkbox"/> Pens or pencils for <i>each</i> participant</li> </ul>	✓ ✓
<b>Homework</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Parent-Teen Homework</i> handout for each participant</li> </ul>	✓

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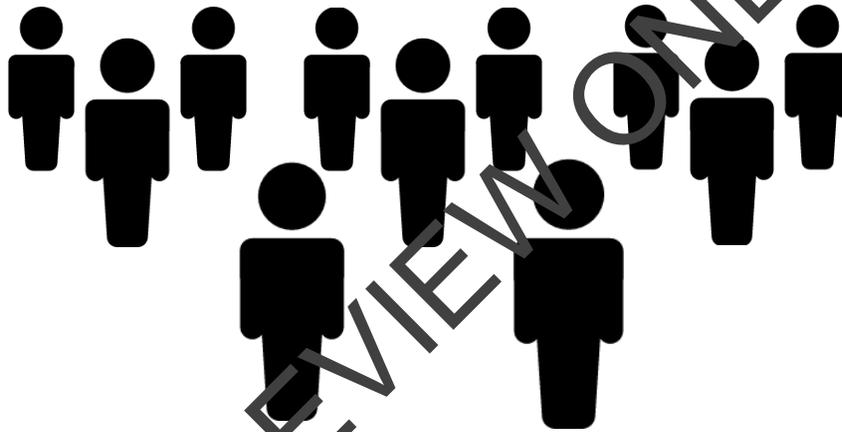
# Let's Wait Awhile:

## Postponing Sexual Involvement Workshop



### Attention-Getting Skit: *Looking Back*

**Scene:** *Eleven peer educators stand spaced out around the stage with heads down, similarly to the diagram below. As they speak their lines, they should raise their head, say their line, and then move to the back line where the remaining peer educators are standing with backs turned to the audience.*



Peer Ed. 1: Looking back, I'm really glad we waited. We weren't ready.

Peer Ed. 2: I was really uncomfortable when my partner said they wanted to hook up, but I didn't know how to say "no". I still don't know how to say "no".

Peer Ed. 3: I always said I was a virgin....now what am I?

Peer Ed. 4: My partner and I aren't having sex. I'm really proud of the decision we made. It doesn't bother me at all that my friends give me a hard time.

Peer Ed. 5: It seemed so innocent and fun and exciting. Turns out my partner didn't really want to.

Peer Ed. 6: I thought sex was going to be so amazing – so life changing. Actually, it wasn't.

Peer Ed. 7: What I remember about the first time I had sex: I got **dumped** the next day.

Peer Ed. 8: My partner was a lot older than me and I was so in love. I got all kinds of gifts and they even had a car. But **now** (*pause*) I know I was just being used.

**Peer Ed. 9:** The next day after we hooked up, I was so embarrassed. I felt like everybody knew and my partner didn't even look at me.

**Peer Ed. 10:** There's so much pressure to make the first move and then keep going. Is that the right thing to do?

**Peer Ed. 11:** Looking back, I'm really glad we waited.



## Presenter Introduction

**Scene:** *Students stand in a line across the stage.*

*(One peer educator steps forward.)*

**Peer Ed.:** Hi. We are Teen PEP-Bridge from \_\_\_\_\_ High School. Teen PEP stands for Teen Prevention Education Program. We are \_\_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. Today, we're going to do a workshop for you on making decisions about sex. Our workshop is called *Let's Wait Awhile: Postponing Sexual Involvement*. My name is \_\_\_\_\_.

*(Peer educator steps back in line and all students introduce themselves to the audience)*



## Workshop Introduction

*(Two peer educators step forward and present the introduction, trading off paragraphs.)*

**Peer Ed. 1:** We're here today to talk about sexual decision-making. Why do some teens have sex? Why do some teens decide to wait? It's really important to think about **who we are** and **what we want** before becoming sexually active.

**Peer Ed. 2:** Some teens have sex because they feel pressure, or to rebel, to prove themselves, or to keep a partner. On the other hand, many teens choose to be **abstinent**. That means not having oral, vaginal, or anal sex. Lots of people choose abstinence because they aren't ready, for moral or religious reasons, or because they don't want to deal with the possible consequences. Abstinence is the only 100% effective way to prevent pregnancy, HIV, and other sexually transmitted infections.

**Peer Ed. 1:** Sexual messages are all around us, in the movies, on TV, and in music. The media sometimes makes sex seem like it's no big deal. It's hard to know if you're ready for sex, if you are ready for the emotional and physical consequences. It can all be very confusing.

**Peer Ed. 2:** If we take some time to think about what we want and set our own boundaries, we're more likely to make healthy decisions. It's important to remember that not all teens are having sex and whatever decision we make, we need to stand up for our feelings and beliefs, while also respecting the feelings and beliefs of our partners.

*(Peer educators step back into line.)*

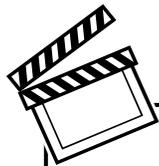


## Bridge to Skits

*(One peer educator steps forward.)*

**Peer Ed.:** In the following skits we'll show you common situations that teenagers face. Our first skit shows how awkward the first kiss can be.

*(Peer educator steps back into line and all peer educators turn their backs to the audience. Peer educators who are not performing in a skit should remain frozen and silent in line with their backs to the audience.)*



### About the Skits

Using dramatic skills, peer educators will present examples of relationship pressures common to teens. Peer educators are encouraged to adapt the language in the skits to better reflect their school community. As always, the language that is used should be clear and relevant, but not offensive.



## Skits Help!

**Scene:** *A couple is sitting on a "couch" or chairs at a party.*

**Dani:** So...

**Cory:** So...yeah

**Dani:** So, do you want to do anything?

**Cory:** Like?

**Dani:** You know, I mean, what do you want to do?

**Cory:** Well, I like just hanging out here.

Dani: Yeah?

Cory: Yeah.  
(Cory freezes and Dani steps forward, speaks to audience.)

Dani: Oh man...why is this so hard? I really like Cory and I want to kiss and stuff...and I think it's a mutual feeling...but what if I'm wrong? What if I'm actually in the friend zone? Or what if Cory expects me to go further? I don't know how to do this.  
(Dani sits down.)

Dani: You know Cory...I...I...uh...

Cory: What?

Dani: I really like being here too.

(Dani freezes and Cory steps forward, speaking to audience.)

Cory: This is so awkward. Why doesn't Dani just kiss me and get it over with? I really like Dani and I want to kiss...but if I make the first move—maybe it'll seem like I want to do more than that. And I really don't.

(Cory sits down.)

Cory: You know Dani, if you have something to ask me you should just go ahead, it's okay.

Dani: Really?

Cory: Really.

Dani: (Clearly uncomfortable) Uh, I mean...Uh, Cory...

Cory: (Interrupts Dani) Dani, is it okay if I kiss you?

Dani: Uh, yeah... (Dani smiles and nods) that would be great. (Dani leans in for a kiss. Cory puts up a hand to stop Dani.)

Cory: But that's all I want to do.

Dani: Okay, good. Me too. (Lean in toward each other. Pause. Dani turns to the audience.)  
But there are a lot of people here...maybe later.

(Peer educators in Help! stand up and step forward. Two other pairs come in to stand on either side of them with backs turned, arms around each other.)

## ► Processing the Skit

(Peer educators in the skit speak to the audience.)

**Dani:** This skit showed the importance of knowing your own boundaries and communicating them to your partner—whether it’s the first time or any time after that. This is an example of how you can **give** consent for behaviors that you are comfortable with.

**Cory:** It’s also important to **ask** your partner to make sure you have their permission. This is an example of how you can **seek** consent from your partner. You may think it’s awkward to check out your sexual behavior, but it really doesn’t have to be. You could just say...

**Partner in**

**Couple 1:** *(Turns around, arms around each other)* CJ, are you okay? *(Freeze)*

**Dani:** Or, on the other hand you could say...

**Partner in**

**Couple 2:** *(Turns around, arms around each other)* Amari, do you want me to stop? *(Freeze)*

**Cory:** See? Consent can be easy to talk about.

**Dani:** Just be sure you’re willing to listen and hear the answer to your question, and respect your partner’s boundaries by getting their consent. *(Pause)*

The next skit shows how some people feel pressured to lie about sexual behavior.



## **Skit: I Thought It Would Be Different**

**Scene:** *Two peer educators are hanging out. Sam is reading a magazine, Cameron is watching TV.*

**Cameron:** *(Points to TV).* Wow! Look at this, you have to watch.

**Sam:** *(Looks up slowly, uninterested)* What? Yeah, whatever. *(Looks down at her magazine.)*

**Cameron:** *(Leans over and points to a page in Sam’s magazine)* Did you take the relationship quiz in there? Did you see how low I scored? Can you believe it? Do you think that means I should break up with Bobby?

**Sam:** *(Not looking up)* Uh, not really. I don't know.

**Cameron:** Hey. What's wrong with you?

**Sam:** I don't know....I...just...

**Cameron:** What?

**Sam:** Do I look different to you?

**Cameron:** Different? No. What are you talking about?

**Sam:** Well, remember I went over to MJ's house last weekend?

**Cameron:** Yeah, so? I thought you broke that off.

**Sam:** Actually, I was the one who got dumped. *(Pause)* That night we, uh, did it.

**Cameron:** What?! You two had sex? Why didn't you tell me?

**Sam:** I was going to. But.... I felt embarrassed.

**Cameron:** I can't believe it—you had sex before me. How was it?

**Sam:** It wasn't what I thought it would be. You know how we've talked about it—like it would be all romantic and exciting?

**Cameron:** Yeah, so was it?

**Sam:** No, I mean, I didn't really want to. We haven't been together all that long; and it just didn't feel right.

**Cameron:** So why did you?

**Sam:** Well, there we were and nobody was home and we started kissing and all. I liked it. But then....it started to go farther and I said, "Wait, I'm not sure I want to do this."

And it was cool; we just went back to watching the movie. But then we started kissing again and MJ said how great I was and how much they wanted to do it and I didn't know what to do. I like MJ and I didn't want to come across like I was a baby or something. So I just went along with it and I thought, "Wow, this is it."

**Cameron:** So did you like it? What was it like?

**Sam:** It was....awkward and it was over so fast. I could barely look at MJ after. It didn't feel all that romantic.

**Cameron:** Sooo, then what happened?

**Sam:** My dad came to pick me up. After that, no texts...no calls. The next day MJ broke up with me. I feel so awful. *(Puts head in hands)*

**Cameron:** Oh Sam, I'm so sorry. It'll be okay. Did you use protection?

**Sam:** Yes but, Cameron, MJ used me. I'm so humiliated. I wanted my first time to be, you know, special.

**Cameron:** Look, MJ's a jerk. You don't want to be with someone who's not going to respect you or care about your feelings and boundaries. Next time you're going to make sure you know the person for a long time and make sure you trust them. And that you really care about each other.

**Sam:** What next time? *(Cameron leans over and gives Sam a hug)*

## ► Processing the Skit

*(Two peer educators come forward.)*

**Peer Ed. 3:** Sam found out the hard way that getting into a sexual situation too soon can really hurt.

Why do you think Sam went ahead and had sex with MJ even if reluctant to? *(Repeat each answer as it's called out: Sam was afraid MJ would think Sam was a baby; Sam was afraid to lose MJ; Sam didn't know what else to do; Sam didn't know how to get out of it)*

**Peer Ed. 4:** What feelings and consequences is Sam experiencing? *(Sam is embarrassed; worried everybody will be talking about it; feels guilty; could get pregnant or get an STI)*

**Peer Ed. 5:** Sam's lesson is a good one for all of us. Take your time making the decision to become sexually active. Make sure you're ready and feel comfortable with your decision. And if you decide you're not ready, that's okay too.

*(2 peer educators go back to line)*



## Large Group Activity: Negotiation & Refusal Skills

*(3 peer educators come forward holding Negotiate, Refuse, and Skills signs)*

**Peer Ed. 6:** If Sam didn't want to have sex with MJ, Sam had the right to say "no" or negotiate doing something different. But how can someone actually do that?

**Peer Ed. 7:** People are always telling us to "Just say no to sex" but that can be really hard. Here are some skills that can help us to **negotiate...** *(Holds up Negotiate sign)*

**Peer Ed. 8:** ...Or **refuse** *(Holds up Refuse sign)* something that you don't want to do.

**Peer Ed. 6:** *(Holding Negotiate sign, asks audience the following questions and repeats their answers)*

1. What does it mean to negotiate? *(To discuss the issue, to work it out, to compromise)*
2. What is an example of when you or someone you know needed to negotiate?

**Peer Ed. 7:** (*Holding Refuse sign; asks audience the following questions and repeats their answers*)

1. What does it mean to refuse? (*To say “no” or get out of a situation*)
2. What is an example of times when you or someone you know needed to refuse?

**Peer Ed. 8:** (*Holding up Skills sign*) Here are 3 skills you can use when you want to negotiate or refuse a situation. Say “No”; Say how you feel; Consent, compromise or walk away.

### 1. Say “No”

- How should your body language look and sound when you’re saying “no”? (*Make eye contact; don’t stare at the floor or ceiling; be firm and self-assured; stand tall; tone of voice: speak loudly and clearly*)

### 2. Say how you feel

- Why is it important to tell the person how you feel? (*You are working towards a solution so it is important to state your case and let the person know how their pressure makes you feel; if the person cares about your feelings, you are more likely to reach a respectable compromise*)

### 3. Consent, compromise or walk away

- How will you know when you have a consent or that you’ve reached a compromise? (*Both of you will agree to say “yes” to the solution*)
- When will a compromise be inappropriate and **not** work? (*When it goes against your values or neither of you can agree*)
- What are some things you might do if you’re afraid that the person might hurt you if you say “no”? (*Get to a public place, make an excuse, ask someone else for help, whatever is necessary to get out of the situation.*)

(*Peer Eds. 1 and 2 return to line and three new peer educators come forward to join Peer Ed. 3*)

**Peer Ed. 9:** (*Still holding the Skills sign*) Now, we’re going to do a role play to show the three skills. (*Points to each skill on the sign as she reads them aloud*) When you hear skill #1 (**saying “no”**) being used, hold up 1 finger. When you hear skill #2 (**how this is making the person feel**), hold up 2 fingers. When the person **compromises or walks away**, hold up 3 fingers.

**Peer Ed. 10:** Here is the situation. (*Read the following scenario aloud to the audience while the other two peer educators pantomime the actions and then read their own lines.*)

This is Nikki and Daniel. Daniel wants to have sex with Nikki but they have only been together for a few weeks. Nikki is not ready. While we do this role play, please hold up your fingers whenever you hear a negotiation or refusal skill being used.

*(All peer educators in the back line and hold up one, two, and then three fingers to demonstrate the directions.)*

**Daniel:** Hey...I'm glad I'm here with you. Sooooo....do you have a condom?

**Nikki:** What? No. What are you saying?

**Daniel:** Come on, you know what I'm saying. Let's go upstairs. Come on baby, you know I want you.

**Nikki:** Wait! We've only been together a few weeks. I'm not ready to have sex with you. I really don't want to do anything except make out.

**Daniel:** What? You know I love you...don't you love me? You know you want to.

**Nikki:** Really....now? *(Pause.)* No, I don't want to. Not yet. I need more time.

**Daniel:** Oh come on. What are you waiting for?

**Nikki:** Hey, that's not fair! I feel like you're not listening to me. If I'm not ready, I'm not ready. Look, we can kiss and stuff, but nothing more. And if that's not okay with you, I'm leaving.

**Daniel:** Okay, okay; I get it. So you just want to make out, but nothing else? *(Thinks about it)* Alright, please stay. I'm comfortable with that too. I definitely don't want to do anything you don't want to do. Sooooo....can I come kiss you?

**Nikki:** I really appreciate you listening to me about what I want. Sure, come over here and kiss me... *(Daniel and Nikki freeze)*

**Peer Ed. 11:** Thank you to our actors. *(Asks audience the following questions and repeats their answers)*

1. What skills did Nikki use to negotiate the situation? *(Nikki said "no" like they meant it; they said how they felt - that Daniel wasn't listening and was pressuring and being forceful).*
2. After Nikki said "no" and said how they felt, what should Daniel do in response? *(Slow down and listen to their partner, check out their own behaviors and stop doing anything that their partner is uncomfortable with, respect their partners boundaries and decision to compromise or choice to walk away)*
3. If Daniel had continued to put pressure on Nikki to have sex, what options does Nikki have in this situation? *(Recommunicate the boundaries by repeating steps 1 – Say "no" and 2 – Say how you feel, or decide on step 3 - Walk away from the situation)*

**Peer Ed. 12:** *(Asks audience the following questions and repeats their answers)*

1. Why might it be difficult to negotiate or refuse? What are we afraid of? *(Afraid of losing the friend or partner, afraid of being embarrassed)* What could make it easier? *(Practicing the skills to build confidence, understanding the importance of giving/receiving consent, having a partner you trust and who respects you by listening to your needs for boundaries, remembering that everyone has a right to refuse things that they aren't comfortable with)*

2. Why is it important to learn how to negotiate or refuse certain situations? (*Being true to yourself and your values, improve relationships, get out of high-risk situations*)



## Bridge to Small Group Activity

(*A peer educator steps forward and speaks to the audience.*)

**Peer Ed.:** We hope the skits helped you think about all that's involved in making a decision to become sexually active. We're going to break up into small groups and do an activity that will help you to think about your **own** values. Please count with me while I number you off. Then look for the peer educator holding your group number and go with that peer educator to your small group location.



## Sexual Decision-Making:

### Why Teens Have Sex/Why Teens Wait to Have Sex

(*After introductions, a peer educator in each small group says:*)

**Peer Ed.:** We're going to do some activities about sexual decision-making. First, we're going to think about the reasons that teens have sex and the reasons that teens wait to have sex.

#### Step 1

One peer educator places a sheet of newsprint labeled *Why Teens Have Sex* in the middle of the circle. Ask participants to brainstorm **10 reasons** why teens have sex and record their ideas on the newsprint.

(*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists rather than giving them the "answers."*)

#### Why Teens Have Sex

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• To feel wanted</li> <li>• Love</li> <li>• Lonely</li> <li>• Fun/feels good</li> <li>• Feel upset and want comfort</li> <li>• Bored</li> <li>• Feel "horny"</li> <li>• To explore sexuality</li> <li>• To be cool</li> </ul> | <ul style="list-style-type: none"> <li>• To feel grown up: to be a "woman"/"man"</li> <li>• To keep partner</li> <li>• Rebelling against parents/rules</li> <li>• Curiosity</li> <li>• To have a baby</li> <li>• It's what you're supposed to do</li> <li>• To get attention, feel attractive or popular</li> <li>• Low self-esteem</li> </ul> |
|---|--|

#### ► Discussion Questions

1. In what ways might teens feel pressure to have sex? Where is the pressure coming from? What is the influence of the media?

2. Why would a teen want to have a baby? (*To feel loved, to feel grown up, to feel important, to keep a partner, as a status symbol, etc.*) In what other ways could someone address these feelings?
3. Why would some teens have sex to rebel? (*To feel empowered; to get back at their parents, other adults, or peers; to break the rules; etc.*)
4. Under what circumstances might a teen have sex to “prove” something to others? (*Teens who are struggling with their sexuality may have sex with an opposite sex partner as a way to “prove” they are heterosexual, prove they’re not a prude, prove they’re a “real man,” or prove they’re attractive to others.*)
5. What are the drawbacks to having sex for the reasons we discussed? (*Feel regret, feel guilty about it, feel embarrassed, get a bad reputation.*)

## Step 2

Give a marker to one participant and ask them to cross out one item on the list that they think is an “unhealthy” reason for a teen to have sex (*or one that they would **not** recommend to someone they care about*) and say why that reason is unhealthy. Pass the marker around the circle until the only reasons left are the ones that nobody wants to cross out. Ask the group for volunteers to say why they think the reasons that are left represent “healthy” reasons for a teen to have sex. If there is disagreement, ask for different opinions and leave the reason on the list.

## Step 3

Ask the group what they notice now about the reasons left on the list. (*There are only a few reasons that they think are healthy reasons for teens to have sex.*) Set the list aside.

## Step 4

Follow the same procedure for *Why Teens Wait to Have Sex*. The second peer educator places newsprint in the middle of the circle and asks participants to brainstorm **10 reasons** why teens wait to have sex. (*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers."*)

### Why Teens Wait to Have Sex

- Religious/moral reasons
- Reputation—don't want to be labeled
- No opportunity
- Waiting for love
- Scared/afraid it will hurt
- Uncomfortable with body
- Not ready/partner not ready
- Don't want to/not ready/too busy
- Consequences: pregnancy, STIs, HIV
- Afraid parents will find out
- Can't afford to have a baby
- No money for protection
- Goes against their values/boundaries
- Could end/change relationship

## ► Discussion Questions

1. A lot of teenagers wait to have sex because they have fears. What are their fears? (*It will hurt or dumped, they will get caught, pregnancy, embarrassed to show their body, might get a disease, word might get out, etc.*)
2. How do you think sex changes a relationship? How can it change it in a positive way? How can it change it in a negative way? How does it change relationships with peers? With parents?

3. What are the values that guide your decisions? How do you decide what is right or wrong?
4. We've mentioned some of the negative physical consequences of sex (*Pregnancy, STIs, HIV.*) What are the possible negative emotional consequences of sex? (*Broken heart, feel hurt, feel used, feel embarrassed, etc.*)
5. What do you notice about this list? (*Any reason a person chooses to wait to have sex is a good reason.*)
6. What makes it hard for teens to wait? What could make it easier?
7. How do those things compare to the benefits of waiting? (*For example, is it more important to keep your social standing or avoid pregnancy?.*)

### Step 5

Put both lists *Why Teens Have Sex* and *Why Teens Wait to Have Sex* in the middle of the circle. Ask a participant what they notice about the two lists. (*There are only a few reasons to have sex and many reasons to wait.*) Ask a volunteer to share the purpose of this activity. (*To understand why some teens have sex and the reasons why teens wait.*)



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/14aa8zSXVckT0np\\_yZ3y34mBsx5mzEeTt5xDywxarqjU/copy?pli=1#slide=id.g95abce504a\\_0\\_0](https://docs.google.com/presentation/d/14aa8zSXVckT0np_yZ3y34mBsx5mzEeTt5xDywxarqjU/copy?pli=1#slide=id.g95abce504a_0_0)

Google Jamboard: Make and Save a copy:

<https://jamboard.google.com/d/1oNjPm7y1tW4H4NeSj5twWUpCMpDV3kVbDCEI-Cm9oU/viewer>



## Bridge to Part 2

Peer Ed.: Good work. This activity made it pretty clear that there are a lot of healthy reasons to wait to have sex. Now, let's think about how you would know when you are ready. Imagine there is a couple standing right in front of us. This is the ideal couple; they have all of the qualities necessary to have a responsible sexual relationship.



## Sexual Decision-Making: Part 2

### Characteristics of a Responsible Couple

#### Step 1

A peer educator places a piece of newsprint prepared with the heading, *Characteristics of a Couple Ready for a Responsible Sexual Relationship* in the middle of the circle.

**Peer Ed.:** So, let's think of **10 qualities** you would like this couple to have before they have sex. Think about how long they should be together, what you want them to know about each other, what they need to talk about, and what decisions need to be made.

Engage the whole group in brainstorming qualities this ideal couple should possess. Remind the group that during brainstorming, all ideas are accepted without judgment. (*See examples below*)

**Note:**

Make sure students know that if they are allergic to latex,

### Characteristics of a Couple Ready for a Responsible Sexual Relationship

- Have been together for “a while” (How long? Married?)
- Love/emotional attachment
- Trust
- Privacy/confidentiality
- Respect
- Share past sexual history
- Both feel ready to have sex
- Make decision sober
- Informed about birth control, condoms, possible consequences
- Both have been tested (if previously sexually active) and are free of STIs, share their status
- Communication about feelings, sex, protection, consequences
- Decision about what protection to use, where and when to get it—before in the sexual situation
- Have gotten consent from partner (no coercion or force) and have given consent
- Have talked to a parent or other trusted adult
- Both feel safe and have a safe space to do so
- Have talked to a parent or other trusted adult
- Both feel safe and have a safe space

### ► Discussion Questions

1. How long do they need to have known each other before they have sex? (*Allow participants to give different opinions.*)
2. When you say communication, what exactly does the couple need to be able to talk about? (*Consent, protection, sexual history, testing status, etc.*)
3. Why is it important to talk about possible consequences even if a couple is using a birth control method and condoms? (*No method is 100% effective, need to talk about decisions related to pregnancy and STIs*)
4. Why are monogamy and trust so important in a relationship? (*Privacy and not telling others, honesty about past sexual history and testing status, monogamy/not cheating, will not do something to hurt you, etc.*)



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1QPtGBcz41UcQLt5RzY9pnUBjfKhPB42EJncmr3j5WTs/copy?pli=1#slide=id.g95d7f09c1c\\_0\\_0](https://docs.google.com/presentation/d/1QPtGBcz41UcQLt5RzY9pnUBjfKhPB42EJncmr3j5WTs/copy?pli=1#slide=id.g95d7f09c1c_0_0)

Google Jamboard: Make and Save a copy!

[https://jamboard.google.com/d/1OVTGDJPCcrM78\\_FytmpnTH81Uy9uTPuaaZKJWFclcfA/viewer?f=0](https://jamboard.google.com/d/1OVTGDJPCcrM78_FytmpnTH81Uy9uTPuaaZKJWFclcfA/viewer?f=0)

## Closure

**Scene:** *In large group, all peer educators stand in a line across the stage, as in the introductions.*

*(Six peer educators step forward and say the following:)*

**Peer Ed. 1:** We hope this workshop has been helpful to you and that you'll remember these things...

**Peer Ed. 2:** There are lots of healthy reasons to decide to wait to have sex.

**Peer Ed. 3:** Take the time to decide what **you** want in a relationship before you decide to have sex.

**Peer Ed. 4:** Don't be afraid to take it slow and talk to your partner about what's okay and what's not okay. Make sure you both consent to everything.

**Peer Ed. 5:** Stand up for your values and use the skills you learned today to negotiate or refuse unwanted situations.

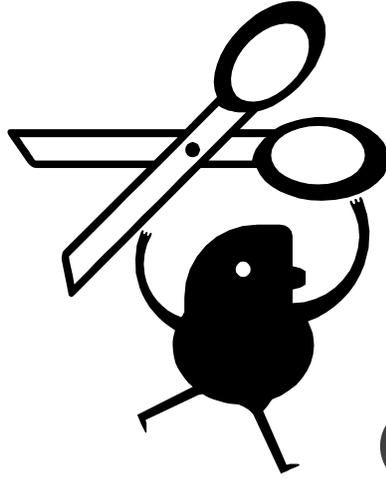
**Peer Ed. 6:** Now, we need you to take a few minutes and fill out this evaluation to provide feedback on today's workshop. We will also pass out a homework assignment that you can do with a parent/guardian, or other trusted adult. Thank you for your time, and for your participation today.

## Evaluation

Pass out evaluations and pencils. Ask all participants to fill out an evaluation and hand it in before leaving the workshop.

## Homework

Pass out *Parent-Teen Homework* handouts to all participants. Instruct participants to complete this handout for homework with their parent/guardian, obtain a signature from their parent/guardian, and return it the next day to their classroom teacher.



# Workshop Materials & Templates

FOR REVIEW ONLY

# Negotiation

FOR REVIEW ONLY

# Refusal

FOR REVIEW ONLY

# Skills

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- 1. Say no**
- 2. Say how you feel**
- 3. Consent, Compromise or walk away**



# Postponing Sexual Involvement for Middle School Parent/Guardian – Teen Homework

Student name: \_\_\_\_\_

Date: \_\_\_\_\_



## Purpose

To provide a structure for communication between parents/guardians and teens on the topic of postponing sexual involvement unit.



## Directions

### Step 1

Together, read out loud the workshop take home messages below.

### Take Home Messages

- There are many reasons why teens choose to have sex, but many of these are unhealthy.
- There are many healthy reasons to choose wait to have sex.
- A healthy, respectful, and mutually satisfying relationship is possible when partners invest the time and commitment necessary to develop trust, communication, intimacy, and give and receive consent by asking permission for any sexual behavior.
- It is possible to be assertive and to negotiate in relationships. It is also important to know your own boundaries and practice getting out of unwanted situations by using refusal skills.
- It is important to talk to your partners about what you both are comfortable and not comfortable with, listen and respect each other, and to both seek, give, and receive explicit consent.

### Step 2

Teens should share with parents/guardians their answers to the following questions.

1. What was the most important thing you learned in this workshop?

### Step 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. What are some of the healthy reasons to choose not to have sex?
2. What are some of the characteristics you look for in a healthy relationship?

### Step 4

Parents/guardians should share with teens their answer to the following question.

1. What values do you want your child to receive from you regarding this topic?

### Step 5

Please sign and date below, indicating to the advisor that this assignment has been completed.

**x** \_\_\_\_\_ Date \_\_\_\_\_  
 Parent/Guardian signature Date



## Let's Wait Awhile: Postponing Sexual Involvement Middle School Workshop Evaluation

Please rate how much you agree or disagree with each statement by placing a check mark in the appropriate column.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
This workshop has helped me identify reasons for waiting to have sex.					
This workshop has made me more aware of the possible consequences of having sex.					
This workshop has helped me understand what relationship qualities I want to have before beginning a sexual relationship.					
This workshop has taught me about consent and how to negotiate and refuse certain situations.					

Name 3 possible consequences of having sex.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name 3 reasons why to wait to have sex.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name 3 steps to negotiating and refusing a situation.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Please rate the presenters on the following by placing a check mark in the appropriate box.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The presenters clearly explained the directions for each activity.					
The presenters were well prepared and organized.					

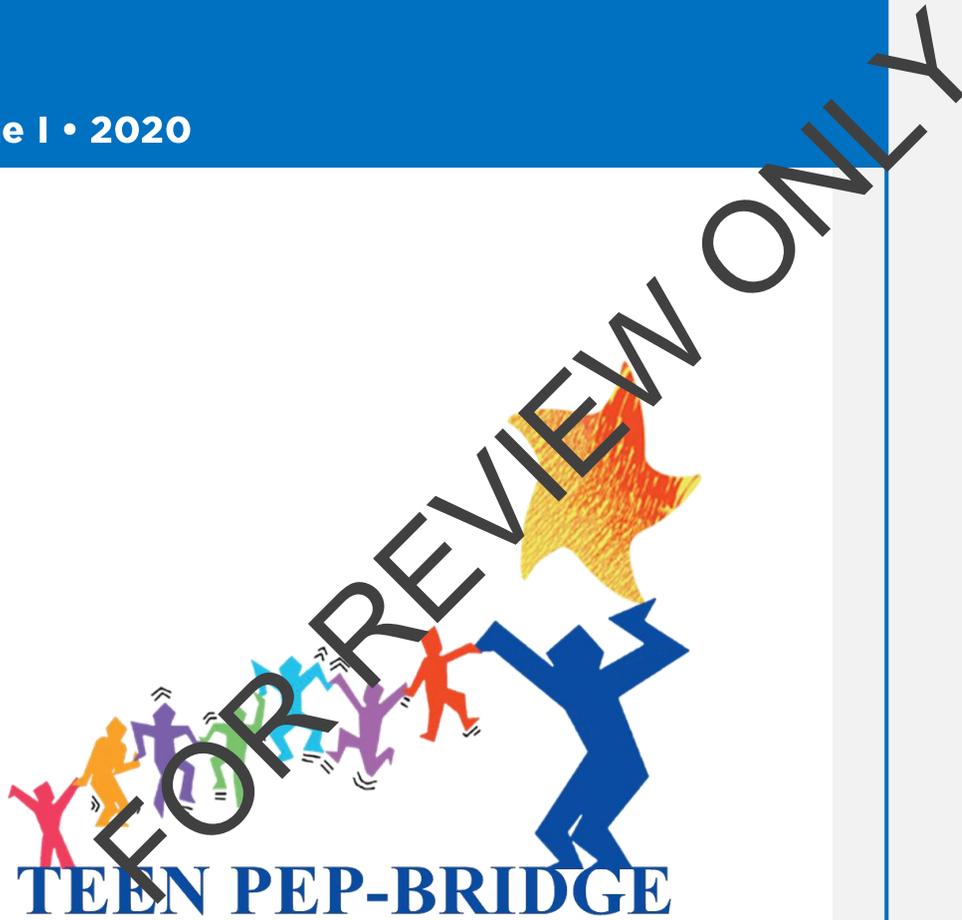
Please use the back of the page to write any comments and suggestions.  
Thank you for completing this evaluation

FOR REVIEW ONLY

# Unit Seven

## Human Reproduction

Volume I • 2020



*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

**TEEN PREVENTION EDUCATION PROGRAM**

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## TEEN PREVENTION EDUCATION PROGRAM BRIDGE

## Unit Seven

## Human Reproduction

★ <b>Overview</b> 	.....	1
(15 minutes)		
★ <b>Form &amp; Function</b> 	.....	3
(30 minutes)		
★ <b>Menstruation: How Does It Work?</b> 	.....	11
(20 minutes)		
★ <b>Spermatogenesis: How Does It Work?</b> 	.....	16
(20 minutes)		
★ <b>Putting it all Together</b> 	.....	20
(45 minutes)		
★ <b>The Real Thing: Preparing for the Construction of Pelvic Models</b> .....		36
(15 minutes)  Preparation Needed 		
★ <b>The Real Thing: Constructing Pelvic Models</b> .....		38
(90 minutes)		
★ <b>Human Reproduction Video</b> 	.....	40
(30-60 minutes)		
★ <b>Human Reproduction Review/Quiz</b> 	.....	41
(20 minutes)		
★ <b>School-Wide Campaign</b> .....		46
(5 minutes)		
★ <b>Parent/Guardian-Teen Homework</b> .....		48
(5 minutes)  Homework 		

## Human Reproduction Overview

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to provide peer educators with a general overview of the topics to be discussed in the unit.

### Directions

#### Step 1

Distribute copies of the handout, *Human Reproduction: Overview* to each peer educator. Have students go around, reading aloud one paragraph at a time.

#### Step 2

Discuss the following questions.

1. Why is it necessary to know about reproductive anatomy and how systems work in order to prevent pregnancy?
2. What are some barriers that get in the way of young people getting information about how their bodies work?
3. What are you interested in learning more about as a result of this unit?



#### Total Time:

15 minutes



#### Materials

- A copy of the *Human Reproduction: Overview* handout for each peer educator

### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

#### Google Slides:

[https://docs.google.com/presentation/d/1qojpfbwrLvxAHYG0diLQFFNi3WdUe0UEhjPTRv0axHI/copy?pli=1#slide=id.g9461003a18\\_0\\_0](https://docs.google.com/presentation/d/1qojpfbwrLvxAHYG0diLQFFNi3WdUe0UEhjPTRv0axHI/copy?pli=1#slide=id.g9461003a18_0_0)

#### Google Doc:

<https://docs.google.com/document/d/1tvQHlx9uHI3MH79RiCYJIQYJl4uzIbG1IHwMcVbY-d0/copy#>

## Human Reproduction Overview

Human reproduction is the process by which biological male bodies and female bodies are able to produce a baby. In order to understand human reproduction, it is essential to understand certain biological processes: **ovulation**, when an egg matures and is released from an ovary; **menstruation**, the shedding of the lining of the uterus when fertilization does not occur; and **spermatogenesis**, the production of sperm in the testicles, which mix with fluid and are released with **ejaculation**. When an egg from a female body and a sperm from a male body unite following **sexual intercourse**, **fertilization** of the egg, **pregnancy**, and **birth** can occur.

This unit will review human reproduction in a level of detail that will prepare you for the workshop with 7<sup>th</sup> graders. This information is also necessary to build a foundation for both you and the 8<sup>th</sup> graders to better understand the content of the pregnancy prevention unit and workshop. For many young people the topic of human reproduction is shrouded in fear, mystery, and shame. Many adults find it difficult to talk about sex and sexuality, resulting in an inability for young people to ask questions and find the factual information they need. Knowing how one's body works and having the right language to talk about it are essential to open communication, understanding birth control methods, and preventing pregnancy.

Throughout this unit we intentionally use the binary language of “biological male body” and “biological female body” when referring to anatomy and reproductive systems, only, not for gender identity. These terms are used for clarity to refer to a person's biological sex or the sex assigned at birth. As we discussed in the Gender & Sexuality unit, biological sex—including intersex—sex assigned at birth, and gender identity are separate concepts that can be hard to parse out when talking about reproductive anatomy. It is important to recognize and avoid assumptions that all students' gender identities and gender expressions will line up with their reproductive systems; thus, efforts to use more inclusive language like “bodies with testicles,” “bodies with ovaries” and gender neutral names/pronouns have been made whenever possible to help make the information accessible to everyone.

### Human Reproduction Objectives

By the end of this unit, you should be able to:

- Review the parts of the female/male reproductive systems.
- Describe how the female/male reproductive systems function.
- Understand the processes of menstruation.
- Understand the processes of spermatogenesis.
- Explain how fertilization occurs and how to prevent fertilization from occurring.

### Take Home Messages

While conducting the workshop, peer educators should keep in mind the important messages for participants to take home:

- It is important to understand how your body works in order to take care of it.
- It is important to know how pregnancy occurs in order to prevent it.
- With knowledge and skills, pregnancy is 100% preventable.
- Both partners should be equally responsible for pregnancy prevention.

## Form & Function

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to review the parts of the reproductive system and their functions.

### Directions

#### Step 1

Place copies of the *Biological Male Reproductive System* and *Biological Female Reproductive System* handouts in the middle of the circle. Distribute copies of the handouts to peer educators. Remind them that they completed these diagrams back in the *Puberty Unit*, and that they should again test their knowledge of the body parts by writing down the correct terms.

#### Step 2

Starting with the *Biological Male Reproductive System*, go around having each volunteer name a body part on the handout until all are identified. Ensure each is accurate and have peer educators correct or complete their own diagrams. Continue this process with the *Biological Female Reproductive System*.

#### Step 3

Distribute copies of the *Biological Male Reproductive Anatomy Facilitator's Guide* and *Biological Female Reproductive Anatomy Facilitator's Guide* to each peer educator. Explain the importance for peer educators to understand both the male and female internal and external anatomy. Remind them to keep these diagrams, as they will use them when leading the workshop with 7<sup>th</sup> graders.

#### Step 4

Explain that you are going to ask questions about the location and function of anatomy. With your co-facilitator, trade off the questions and statements on the *Facilitator's Guides* for both male and female systems, asking for volunteers to provide an answer. Verify the correct answer, and then have another volunteer locate the organ or process on the diagram in the middle of the circle and ensure accuracy before moving on.

 **Total Time:**  
30 minutes

### Materials

- A copy of the *Biological Male Reproductive System* handout for each peer educator
- A copy of the *Biological Female Reproductive System* handout for each peer educator
- One copy of the *Biological Female Reproductive System & Biological Male Reproductive System* handouts for the center of the circle
- One copy of the *Biological Female Reproductive System Facilitator's Guide (3-view)* for each peer educator
- One copy of the *Biological Male Reproductive System Facilitator's Guide* for each peer educator

**Step 5**

Trace the process of spermatogenesis on the diagram, explaining the following as you go:

*Sperm are made in the testicles. They travel up the Vas Deferens where they combine with fluids from the prostate and the seminal vesicle, to make semen. When ejaculation occurs, semen travels through the urethra and is released from the opening at the tip of the penis.*

**Step 6**

Trace the process of menstruation on the diagram, explaining the following as you go:

*Every month a biological female releases an egg from an ovary. It travels through the fallopian tube into the uterus. If the biological female doesn't get pregnant, the menstrual fluid (her period) comes out of her vagina. If she becomes pregnant, the egg implants in the uterus and the baby grows for 9 months. During labor and birth the baby moves out of the uterus and comes through and out of the vagina.*

*Note: This activity intentionally uses the binary language of “biological male reproductive system” / “biological male bodies” and “biological female reproductive system” / “biological female bodies” are used for clarity when referring to anatomy and reproductive systems only, not for gender identity purposes. As we discussed in the Gender & Sexuality unit, biological sex—including intersex—sex assigned at birth, and gender identity are separate concepts that can be hard to parse out when talking about reproductive anatomy. It is important to recognize and avoid assumptions that all peoples' gender identities and gender expressions will line up with their reproductive systems; thus, efforts to use more inclusive language like “bodies with testicles”, “bodies with ovaries” and gender neutral names/pronouns have been made whenever possible to help make the information accessible to everyone.*

**Materials for Virtual Learning**

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**Google Slides:**

[https://docs.google.com/presentation/d/1D22VHTJy9XxenoHoXtc-dMrF61v91qLHKWAs-GiKPQw/copy?pli=1#slide=id.g9461003a18\\_0\\_0](https://docs.google.com/presentation/d/1D22VHTJy9XxenoHoXtc-dMrF61v91qLHKWAs-GiKPQw/copy?pli=1#slide=id.g9461003a18_0_0)

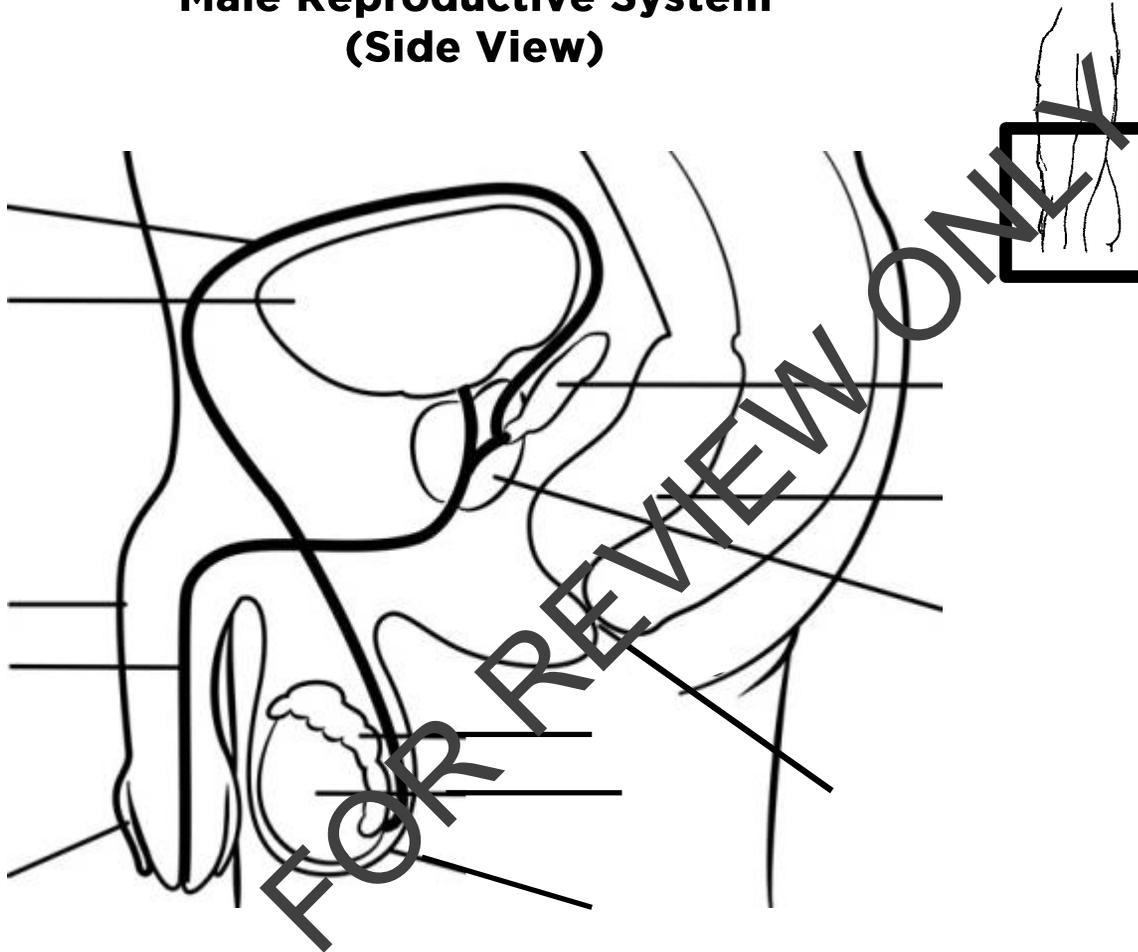
[https://docs.google.com/presentation/d/11f5lgNs8GYH6XFR2SwbevGopAyNfbqMcfdyK50LNaCw/copy#slide=id.g9b4922689d\\_0\\_15](https://docs.google.com/presentation/d/11f5lgNs8GYH6XFR2SwbevGopAyNfbqMcfdyK50LNaCw/copy#slide=id.g9b4922689d_0_15)

[https://docs.google.com/presentation/d/1spPbUSuZD9BNnEpt5GH5Wjrzmimir5y\\_X5CnFOxDPKtc/copy#slide=id.p](https://docs.google.com/presentation/d/1spPbUSuZD9BNnEpt5GH5Wjrzmimir5y_X5CnFOxDPKtc/copy#slide=id.p)

**Google Document:**

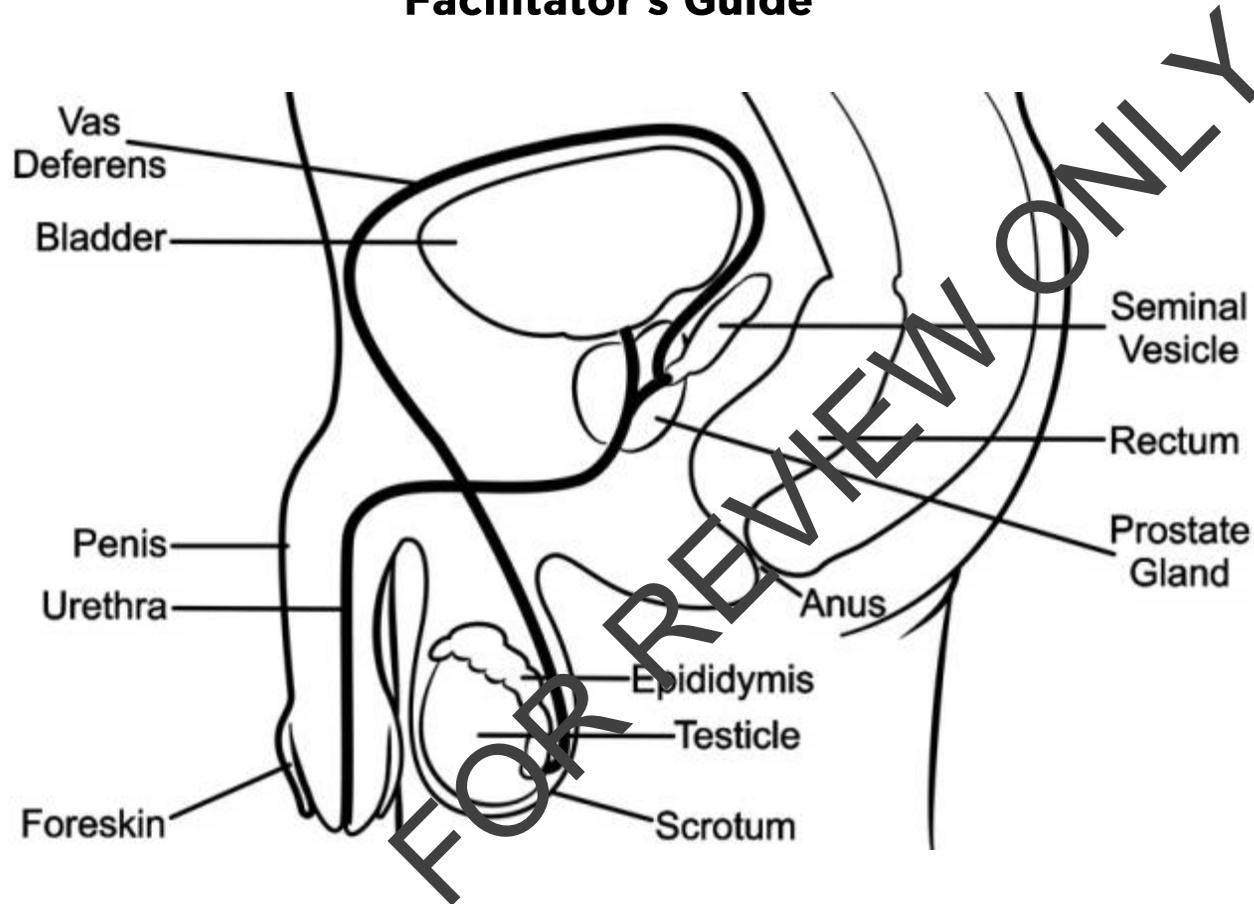
[https://docs.google.com/document/d/106T21PxcAg7ezwNO\\_hDfuk8K296BcrK\\_u4-5VfGZetl/copy](https://docs.google.com/document/d/106T21PxcAg7ezwNO_hDfuk8K296BcrK_u4-5VfGZetl/copy)

## Male Reproductive System (Side View)



*Diagrams adapted from Western Australia Department of Health GDHR*

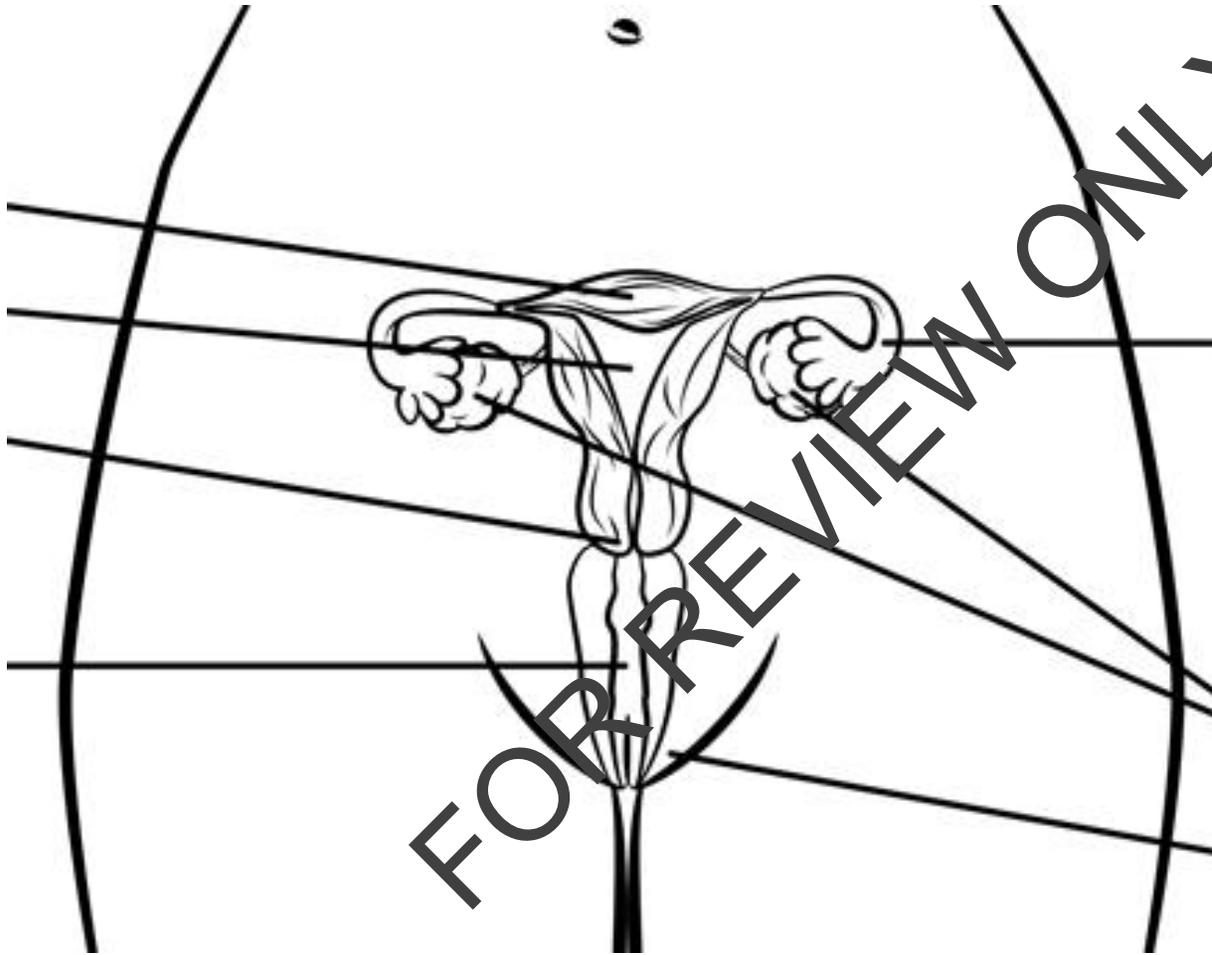
## Male Reproductive System Facilitator's Guide



*Diagrams from Western Australia Department of Health GDHR*

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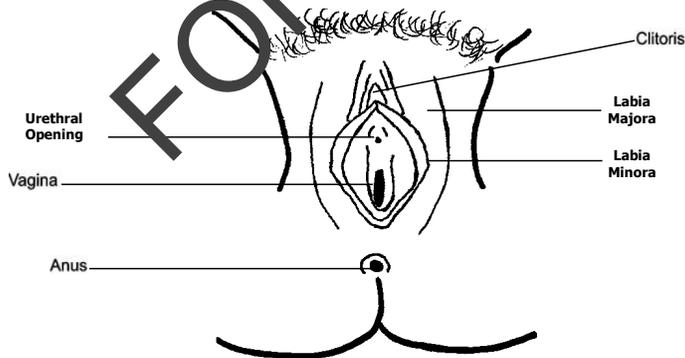
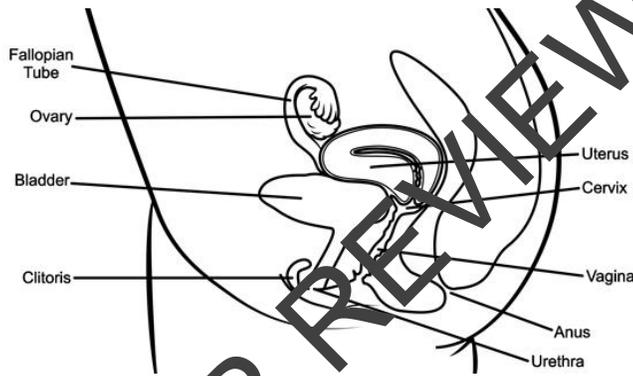
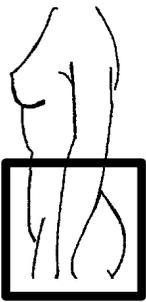
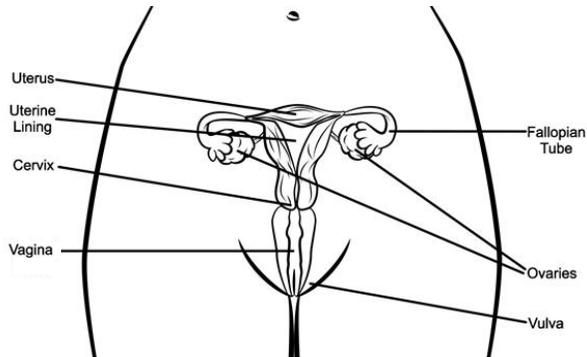
## Female Reproductive System



*Diagrams from Western Australia Department of Health GDHR*

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## Female Reproductive System Facilitator's Guide



*Diagrams adapted from Western Australia Department of Health GDHR*

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## Biological Male Reproductive System Facilitator's Guide

1. The organ that holds fluid until you need to go the bathroom is the \_\_\_\_\_ (*bladder*).  
*Can someone point it out on the diagram?*
2. What is the fluid that comes out of the bladder? (*If they say pee, explain that the proper term is urine.*)
3. The tube that carries the urine out of the body is called the \_\_\_\_\_ (*urethra*).  
*Can someone point it out on the diagram?*
4. In the male body, the urethra is located inside the \_\_\_\_\_ (*penis*).  
*Can someone point it out on the diagram?*
5. What is the foreskin? (*Skin that covers the penis; some male bodies are circumcised at birth and the foreskin is removed*)  
*Can someone point it out on the diagram?*
6. When you have a bowel movement, what comes out? (*If they say poop, explain that the proper term is feces.*)
7. Feces comes out of what opening? (*Anus*)  
*Can someone point it out on the diagram?*
8. In a male body, sperm are made in the \_\_\_\_\_ (*Testicles*).  
*Can someone point them out on the diagram?*
9. The sac that holds the testicles is called the \_\_\_\_\_ (*Scrotum*).  
*Can someone point it out on the diagram?*
10. Sperm are made in the testicles and travel up a tube called the \_\_\_\_\_ (*Vas Deferens*).  
*Can someone point it out on the diagram?*
11. Fluid from the seminal vesicles and prostate gland mix with sperm to form a fluid called \_\_\_\_\_ (*Semen*).  
*Can someone point out these glands?*
12. When a biological male body ejaculates, the semen comes out of the \_\_\_\_\_ (*Urethra*) which is inside the \_\_\_\_\_ (*Penis*).  
*Can someone point it out on the diagram?*
13. True or false? Urine and semen can come out of the penis at the same time. (*False. Urine comes out of the urethra when the person has to urinate; semen comes out of the penis when the person ejaculates, but never at the same time.*)

## Biological Female Reproductive System Facilitator's Guide

1. Looking at the diagrams, which parts do both biological male bodies and biological female bodies have? (*Bladder, urethra, rectum, anus*).

*Can someone point these out on the diagrams?*

2. The outside of a biological female body's genital area is called the \_\_\_\_\_ (*Vulva*).

*Can someone point it out on the diagram?*

3. The outer lips around the vulva are called the \_\_\_\_\_ (*Labia*).

*Can someone point them out on the diagram?*

4. A very sensitive part of a biological female's body located at the top of the vulva is called the \_\_\_\_\_ (*Clitoris*).

*Can someone point it out on the diagram?*

5. Every month the biological female body usually produces one \_\_\_\_\_ (*Egg*).

6. Eggs are made in the \_\_\_\_\_ (*Ovaries*).

*Can someone point them out on the diagram?*

7. The egg travels in these tubes called the \_\_\_\_\_ (*Fallopian tubes*).

*Can someone point them out on the diagram?*

8. The place in the body where the fetus grows is the \_\_\_\_\_ (*Uterus*).

*Can someone point it out on the diagram?*

9. The opening to the uterus is called the \_\_\_\_\_ (*Cervix*).

*Can someone point it out on the diagram?*

10. Another word for a biological female body's period is \_\_\_\_\_ (*Menstruation*).

11. Menstrual fluid and babies come out of the \_\_\_\_\_ (*Vagina*).

*Can someone point it out on the diagram?*

12. True or False: During pregnancy, a biological female's body does not have their period.

*(True. A biological female's body only has their period if they are not pregnant.)*

### Male & Female Anatomy

Ask the following question:

1. Biological male bodies have 2 openings between their legs and biological female bodies have

3. What are they? Can someone point them out on the diagrams?

- Biological Male Bodies: (*urethra, anus*)
- Biological Female Bodies: (*urethra, anus, vagina*)

## Menstruation: How Does it Work?

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to better understand the process of menstruation.

### Directions

#### Step 1

Have peer educators retrieve their copy of the *Biological Female Reproductive Anatomy* handout from the previous activity. Using the handout, explain to students the process of **menstruation** by reading the following narrative and asking the questions along the way.

#### Read:

Most biological female bodies (*people with ovaries*) get their period about once a month. This is the average menstrual cycle. We’re going to talk about the average menstrual cycle.

#### ? Ask:

How long does the average menstrual cycle last? (*28 days*)

#### Read:

Some female bodies have shorter cycles, some are longer, and some are irregular, meaning they vary from month to month. In an average 28-day cycle, the first day of bleeding (the period) is considered day 1.

#### ? Ask:

Does anyone know what day ovulation occurs in an average cycle? (*Day 14*)

#### Read:

**Ovulation** occurs in the middle of the cycle on day 14 and then in another 14 days (28 altogether) the period starts again.

During the first half of the cycle from days 1-14, the eggs are ripening in the ovaries. Usually, only one egg from one ovary will come to full maturity and will pop out of the ovary on day 14.

 **Total Time:**  
20 minutes

#### **Materials**

- A copy of the *Biological Female Reproductive Anatomy* handout for each peer educator
- A copy of the *It's the Truth: The Facts about Puberty and Reproduction for Adolescent Female Bodies* handout for each peer educator

? Ask:

Again, what is this process called? (*Ovulation*)

🌀 Read:

The egg then travels into one of the fallopian tubes, where tiny hairs called cilia move the egg along the tube into the uterus. By this time, the uterus has built up a nice spongy lining.

? Ask:

Does anyone know what that spongy lining inside the uterus is called? (*Endometrium*)

🌀 Read:

If the egg is not fertilized by a biological male body's (*person with testicles*) sperm, it disintegrates and is shed with the endometrium, or lining of the uterus.

? Ask:

And what is that called? (*The menstrual period*)

🌀 Read:

Then the whole process begins again: the egg matures, the lining builds up, ovulation occurs and the egg travels through the fallopian tube into the uterus. If pregnancy does not occur, the egg dies off and the lining is not needed, resulting in a menstrual period. This happens every month from puberty until menopause, when the ovaries stop functioning between the ages of 45 and 55.

? Ask:

How long can an egg live in the fallopian tube? (*24-48 hours*)

If a female bodied person has vaginal sex with a male bodied partner and does not use a reliable form of birth control, what can happen? (*Pregnancy can occur*)

🌀 Read:

During vaginal sexual intercourse, semen containing sperm is deposited in the vagina. The sperm travel through the cervix, into the uterus, and into the fallopian tubes. This is a very hazardous journey for sperm. Many do not survive this long trip.

? Ask:

How many sperm do you think are in one ejaculation? (*300-500 million*)

 **Read:**

Only about 50 get to the egg. Usually, only one will penetrate the outer shell of the egg and **fertilization** occurs. The fertilized egg travels through the tube and implants in the endometrium (*lining of the uterus*) where the fetus grows.

**? Ask:**

How long can sperm live in the female reproductive tract? (*3-5 days*)

 **Read:**

Twins occur in one of two ways. Fraternal twins are when two eggs are ovulated at one time and fertilized by two different sperm. These fetuses have different genetic material from the two eggs and two sperm, just like any other siblings. They just grow in the uterus at the same time. Identical twins are when one egg is fertilized by one sperm and the fertilized egg splits in two, making two babies with identical genetic material.

**Step 2**

Distribute copies of the *It's The Truth: The Facts about Puberty and Reproduction for Adolescent Female Bodies* handout to peer educators. Go around, having students take turns reading each fact aloud.

*Note: This activity intentionally uses the binary language of "biological female body" and "biological female reproductive anatomy" when referring to anatomy and reproductive systems only, not for gender identity purposes. These terms are used for clarity to refer to a person's biological sex or the sex assigned at birth. As we discussed in the Gender & Sexuality unit, biological sex—including intersex—sex assigned at birth, and gender identity are separate concepts that can be hard to parse out when talking about reproductive anatomy. It is important to recognize and avoid assumptions that all people's gender identities and gender expressions will line up with their reproductive systems; thus, efforts to use more inclusive language like "bodies with testicles", "bodies with ovaries" and gender neutral names/pronouns have been made whenever possible to help make the information accessible to everyone.*

**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

**Google Slides:**

[https://docs.google.com/presentation/d/1uFvK1RCMz4blio\\_fCCoy\\_Mzomy5xY3j5sLI3TN4jI-E/copy#slide=id.g01a1e0318\\_0\\_0](https://docs.google.com/presentation/d/1uFvK1RCMz4blio_fCCoy_Mzomy5xY3j5sLI3TN4jI-E/copy#slide=id.g01a1e0318_0_0)

[https://docs.google.com/presentation/d/1s3vqu2azwJo1wNNMnJfv7AvuCZ0BIHQ\\_N\\_C4loWyu7wg/copy#slide=id.g942e53b976\\_0\\_80](https://docs.google.com/presentation/d/1s3vqu2azwJo1wNNMnJfv7AvuCZ0BIHQ_N_C4loWyu7wg/copy#slide=id.g942e53b976_0_80)

**Google Docs:**

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# It's The Truth:

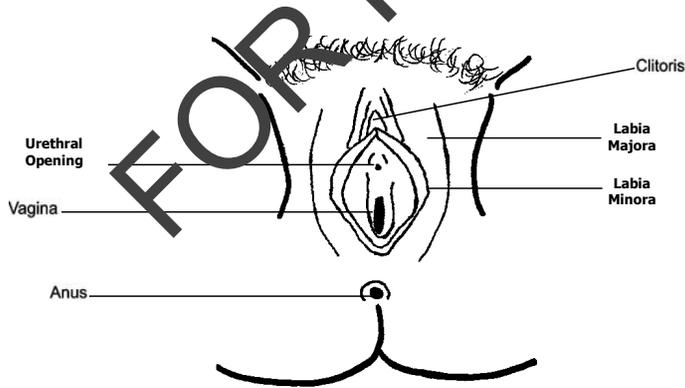
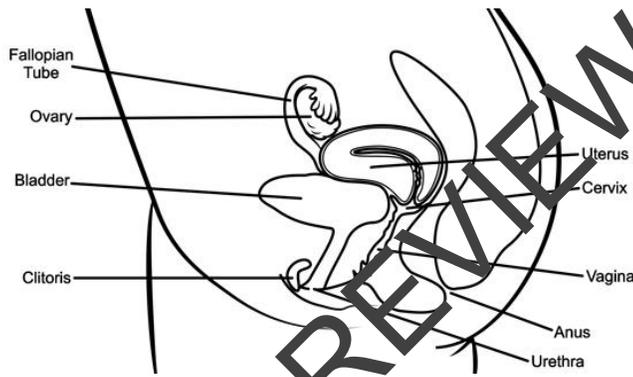
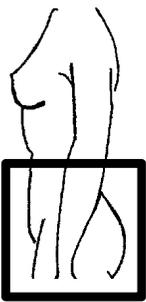
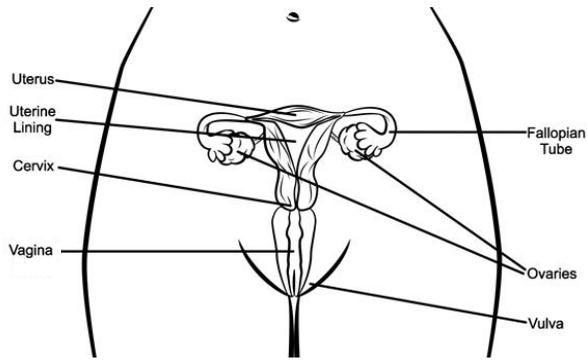
## The Facts about Puberty & Reproduction for Adolescent Female Bodies with Ovaries

It is *COMMON* for *ADOLESCENT FEMALE BODIES* to:

- Be at a different stage of physical development from peers of the same age.
- Have breasts of slightly different sizes and shapes.
- Have occasional lumps in their breasts.
- Have breast swelling and tenderness just before their menstrual periods.
- Have nipples that turn in instead of sticking out, or hair around the nipples.
- Have occasional clear or milky discharge from nipples.
- Have some natural, healthy genital odor.
- Have genital hair of a different color from hair on other parts of their bodies.
- Have cramps before and/or during their periods.
- Have irregular menstrual periods.
- Have a “regular” menstrual cycle length between 21 and 35 days.
- Have a total menstrual discharge equal to approximately ½ cup (4 to 6 tablespoons of blood plus other fluids and some tissue).
- Have wetness in the vaginal area when sexually aroused.
- Have varying amounts of clear or cloudy discharge from the vagina, as part of their monthly cycle.
- Have hymens of different thicknesses, with different natural openings (*rarely covering the opening*).
- Have their hymens stretched during physical activities or be absent altogether (*therefore is not evidence of virginity*).
- Have labia, breasts, nipples of various sizes, shapes, and skin tones.

*From Education for Sexuality, Concepts and Programs for Teaching, by Burt and Meeks*

## Female Reproductive Anatomy



Diagrams adapted from Western Australia Department of Health GDHR

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## Spermatogenesis: How Does it Work?

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to **better understand the process of spermatogenesis.**

### Directions

#### Step 1

Have peer educators retrieve their copies of the *Biological Male Reproductive System* handout from the previous activity. Using the handout, explain to students the process of **spermatogenesis** by reading the following narrative and asking the questions along the way.

#### Read:

Sperm are made in tiny coiled **tubules** located inside the **testicles**.

#### Ask:

Does anyone know how far the tubules could stretch if they were end to end? (*The length of a football field.*)

#### Read:

The testicles are located within a sac called the **scrotum**.

#### Ask:

What is the function of the scrotum? (*To keep the testicles at the correct temperature for sperm production and protect the testicles.*)

#### Read:

Biological male bodies (*people with testicles*) begin to make sperm during puberty and continue for the rest of their lives. Sperm collect in the **epididymis** where they mature for 4-6 weeks.

When mature, sperm travel out of the epididymis and up the **vas deferens**—two 14-inch long tubes—and are stored in a small organ called the **ampulla** (*located near the prostate gland*) until ejaculation. Just prior to ejaculation, the sperm mix with **fluids** made in the **seminal vesicle** and

#### Total Time:

20 minutes

#### Materials

- A copy of the *Biological Male Reproductive Anatomy* handout for each peer educator (as listed)
- A copy of the *It's The Truth: The Facts about Puberty and Reproduction for Adolescent Males* handout for each peer educator

**prostate**, which provide energy for the sperm to travel. The sperm and the fluid together are called semen.

? Ask:

What is the name of the tube inside the penis where the semen travel to the outside of the body during ejaculation? (*Urethra*.)

🔗 Read:

At the point of ejaculation, a valve shuts off the **urethra**, so that urine cannot be discharged with the semen. The semen is released and travels down the urethra and out of the head of the penis. The ejaculate is about 1 teaspoon of fluid, nine tenths of which is semen and the other tenth is sperm.

### Step 2

Distribute copies of the *It's The Truth: The Facts about Puberty and Reproduction for Adolescent Male Bodies* handout to peer educators. Go around, having students take turns reading each fact aloud.

*Note: This activity intentionally uses the binary language of “biological male body” and “biological male reproductive anatomy” when referring to anatomy and reproductive systems only, not for gender identity purposes. These terms are used for clarity to refer to a person’s biological sex or the sex assigned at birth. As we discussed in the Gender & Sexuality unit, biological sex—including intersex—sex assigned at birth, and gender identity are separate concepts that can be hard to parse out when talking about reproductive anatomy. It is important to recognize and avoid assumptions that all peoples’ gender identities and gender expressions will line up with their reproductive systems; thus, efforts to use more inclusive language like “bodies with testicles”, “bodies with ovaries” and gender neutral names/pronouns have been made whenever possible to help make the information accessible to everyone.*



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[https://docs.google.com/presentation/d/1z1JUI4W05MUG\\_ZZTcoHALijU8e4x\\_1e09cM9SwKyqoy8/copy?pli=1#slide=id.g9461003a18\\_0\\_0](https://docs.google.com/presentation/d/1z1JUI4W05MUG_ZZTcoHALijU8e4x_1e09cM9SwKyqoy8/copy?pli=1#slide=id.g9461003a18_0_0)

[https://docs.google.com/presentation/d/1uc4pSYxxIHDfJrxJ8mxRo\\_Cjv6KNo36lbitm39uU/copy#slide=id.g942e53b976\\_0\\_80](https://docs.google.com/presentation/d/1uc4pSYxxIHDfJrxJ8mxRo_Cjv6KNo36lbitm39uU/copy#slide=id.g942e53b976_0_80)

Google Docs:

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<https://docs.google.com/document/d/1dQJzIlu3fSIV9CXVOJ8we3QJXXHcnpgtErtwRmp2io/copy>

# It's The Truth:

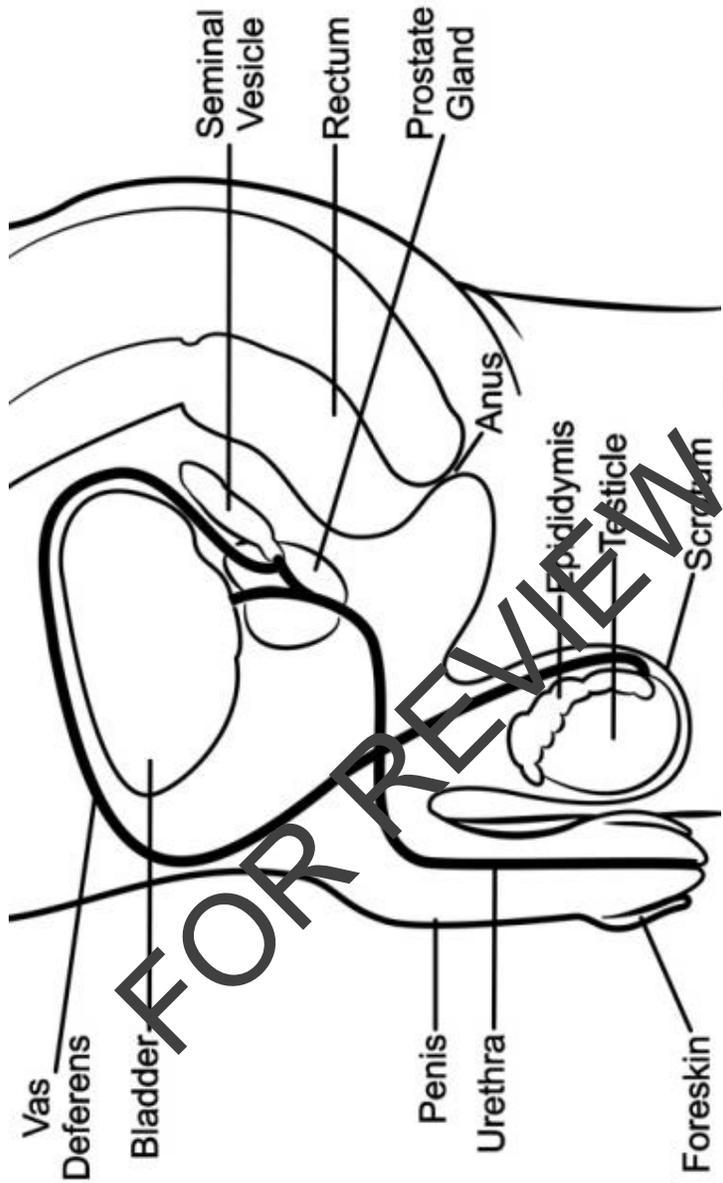
## The Facts about Puberty and Reproduction for Adolescent Male Bodies with Testicles

*It is COMMON for ADOLESCENT MALE BODIES to:*

- Be at a different stage of physical development from peers of the same age.
- Have an increase in breast tissue during puberty, which decreases after puberty (*gynecomastia*).
- Have some breast swelling or tenderness, or a sore spot under one or both nipples.
- Have a flaccid (limp) penis length of 3" to 4".
- Have an erect penis length from 5" to 7".
- Have a penis that becomes erect at any angle, or which curves to the right or left.
- Believe, incorrectly, that penis size is crucial to proper sexual functioning.
- Have an ache in the testicles after prolonged sexual arousal (*which will go away by itself and doesn't cause harm*).
- Have one testicle larger and lower-hanging than the other.
- Have their testicles hang closer to, or further from, the body, depending upon temperature change, stress, or sexual arousal.
- Be "normal" with either a circumcised or uncircumcised penis.
- Have a whitish, cheesy substance (*smegma*) under the foreskin, if uncircumcised.
- Have a pimple or hairs on the penis.
- Have genital hair of a different color from hair on other parts of their bodies.
- Have some natural, healthy genital odor.
- Have frequent erections, sometimes due to sexual arousal, stress, or general excitement, and sometimes for no apparent reason.
- Wake up in the morning with an erection.
- Sometimes lose an erection during intercourse.
- Have approximately one teaspoon of milky, "globby" fluid come out of the penis when sexually aroused, or while sleeping (*ejaculate, "cum," wet dream*).
- Have erections without ejaculation.
- Be unable to urinate at the same time they ejaculate.
- Have occasional, short-lived itching around testicles and/or inside thighs.
- Feel a thickening ridge (*epididymis*) in the top back portion of the testicle.

*From Education for Sexuality, Concepts and Programs for Teaching, by Burt and Meeks*

### Male Reproductive Anatomy



FOR REVIEW ONLY

Diagrams from Western Australia Department of Health GDHR

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## Putting it All Together

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

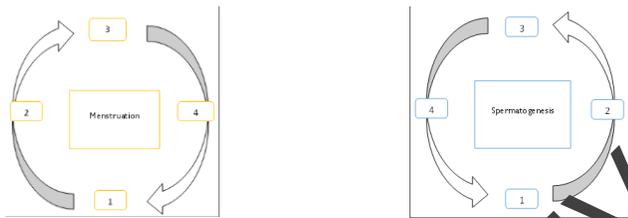
### Theme

The purpose of this activity is to review the processes of menstruation and spermatogenesis and show their relevance to the process of fertilization.

### Directions

#### Step 1

Set up the *Menstruation & Spermatogenesis* boards in the middle of the circle next to each other with room in between:



Remind students that so far in their exploration of puberty and human reproduction, they have learned about the processes of menstruation for biological female bodies and spermatogenesis for biological male bodies. In this activity, they will use their knowledge in three ways: (1) to describe the processes, (2) to learn more about their relevance to fertilization, and (3) to better understand how the three types of birth control methods work to prevent fertilization.

#### Step 2

Divide students into 6 groups (triads and/or pairs) and randomly distribute the eight *Menstruation* and *Spermatogenesis* cards evenly among the groups. Explain to students that the processes of menstruation and spermatogenesis happen inside their bodies in a continuous cycle. Ask students to place their cards in the correct spot within the corresponding cycle, using their prior knowledge to do so.

 **Total Time:**  
45-60 minutes

 **Materials**

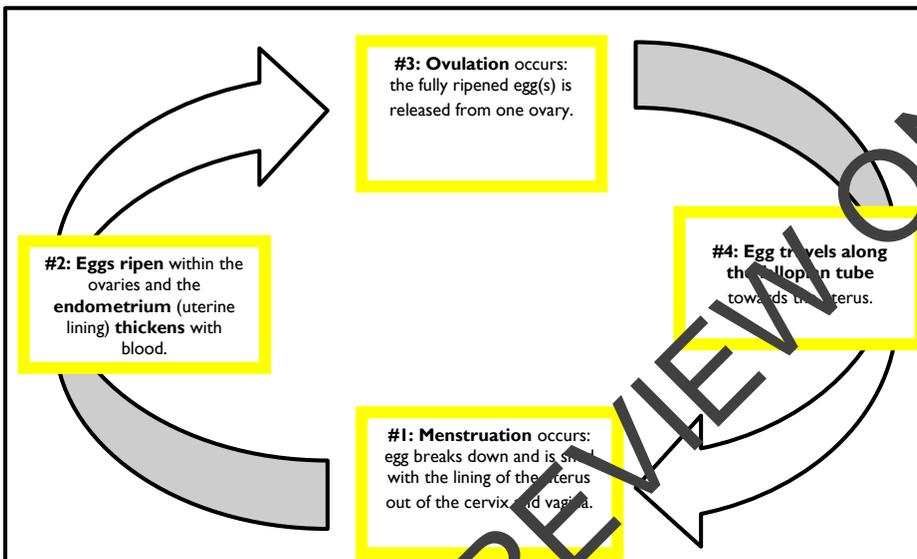
- Three sets of *Putting it All Together* cards:
  - Menstruation cards (4)
  - Spermatogenesis cards (4)
  - Fertilization & Implantation cards (6)
- Three *Putting it All Together* boards:
  - Menstruation
  - Spermatogenesis
  - Fertilization & Implantation
- One set of *Birth Control Methods* cards:
  - Abstinence
  - Barrier
  - Hormonal
- One *Fertilization & Implantation Diagram*

**Step 3**

After all the cards have been positioned, use the diagrams on the following *Facilitator's Guides* to ensure accuracy. Starting with menstruation, have a volunteer read the cards, in order, aloud. Then, use the provided questions and summary statements to lead the group through a discussion of the cards. Repeat this process for spermatogenesis.

## 1. Menstruation

### Facilitator's Guide

**Discussion Questions:**

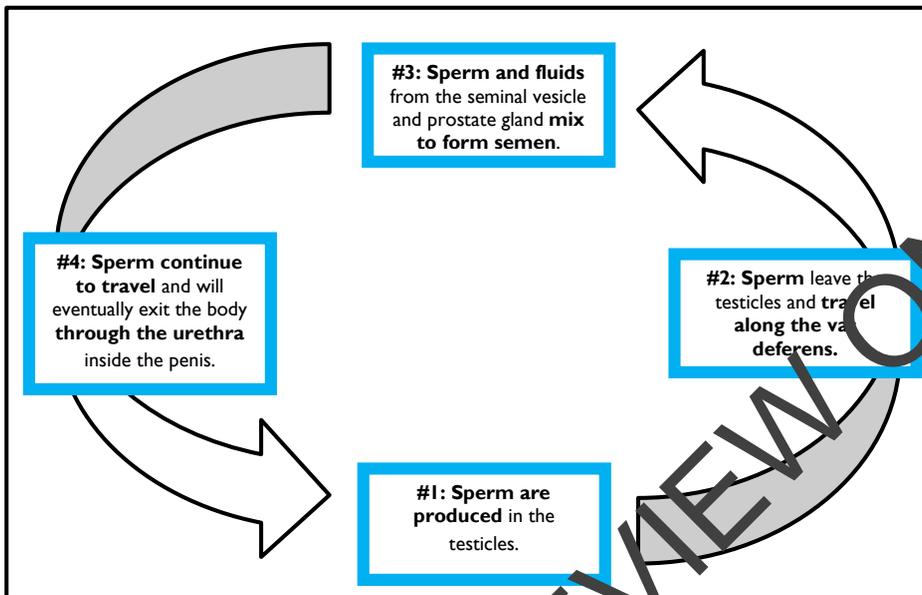
1. What is menstruation and what is its purpose?  
(Menstruation, or the menstrual period, is when the uterine lining is shed and expelled out of the body. This happens monthly whenever fertilization does not occur, making the lining no longer necessary for implantation. The old lining is shed to prepare for the next cycle.)
2. What is ovulation and what is its purpose?  
(Ovulation is when a mature egg(s) is released from an ovary. This happens in the middle of the cycle for the purpose of human reproduction, allowing the egg to travel down the fallopian tube to be met by a sperm and become fertilized.)

**Summary review:**

Every month a biological female body (person with ovaries) releases an egg from an ovary. It travels through the fallopian tube into the uterus. If the female body doesn't get pregnant, the menstrual fluid (period) comes out of the vagina. If the female body becomes pregnant, the egg implants in the uterus and the baby grows for 9 months. During birth, the baby typically comes out of the vagina.

## 2. Spermatogenesis

### Facilitator's Guide



### Discussion Question:

1. What is spermatogenesis and what is its purpose? (*Spermatogenesis is the production of sperm in the testicles and maturation in the epididymis. The role of sperm in human reproduction is to be ejaculated into the vagina during vaginal sexual intercourse and travel up the female reproductive system to meet and fertilize an egg(s).*)

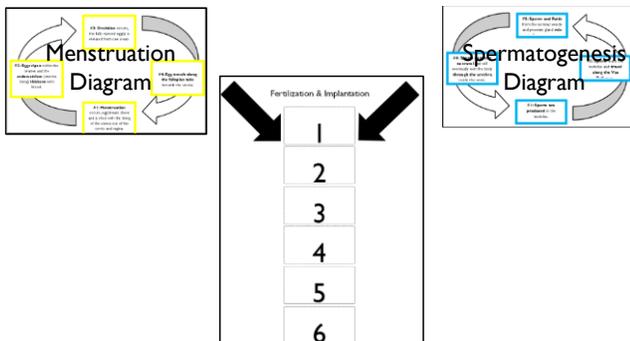
### Summary review:

*In a biological male body (person with testicles), sperm are made daily in the testicles and stored in the epididymis. They travel up the vas deferens where they combine with fluids from the prostate and the seminal vesicle to make semen. When ejaculation occurs, semen travels through the urethra and is released through the opening of the penis.*

**Step 4**

Read the following: *Now that we understand where the egg and sperm come from, we will look at how they can come together in fertilization and implantation, which result in pregnancy.*

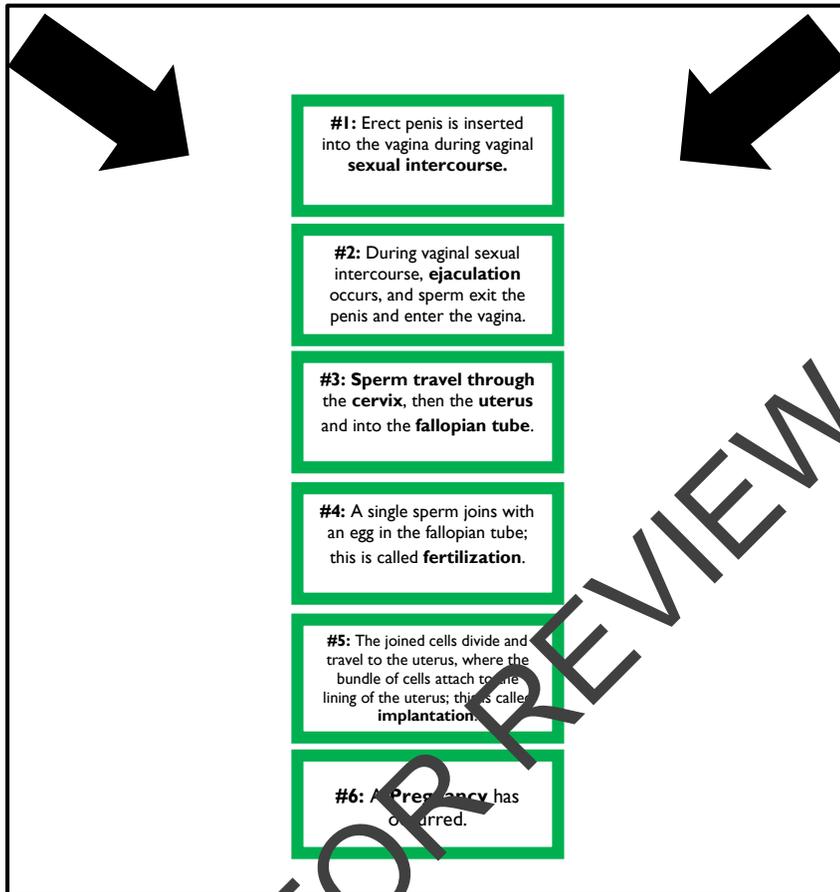
Place the *Fertilization & Implantation* board between the two completed boards in the middle of the circle, as shown in the diagram, below.



Randomly distribute the six *Fertilization & Implantation* cards evenly amongst the six groups. Ask students to properly place their cards in order from 1-6, representing the processes of fertilization and implantation. After all the cards have been positioned, use the diagram on the following *Facilitator's Guide* to ensure accuracy. Have a volunteer read the cards, in order, aloud and then ask essential questions before moving on.

### 3. Fertilization & Implantation

Facilitator's Guide



#### Discussion Questions:

1. For the purpose of human reproduction, which type of sexual intercourse needs to take place? (*Vaginal intercourse.*) What other types of sexual intercourse are there? (*Oral and anal.*)
2. What has to happen for fertilization to occur? (*At least one sperm must survive its journey up the biological female reproductive system, find a viable egg inside one of the fallopian tubes, and penetrate the egg's shell so that they can join together = fertilization.*)
3. Why might a couple want to use a reliable birth control method if they are having sexual intercourse? (*To prevent an unintended pregnancy, STIs, and HIV.*)

4. Why doesn't a female body have their period during pregnancy? (*Because the endometrium/lining of the uterus is needed to supply nutrients and support the pregnancy.*)
5. Why is it important to understand how the reproductive systems work? (*Understanding how biological male and female bodies work during human reproduction allows us to understand how a pregnancy can occur and in turn help us understand how to avoid an unintended pregnancy.*)

### Summary review:

Place the *Fertilization & Implantation Diagram* in the center of the circle underneath card #6. Explain the following:

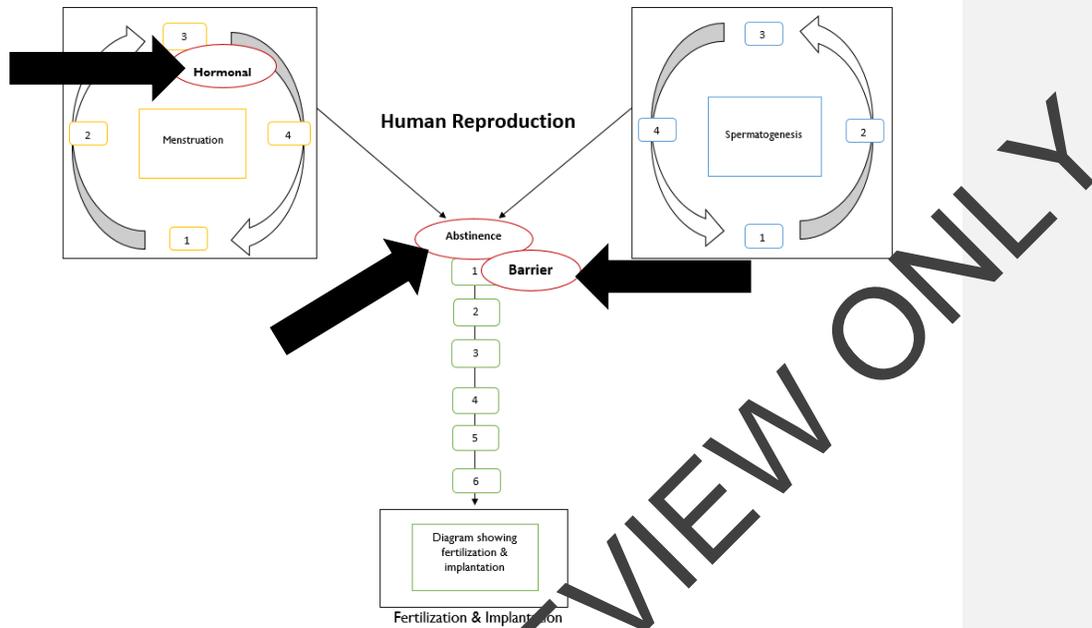
*Once a sperm has broken through the egg's protective shell, that egg is fertilized. The sperm and egg cell combine and continue to divide and multiply. This bundle of cells travels together from the fallopian tube and into the uterus where it attaches to the endometrial lining. The result of the cells implanting in the lining is a pregnancy.*

### Step 5

Remind students that a sperm from a biological male body and an egg from a biological female body are needed to join together/fertilize and implant in order for pregnancy to occur. Use the following *Facilitator's Guide* to place the three *Birth Control Methods cards* in the appropriate places on the completed boards, and ask the corresponding discussion questions as you place each card.

*Note: This activity intentionally uses the binary language of "biological male body" / "biological male reproductive system" and "biological female body" / "biological female reproductive system" are used for clarity when referring to anatomy and reproductive systems only, not for gender identity purposes. As we discussed in the Gender & Sexuality unit, biological sex—including intersex—sex assigned at birth, and gender identity are separate concepts that can be hard to parse out when talking about reproductive anatomy. It is important to recognize and avoid assumptions that all peoples' gender identities and gender expressions will line up with their reproductive systems; thus, efforts will use more inclusive language like "bodies with testicles", "bodies with ovaries" and gender neutral names/pronouns have been made whenever possible to help make the information accessible to everyone.*

## 4. Birth Control Methods Facilitator's Guide



### Discussion Questions and Summary Statements

Read the following statements and discuss the corresponding questions, placing the appropriate birth control method card in the correct position as indicated in the diagram above as you discuss it.

There are three main categories or types of contraceptives that can prevent pregnancy:

1. **Sexual abstinence** means not having sex. For the purposes of human reproduction, it specifically means not having vaginal sex so that the sperm and the egg cannot meet. Abstinence is the only 100% effective method to prevent pregnancy. (Place Abstinence card over top of card #1 in Y-Diagram.)
  - What is needed to make abstinence effective? (You have to practice it every time, requires the commitment and respect from both partners.)
2. **Barrier Methods** keep the sperm and egg apart by creating a shield to block sperm. (Place Barrier Method card over top of card #2 in Y-Diagram.)
  - What is a commonly used barrier method? (External/Male Condom and Internal/Female Condom.)

- How does the condom work? (*The condom forms a barrier between the sperm and egg, not allowing them to join. External/Male condoms are placed over the penis to prevent semen from entering the vaginal canal by trapping sperm inside the condom. Internal/Female condoms are placed inside the vaginal canal to prevent semen from passing through the cervix by trapping sperm inside the condom.*)
3. **Hormonal Methods** are used by the biologically female partner to prevent ovulation—the release of an egg. (**Place Hormonal Method card over top of card #3 in Menstruation Diagram.**)
- What are some examples of hormonal methods? (*Birth control pills, patch, ring, LARC methods: shot, implant, some forms of Intra-Uterine Device [IUD]*)
  - How do hormonal methods work? (*Hormonal methods increase the level of hormones in the biological female's body, causing the ovaries to stop ovulation.*)



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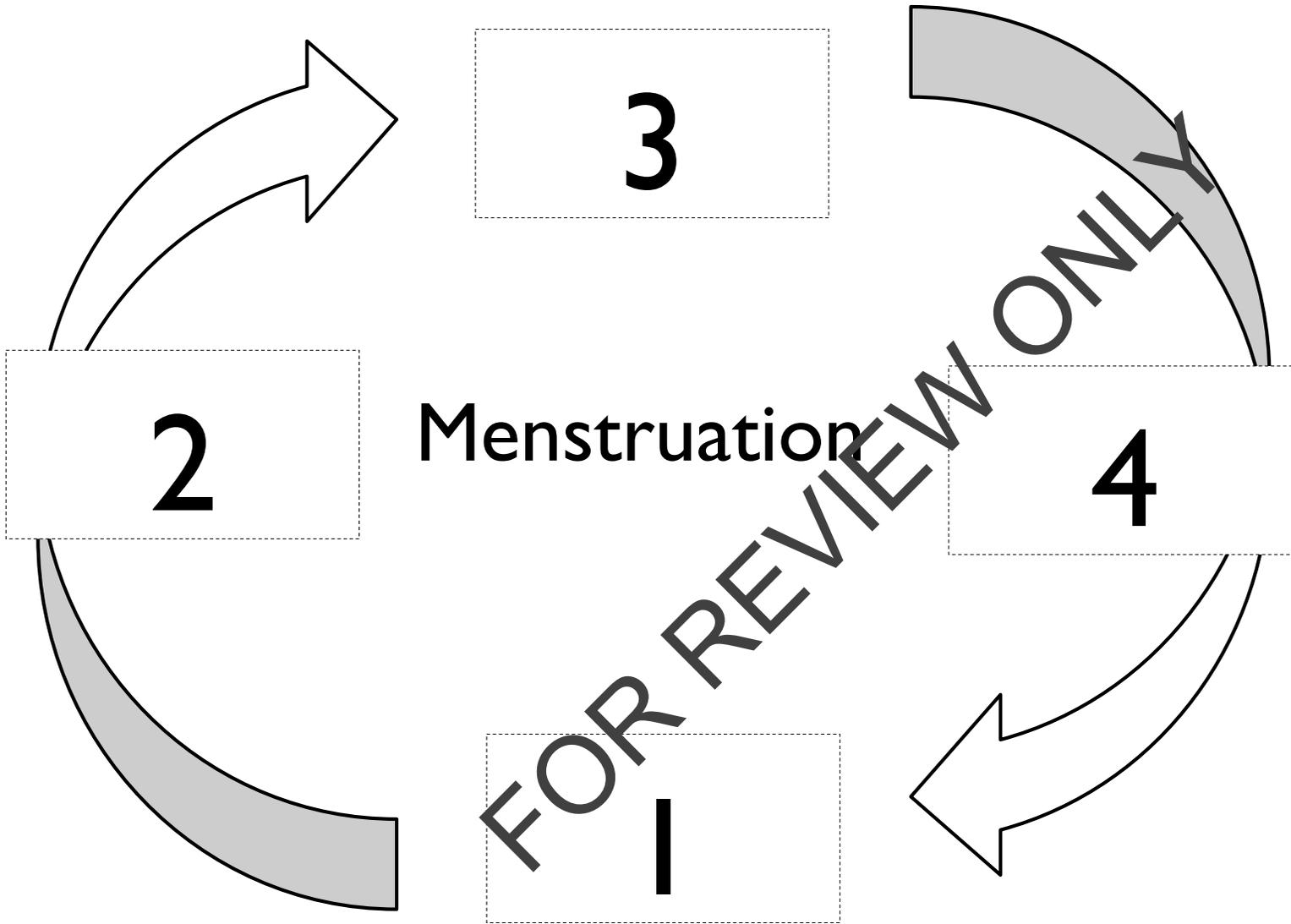
[https://docs.google.com/presentation/d/1BrtD-YhRrrGw901\\_2efKh6oLA9yuQNifOJ3NQL-vU/copy?pli=1#slide=id.g9461003a18\\_0\\_0](https://docs.google.com/presentation/d/1BrtD-YhRrrGw901_2efKh6oLA9yuQNifOJ3NQL-vU/copy?pli=1#slide=id.g9461003a18_0_0)

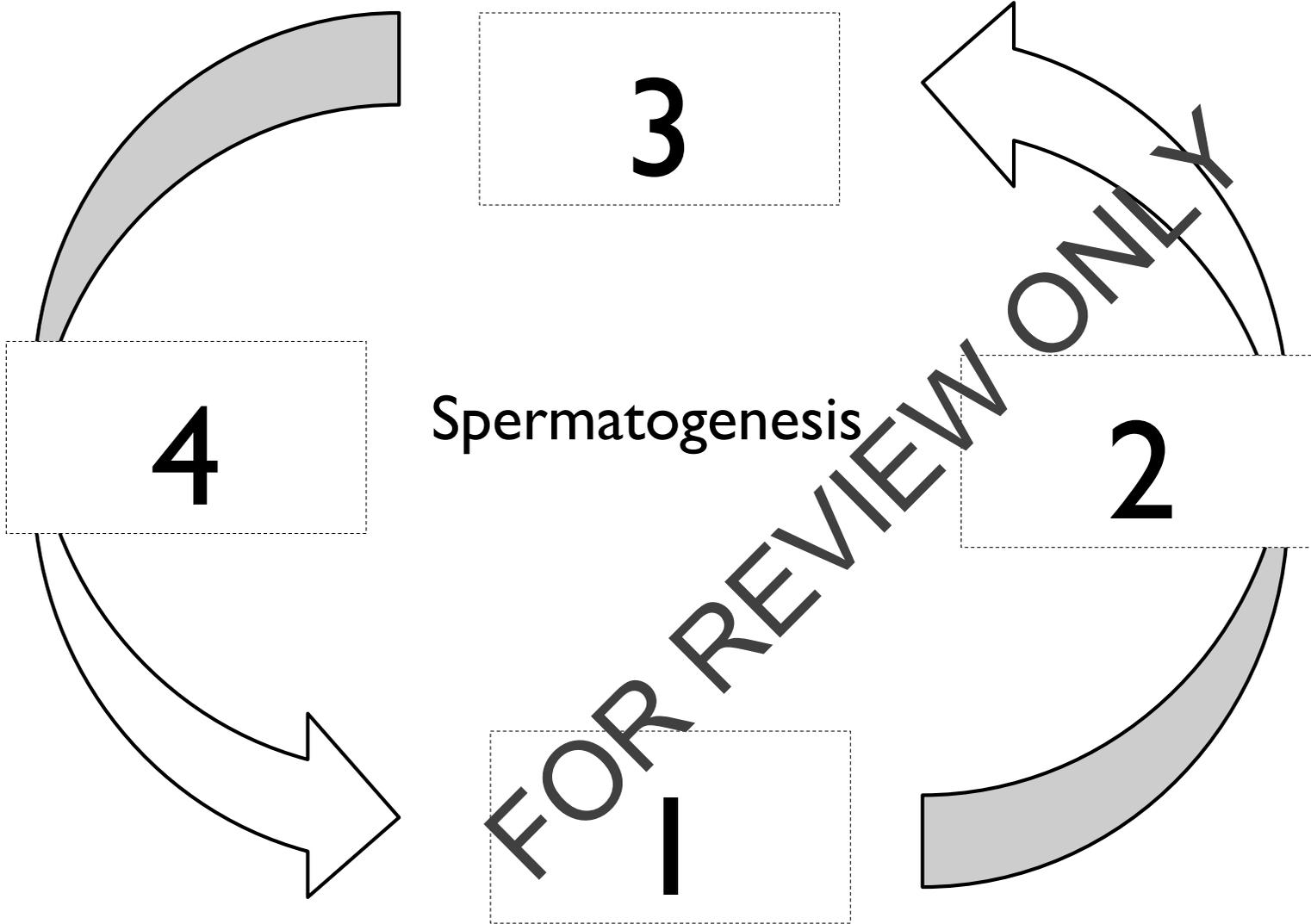
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[https://docs.google.com/presentation/d/1QFOARPDk5YIA6I5D\\_aAhtwpswcep6MU\\_C5iOKTUdyFc/copy?ts=5f6b9c99#slide=id.p](https://docs.google.com/presentation/d/1QFOARPDk5YIA6I5D_aAhtwpswcep6MU_C5iOKTUdyFc/copy?ts=5f6b9c99#slide=id.p)

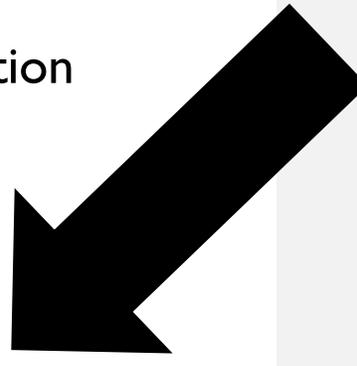
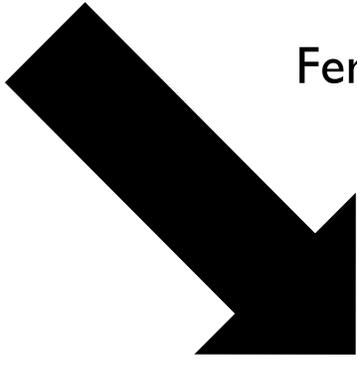
#### Video:

[https://www.youtube.com/watch?v=2xKaOUIRqs&has\\_verified=1](https://www.youtube.com/watch?v=2xKaOUIRqs&has_verified=1)





Fertilization & Implantation



1
2
3
4
5
6

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## Spermatogenesis Cards

*(Print on blue cardstock)*

**Sperm are produced**  
in the testicles.

**Sperm** leave the testicles  
and **travel along the**  
**vas deferens.**

**Sperm and fluids** from  
the seminal vesicle and  
prostate gland **mix to**  
**form semen.**

**Sperm continue to**  
**travel** and will eventually  
exit the body **through the**  
**urethra** inside the penis.

## Menstruation Cards

*(Print on yellow cardstock)*

**Menstruation** occurs; egg breaks down and sheds with the lining of the uterus out of the cervix and vagina.

**Eggs ripen** within the ovaries and the **endometrium** (uterine lining) **thickens** with blood.

**Ovulation** occurs; the fully ripened egg(s) is released from one ovary.

**Egg travels along the fallopian tube** towards the uterus.

## Fertilization & Implantation Cards

*(Print on green cardstock)*

Erect penis is inserted into the vagina during vaginal **sexual intercourse**.

**Sperm travel** through the **cervix**, then the **uterus**, and into the **fallopian tube**.

The joined cells divide and travel to the uterus, where the bundle of cells attach to the lining of the uterus; this is called **implantation**.

During vaginal sexual intercourse, **ejaculation** occurs, and sperm exit the penis and enter the vagina.

A single sperm joins with an egg in the fallopian tube; this is called **fertilization**.

A **pregnancy** has occurred.

## **Birth Control Methods Cards**

*(Print on red cardstock)*

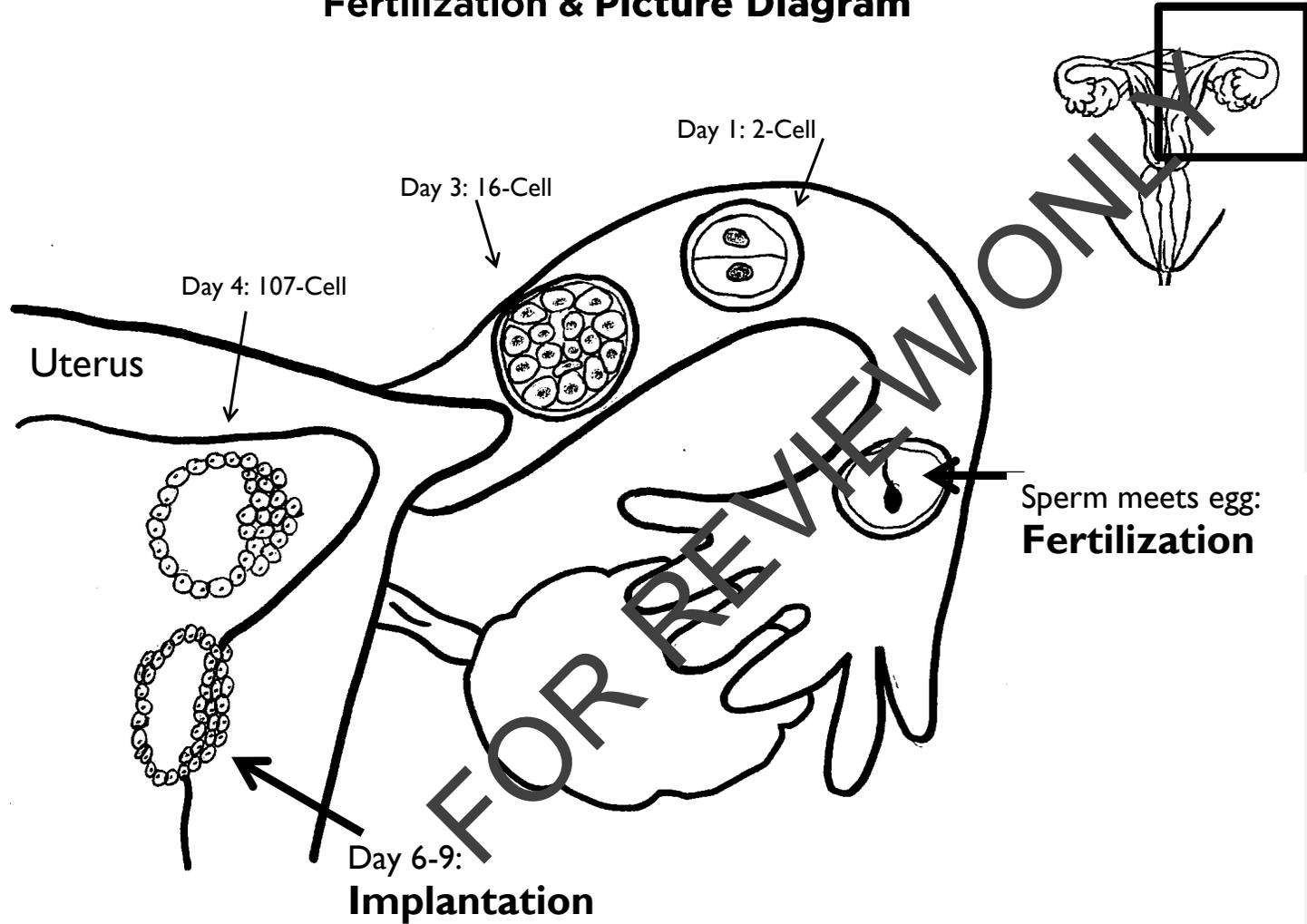
**Abstinence**

**Barrier  
Methods**

**Hormonal  
Methods**

**FOR REVIEW ONLY**

## Fertilization & Picture Diagram



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## The Real Thing: Preparing for the Construction of Pelvic Models

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to demonstrate an understanding of the process of reproduction in preparation for the pregnancy prevention unit by constructing pelvic models

### Directions

#### Step 1

Divide the class into 4 small groups. Assign two groups each to construct a biological male or biological female pelvic model. Explain that the models should be close to life-size and may be free standing or attached to a large piece of paper or cardboard.

#### Step 2 Homework

Give each student a copy of *Constructing Pelvic Models* handout. Allow 10 minutes for groups to discuss ideas for constructing their assigned model and what materials each student will bring from home.

#### Step 3 Preparation Needed

Show students the video you selected to illustrate the reproductive process.



#### Total Time:

15 minutes



#### Materials

- A copy of the *Constructing Pelvic Models* handout for each peer educator
- Human reproduction video (see notes below)

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## The Real Thing: Constructing Pelvic Models<sup>1</sup>

### Directions

The next time class meets, you will be building a 3D pelvic models in your assigned group. As a team, you have been assigned to create either a biological male or biological female model that is to scale. Your model must include the following parts, which should be clearly labeled:

- **Male Model:**

*Penis, testicles, scrotum, urethra, anus, vas deferens, epididymis, seminal vesicle, prostate gland*

- **Female Model:**

*Vulva, labia, clitoris, vagina, cervix, uterus, fallopian tubes, ovaries, urethra, anus*

Your group will present their model, point out the reproductive organs, describe their function, and explain how a pregnancy could occur. Work together as a team to come up with materials you will each bring in from home to help construct these models. Refer to the sample list of possible materials, or use your creativity to come up with your own.

### Possible materials:

- Large piece of cardboard
- Colored paper
- Scissors
- Tape
- Glue
- Yarn
- Fur
- Cloth
- Styrofoam balls
- Dried beans
- Pipe cleaners
- Noodles
- Almonds
- Rice
- Buttons
- Straw
- Pipe cleaners
- Balloons
- Yarn
- Baggies

*Adapted from Center for Family Life Education, PPGNNJ, Positive Images: A New Approach to Contraceptive Education, Brick and Cooperman, 1987.*

## The Real Thing: Constructing Pelvic Models

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to **demonstrate an understanding of the process of reproduction in preparation for the pregnancy prevention unit.**

### Directions

#### Step 1

Have peer educators retrieve their *Biological Male & Biological Female Reproductive Anatomy* handouts. Ask students to name the male and female reproductive organs using the handout as a guide.

#### Step 2

Have peer educators break into the groups they were assigned during the last session. Give groups 30 minutes to construct their 3D pelvic models using the materials they were assigned to bring in from home.

#### Step 3

Each group will present their model, naming all of the parts and describing the functions.

#### Step 4

Ask for one volunteer each from the male models and female models to describe how fertilization takes place.

### Reflections

#### Step 5

Discuss the following questions.

1. Why is it important to understand how the reproduction system works? (*Understanding how a pregnancy can occur can help us understand how to avoid an unintended pregnancy.*)

#### Total Time:

90 minutes

#### Materials

- A set of labels for each group
- Glue, scissors, colored paper, and markers for each group

#### Note:

Keep the models and refer to them during the Pregnancy Prevention Unit, asking students to show how various methods work on their models.

2. How will understanding reproduction help us when we learn about the birth control methods? *(If we understand how pregnancy can occur, we will be able to understand how the different methods work to prevent pregnancy.)*
3. Some birth control methods, like the condom, are called barrier methods. What does the condom form a barrier between? *(The sperm and the egg; body parts and fluid exchange)*
4. Some birth control methods are called hormonal methods. What part of the reproduction system do you think those methods affect? *(The ovaries, cervical mucus, and lining of the uterus)*

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## Human Reproduction Video

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to reinforce the learning from the unit with a real-life look at the process of human reproduction.

### Directions

#### Step 1

Select a video on human reproduction to show the class. Possible choices include *The Miracle of Life* and PBS’s *Life’s Greatest Miracle*, Chapters 2 & 3.

Check <http://www.pbs.org/wgbh/nova/body/life-greatest-miracle.html> for online viewing of the *Life’s Greatest Miracle*.

### Reflections

#### Step 2

Discuss the following questions.

1. What stood out most to you from the video?
2. What points did the video reinforce that you had learned in this unit?
3. What questions remain about the process of human reproduction, if any?

#### Total Time:

30-60 minutes

#### Materials

- Human reproduction video of your choice

**Commented [SL1]:** If link becomes no longer available for streaming. Replacement options include:  
CrashCourse on YouTube – The Reproductive System: How Gonads Go  
[https://www.youtube.com/watch?v=\\_7rsH2loIY8&list=PL3EED4C1D684D3ADF&index=35&t=0s](https://www.youtube.com/watch?v=_7rsH2loIY8&list=PL3EED4C1D684D3ADF&index=35&t=0s)  
National Geographic Channel’s Naked Science on YouTube – Life Before Birth: In the Womb  
<https://www.youtube.com/watch?v=0gAsdEUNUJY>

### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

#### Google Slides:

[https://docs.google.com/presentation/d/1\\_jEPI8CeKe46j8Jd1mlZU7zsvov\\_FRCecrWX8Ewg1g0/copy?pli=1#slide=id.g9461003a18\\_0\\_0](https://docs.google.com/presentation/d/1_jEPI8CeKe46j8Jd1mlZU7zsvov_FRCecrWX8Ewg1g0/copy?pli=1#slide=id.g9461003a18_0_0)

## Where Did I Come From? Human Reproduction Review

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to review reproductive systems in preparation for the Pregnancy Prevention unit.

### Directions

#### Step 1

Divide peer educators into pairs. Hand out a copy of *the Human Reproduction Quiz* to each student and give pairs 10 minutes to discuss and answer the questions.

#### Step 2

Distribute copies of the *Male & Female Reproductive Anatomy* handouts to each peer educator. Review both handouts with students.

#### Step 3

Have peer educators read the questions aloud one at a time. Have students refer to the *Male & Female Reproductive Anatomy* handouts when reviewing the quiz. Use the provided answer keys to discuss each answer. Ensure every student understands the correct answers before moving on to the next question.

### Total Time:

45 minutes

### Materials

- A copy of *Human Reproduction Quiz* for each peer educator
- A copy of the *Male Reproductive Anatomy* handout and the *Female Reproductive Anatomy*
- Handout for each peer educator

### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

#### Google Slides:

[https://docs.google.com/presentation/d/1LjmC8zyp92lp68VSG3P-XV0rOSSS9FpIOn2n-GmXrV4/copy?pli=1#slide=id.g9f61003a18\\_0\\_214](https://docs.google.com/presentation/d/1LjmC8zyp92lp68VSG3P-XV0rOSSS9FpIOn2n-GmXrV4/copy?pli=1#slide=id.g9f61003a18_0_214)

<https://docs.google.com/presentation/d/11f5IgNs8GYH6XFR2SwbevGopAyNfBqMcdyK5OLNaCw/copy?usp=sharing>

[https://docs.google.com/presentation/d/1RLfk7AD95TV9ZYUJGwdGsdoPdwjNCj1qNXlg7XAQm\\_c/copy?usp=sharing](https://docs.google.com/presentation/d/1RLfk7AD95TV9ZYUJGwdGsdoPdwjNCj1qNXlg7XAQm_c/copy?usp=sharing)

#### Google Form:

<https://docs.google.com/forms/d/1Aj9TdsZBkArIDC9L6YMWAVmAAVUr-JCOZdpjwQ-IT0/copy?usp=sharing>

## Human Reproduction Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Fill in the blank or circle the correct answer for each question.

1. The primary hormone that causes changes of puberty in a biological male body (person with testicles) is called \_\_\_\_\_.
2. The primary hormone that causes changes of puberty in a biological female body (person with ovaries) is called \_\_\_\_\_.
3. The average menstrual **cycle** lasts \_\_\_\_\_ days.
4. The average menstrual **period** lasts \_\_\_\_\_ days.
5. It is common for teenagers to have irregular menstrual periods. **True / False**
6. Menstrual cramps are related to prostaglandin release and can be relieved by medication. **True / False**
7. During the biological female body's menstrual cycle, when an egg is released from an ovary, it is called \_\_\_\_\_. This usually occurs in the **Beginning / Middle / End** of the cycle.
8. Most of the time, 1 egg is released each month. **True / False**
9. Sperm are made in the \_\_\_\_\_, located in a sac called the \_\_\_\_\_.
10. Testicles are located on the outside of the body because sperm cannot be produced at body temperature. **True / False**
11. New sperm are made every week. **True / False**
12. During vaginal intercourse the biological male body deposits sperm into the biological female body's \_\_\_\_\_.

13. The sperm then travels through the opening to the uterus which is called the \_\_\_\_\_.
14. The amount of semen expelled in one ejaculation is about \_\_\_\_\_.
15. There are about \_\_\_\_\_ sperm in each ejaculation.
16. The number of sperm it takes to get someone pregnant is \_\_\_\_\_.
17. Every month, a sexually active biological female's body has a chance to get pregnant if a reliable form of birth control is not used. **True / False**
18. If a biological female's body does not get pregnant the lining of the uterus is not needed and is shed as the menstrual period. **True / False**
19. If the sperm and the egg meet, it is called \_\_\_\_\_, which occurs in the \_\_\_\_\_.
20. After fertilization, the fertilized egg implants in the \_\_\_\_\_.
21. If a biological female's body gets pregnant, a period will still occur every month. **True / False**
22. The average pregnancy lasts \_\_\_\_\_.
23. Fraternal twins can occur when a biological female's body releases two eggs during ovulation and they are fertilized by two different sperm. **True / False**
24. Identical twins can occur when one egg is fertilized by one sperm and then it splits in two. **True / False**
25. In a natural birth, the baby comes out of the biological female body's \_\_\_\_\_.
26. Under some circumstances, a baby needs to be born through a surgical procedure called a \_\_\_\_\_.

## Human Reproduction Quiz Answer Key

Fill in the blank or select true/false for each of the following questions.

1. The primary hormone that causes changes of puberty in a biological male body (person with testicles) is called **testosterone**.
2. The primary hormone that causes changes of puberty in a biological female body (person with ovaries) is called **estrogen**.
3. The average menstrual **cycle** lasts **28** days.  
*While the average cycle is 28 days long, many bodies with ovaries have cycles longer or shorter than 28 days.*
4. The average menstrual **period** lasts **4-7** days.  
*Some periods are long and heavy, while others are shorter, lighter periods. It varies from person to person.*
5. It is common for teenagers to have irregular menstrual periods. **True**  
*If a teenager has irregular periods, it does not mean there is something wrong. This is common during the teenage years. If someone feels very concerned, they can see a doctor.*
6. Menstrual cramps are related to prostaglandin release and can be relieved by medication. **True**  
*Medications that contain ibuprofen are effective in relieving cramps. Ibuprofen (such as Advil or Motrin) is a prostaglandin inhibitor.*
7. During the female body's menstrual cycle, when an egg is released from an ovary, it is called **ovulation**. This usually occurs in the **Middle** of the cycle.  
*In an average 28 day cycle, ovulation occurs on day 14.*
8. Most of the time, 1 egg is released each month. **True**
9. Sperm are made in the **testicles**, located in a sac called the **scrotum**.
10. Testicles are located on the outside of the body because sperm cannot be produced at body temperature. **True**
11. New sperm are made every week. **False**  
*New sperm are made every day in the testicles.*

12. During vaginal intercourse the biological male body deposits sperm into the biological female body's **vagina**.
13. The sperm then travels through the opening to the uterus which is called the **cervix**.
14. The amount of semen expelled in one ejaculation is about **1.5 to 5 milliliters**. (*About 1/3 to 1 teaspoon.*)
15. There are about **30-750 million** sperm in each ejaculation.
16. The number of sperm it takes to get someone pregnant is **1**.
17. Every month, a sexually active biological female's body has a chance to get pregnant if a reliable form of birth control is not used. **True**  
*If a person with ovaries is having sex with a person with testicles and not using protection, there is a risk for pregnancy as well as sexually transmitted infections.*
18. If a biological female's body does not get pregnant the lining of the uterus is not needed and is shed as the menstrual period. **True**
19. If the sperm and the egg meet, it is called **fertilization**, which occurs in the **fallopian tubes**.
20. After fertilization the fertilized egg implants in the **uterus**.
21. If a biological female's body gets pregnant, a period will occur every month. **False**  
*While spotting may occur during a pregnancy, there is not a period. A menstrual period sheds the lining of the uterus. When pregnancy occurs, the lining of the uterus stays intact and the fetus grows in the uterus.*
22. The average pregnancy lasts **9 months**.
23. Fraternal twins can occur when a biological female's body releases two eggs during ovulation and they are fertilized by two different sperm. **True**
24. Identical twins can occur when one egg is fertilized by one sperm and then it splits in two. **True**
25. In a natural birth, the baby comes out of the **vagina**.
26. Under some circumstances a baby needs to be born through a surgical procedure called a **caesarian section**.

## School-Wide Campaign Check-In

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to ensure peer educators responsible for implementing a school-wide campaign following this unit’s corresponding workshop are on track.

### Directions

#### Step 1

Upon completion of the unit, distribute copies of the *School-Wide Campaign Check-In* handout to each peer educator in the group responsible for this unit’s topic. Students should start formulating ideas for their campaign as you begin preparing for the workshop. Review the *School-Wide Campaign Guidelines* handout the peer educators received in *Unit One* to ensure they are on task. Remind students that they will need to submit ideas to you for approval. As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.



#### Total Time:

5 minutes



#### Materials

- A copy of the *School-Wide Campaign Check-In* handout for each peer educator in the

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## School-Wide Campaign Check-In

**Workshop Topic:** Human Reproduction

**Group Members:**

**Structures:**

- 1.
- 2.
- 3.

**Plan for each structure:** (Include frequency)

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## Parent/Guardian-Teen Homework

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to provide a structure for communication between parents/guardians and teens on the topic of postponing sexual involvement.

### Directions

#### Step 1

Upon completion of the unit, distribute copies of the *Parent/Guardian-Teen Homework* handout to each peer educator.

In advance of the workshop, peer educators should complete the homework assignment with a parent/guardian, have it signed, and turn it back into advisors.

 **Total Time:**  
5 minutes

### Materials

- A copy of the *Parent/Guardian-Teen Homework* handout for each peer educator.

### Note:

Having peer educators complete this homework assignment before the workshop can help them create buy-in among workshop participants when asked to do the same.



## Human Reproduction Parent/Guardian – Teen Homework

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Purpose

To provide a structure for communication between parents/guardians and teens on the topic of human reproduction

### Directions

#### Step 1

Together, read out loud the workshop take home messages below.

#### Take Home Messages

- It's important to understand how your body works in order to take care of it.
- It's important to know how pregnancy occurs in order to prevent it.
- With knowledge and skills, pregnancy is 100% preventable.
- Both partners should be equally responsible for pregnancy prevention.

#### Step 2

Teens should share with parents/guardians their answers to the following questions.

1. What was the most important thing you learned in this workshop?

#### Step 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. How does fertilization occur?
2. What are the three ways you can prevent fertilization from occurring?

#### Step 4

Parents/guardians should share with teens their answer to the following question.

1. What values do you want your child to receive from you regarding this topic?

#### Step 5

Please sign and date below, indicating to the advisor that this assignment has been completed.

x \_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

## Curriculum Feedback Form

### Unit 7: Human Reproduction



Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

No. of (40-45 min.) class periods to complete unit: \_\_\_\_

No. of (80 min.) class periods to complete unit: \_\_\_\_

Please circle the month the unit was taught:

*September    October    November    December    January    February    March    April    May*

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

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Please scan and email to [info@supportiveschools.org](mailto:info@supportiveschools.org) ♦ Attn: Teen PEP Research & Administrative Associate  
Or complete online at [www.TeenPEP.org](http://www.TeenPEP.org)

# Where Did I Come From?

## Human Reproduction Workshop

Volume I • 2020



*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

### TEEN PREVENTION EDUCATION PROGRAM

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TEEN PREVENTION EDUCATION PROGRAM BRIDGE

# Where Did I Come From?

Human Reproduction Workshop for  
7<sup>th</sup> Graders

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# Where Did I Come From?: Human Reproduction Workshop Overview

## ► Workshop Objectives

After participating in this workshop, students will be able to:

- **Review** the parts of the female/male reproductive system.
- **Describe** how the female/male reproductive systems function.
- **Understand** the process of spermatogenesis.
- **Understand** the process of menstruation.
- **Explain** how fertilization occurs.
- **Explain** how to prevent fertilization from occurring.

## ► Take Home Messages

The goal of this workshop is to give students the language and understanding of how the male and female reproductive systems work as a first step to ensuring they can protect themselves from unwanted pregnancy and make healthy decisions.

While conducting the workshop, peer educators should keep in mind the major messages for participants to *take home*:

- It is important to understand how your body works in order to take care of it.
- It is important to know how pregnancy occurs in order to prevent it.
- With knowledge and skills, pregnancy is 100% preventable.
- Both partners should be equally responsible for pregnancy and STI/HIV prevention.

*Note: This activity intentionally uses the binary language of “biological male reproductive system” / “male bodies” and “biological female reproductive system” / “female bodies” are used for clarity when referring to anatomy and reproductive systems only, not for gender identity purposes. As we discussed in the Gender & Sexuality unit, biological sex—including intersex—sex assigned at birth, and gender identity are separate concepts that can be hard to parse out when talking about reproductive anatomy. It is important to recognize and avoid assumptions that all peoples’ gender identities and gender expressions will line up with their reproductive systems; thus, efforts to use more inclusive language like “bodies with testicles”, “bodies with ovaries” and gender neutral names/pronouns have been made whenever possible to help make the information accessible to everyone.*

# Workshop Agenda

## ► 45-minute workshop

	Time
Attention-Getting Skit: <i>It Just Happens</i>	1 minutes
Presenter Introduction	1 minute
Workshop Introduction	1 minute
Bridge to Skits	1 minute
<b>Skit:</b> ★ Hooking Up	5 minutes
Bridge to Small Group Activities	1 minute
<b>Small Group Activities</b> ★ Form & Function  ★ Putting it All Together 	30 minutes
★ Form & Function 	5 minutes
★ Putting it All Together 	25 minutes
Bridge to Closure Skit	
Closure Skit: <i>Wait a Minute</i>	2 minutes
Evaluation & Homework	3 minutes

# Workshop Materials

Activity	Materials	Template Provided
<b>Skit:</b> <i>Hooking Up</i>	<input type="checkbox"/> Props: <ul style="list-style-type: none"> <li>★ 3 yellow hats</li> <li>★ 3 blue hats</li> <li>★ A red blanket</li> <li>★ A hoola hoop with a sign that says Cervix attached to it</li> </ul>	✓
	<input type="checkbox"/> 8 ½ x 11 signs that say: <ul style="list-style-type: none"> <li>★ Ovaries</li> <li>★ Fallopian Tubes</li> <li>★ Uterus</li> <li>★ 9 Months Later</li> </ul>	✓ ✓ ✓ ✓
<b>Form &amp; Function</b>	<input type="checkbox"/> A copy of the <i>Female Reproductive Systems</i> and <i>Male Reproductive Systems</i> handouts for the center of the circle ( <b>Note:</b> you may want to blow these up and laminate them to use year after year)	✓
	<input type="checkbox"/> Pencils for <i>each</i> participant	
<b>Putting It All Together</b>	<input type="checkbox"/> 1 set of <i>Putting it All Together: Menstruation</i> cards for <i>each</i> small group (4 yellow cards per set)	✓
	<input type="checkbox"/> 1 set of <i>Putting it All Together: Spermatogenesis</i> cards for <i>each</i> small group (4 blue cards per set)	✓
	<input type="checkbox"/> 1 set of <i>Putting it All Together: Fertilization &amp; Implantation</i> cards for <i>each</i> small group (6 green cards per set)	✓
	<input type="checkbox"/> 1 set of <i>Birth Control Methods</i> cards for <i>each</i> small group (3 red cards per set)	✓
	<input type="checkbox"/> 1- 8.5x11 or larger <i>Spermatogenesis</i> board for <i>each</i> small group	✓
	<input type="checkbox"/> 1- 8.5x11 or larger <i>Menstruation</i> board for <i>each</i> small group	✓
	<input type="checkbox"/> 1- 8.5x11 or larger <i>Fertilization &amp; Implantation</i> board for <i>each</i> small group	✓
	<input type="checkbox"/> 1 <i>Fertilization &amp; Implantation</i> diagram for <i>each</i> small group	✓
<b>Skit:</b> <i>Wait a Minute</i>	<input type="checkbox"/> Props: <ul style="list-style-type: none"> <li>★ 3 yellow hats</li> <li>★ 2 blue hats</li> <li>★ A white blanket or piece of fabric</li> </ul>	
	<input type="checkbox"/> 3 Signs that say: <ul style="list-style-type: none"> <li>★ Abstinence</li> <li>★ Barrier Methods</li> <li>★ Hormonal Methods</li> </ul>	
<b>Evaluation</b>	<input type="checkbox"/> Evaluation form for <i>each</i> participant	✓
	<input type="checkbox"/> Pens or pencils for <i>each</i> participant	
<b>Homework</b>	<input type="checkbox"/> <i>Parent-Teen Homework</i> handout for each participant	

# Where Did I Come From?: Human Reproduction Workshop



## Attention-Getting Skit: *It Just Happens*

**Scene:** *Peer educators enter from offstage and form a line across the presenting area facing the audience. Peer educators 1-4 step forward and say their line. After each question the peer educators in the line look at each other and shrug like they don't know why. Peer Ed. 5 ends the skit and the introductions begin.*

*One peer educator steps forward.*

Peer Ed. 1: Why do people menstruate (get their periods) anyway?

Peer Ed. 2: It just happens!

Peer Ed. 3: Why do testicles produce sperm?

Peer Ed. 2: It just happens!

Peer Ed. 4: Why do so many teenagers get pregnant?

Peer Ed. 2: It just happens!

Peer Ed. 5: Wait! Those things don't just happen! It's time we learn the answers to those questions.

*(All peer educators step back into line. Another Peer Ed steps forward.)*



## Presenter Introduction

**Scene:** *Students continue to stand in a line across the stage facing the audience.*

*(One peer educator steps forward.)*

Peer Ed.: Hi. We are Teen PEP from \_\_\_\_\_ High School. Teen PEP-Bridge stands for Teen Prevention Education Program. We are \_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. Today, we're going to do a workshop for you to help us better understand the process of human reproduction. Our workshop is called *Where Did I Come From?*. My name is \_\_\_\_\_.

*(Peer educator steps back in line and all students introduce themselves to the audience)*



## Workshop Introduction

*(Two peer educators step forward and present the introduction, trading off paragraphs.)*

**Peer Ed. 1:** As you know, **puberty** is the time when kids' bodies begin to change, and grow into adult bodies. The whole purpose of puberty is so adults can **reproduce**, or have babies someday if they choose to.

**Peer Ed. 2:** You probably learned something about human reproduction in science or health class. But it is important that we **understand** what is going on in our own bodies, and the bodies of others.

**Peer Ed. 1:** In this workshop we will discuss the processes of human reproduction, including menstruation (periods), spermatogenesis, sexual activity, fertilization, and implantation.

**Peer Ed. 2:** A lot of kids don't know this information because they are afraid to ask, or the adults in their lives are too embarrassed to talk about it. This can make it hard to ask important questions.

**Peer Ed. 1:** Understanding human reproduction is really important for taking care of ourselves. And having the right language to **talk about it** will help us to communicate with parents/caregivers, healthcare providers (doctors and nurses), and future partners.

**Peer Ed. 2:** Knowing how our bodies work will also help us understand how birth control methods work, so we can avoid pregnancy and STIs/HIV by actively preventing them from happening.



## Bridge to Skits

*(One peer educator steps forward.)*

**Peer Ed.:** Now we're going to do a skit for you about human reproduction.

*(Peer educator steps back into line and all peer educators turn their backs to the audience. Peer educators who are not performing in a skit should remain **frozen and silent** in line with their backs to the audience.)*



### About the Skits

Using dramatic skills, peer educators will present examples of relationship pressures common to teens. Peer educators are encouraged to adapt the language in the skits to better reflect their school community. As always, the language that is used should be clear and relevant, but not offensive.



## Skit: *Hooking Up*

*Hooking Up* is a **pantomime**—peer educators act out the story as told by the narrators. The story involves multiple peer educators who act as different parts of the male and female reproductive systems to demonstrate how the process of human reproduction occurs. While the narrators describe what has been happening inside a female body with ovaries and male body with testicles, other peer educators portray eggs and sperm to demonstrate the process. Narrators should pause where appropriate to allow actors time to exaggerate their movements and expressions (*Ham it up!*) as the skit is meant to be humorous in some places.

**Note:**

*Hooking Up* has 10 roles: Narrator 1, Narrator 2, Narrator 3, three Eggs, three Sperm, and a sign person.

### Important Notes

1. Narrator 2 may use note cards to ensure accuracy with their lines. It is essential that they rehearse the part so that it comes naturally. Narrator 1 & 3 need to memorize lines because they are spontaneously responding to Narrator 2.
2. **Skit dialogue** is reflected on the **left** side of the page, while **actor/stage directions** are reflected on the **right** side of the page in *italics*.
3. The peer educator holding the signs should have all signs in the correct order, together, throughout the skit and show them as directed in the stage directions.

### Narration

### Stage Directions

*Scene:*

*Peer educators stand in line with their backs to the audience. Narrators stand on either side of the stage facing the audience.*

**Narrator 1:** Once upon a time...far far away there was an egg..

**Narrator 2:** No no no, no, once upon a time. It happens every month.

**Narrator 1:** It happens every month?!

**Narrator 2:** Yes, every month. Isn't that amazing? The human body is amazing!

**Narrator 1:** Okay, so what's the story?

**Narrator 2:** In the female body, once a girl has gone through puberty, eggs start to mature in their ovaries each month.

*Peer educator holds up Ovaries sign beside three other peers. Three peers with yellow hats are sitting on the floor facing each other representing cells in one ovary. They start to move and sway.*

**Narrator 1:** In their ovaries, you mean the ovaries that are right here?

*Narrator 1 points to their own body.*

Narration	Stage Directions
<p><b>Narrator 2:</b> Yes that's right. Each month some of the egg follicles start to grow.</p> <p>After about 2 weeks, one egg pops out. This is called ovulation.</p>	<p><i>The three eggs continue to sway and slowly stand up.</i></p> <p><i>One peer jumps out of the group.</i></p>
<p><b>Egg:</b> Wow, this is so cool.</p> <p>Bye bye.</p> <p>Now, where am I supposed to go?</p>	<p><i>Egg twirls around and waves to the rest of them.</i></p> <p><i>Waves to them, who also wave back and say "goodbye" and "good luck".</i></p>
<p><b>Narrator 1:</b> Yeah, where are the eggs supposed to go?</p>	
<p><b>Narrator 2:</b> Well, eggs gets drawn into one of the fallopian tubes.</p>	
<p><b>Narrator 1:</b> Fallopian tubes – they are about right here too, right?</p>	<p><i>Points to their own body.</i></p>
<p><b>Narrator 2:</b> Yes, that's right. There are two fallopian tubes, one on each side. The fallopian tube nearest the ovary where the egg popped out begins to draw the egg toward the opening of the tube.</p>	<p><i>Peer educator holds up <b>Fallopian Tube</b> sign beside the Egg as the Egg begins to move.</i></p>
<p><b>Egg:</b> It's a little tighter in here. And dark.</p> <p>I think I'm supposed to meet someone in here.</p>	<p><i>Egg crouches down and squeezes their body as if in a small space. Egg looks around.</i></p>
<p><b>Narrator 2:</b> The egg is looking for a sperm. If the egg doesn't find one, they move through the tube and into the uterus.</p>	<p><i>Egg starts walking in crouched position. Peer educator holds up <b>Uterus</b> sign beside the Egg.</i></p>
<p><b>Narrator 1:</b> Why would an egg meet a sperm?</p>	
<p><b>Narrator 2:</b> Hang on; we'll get to that in a minute.</p>	
<p><b>Egg:</b> (<i>Stands up</i>) Ahhhh! This feels better.</p>	<p><i>Looks around.</i></p>

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Narration	Stage Directions
I guess I got stood up.	<i>Takes red blanket and lies down and covers up.</i>
<b>Narrator 2:</b> This egg was not fertilized by sperm, so it just disintegrates.	
<b>Narrator 1:</b> Awwww. That's sad.	
<b>Narrator 2:</b> No, not really. It happens every month from a time a girl starts their period until they stop getting periods at around 45-55 years old. The eggs ripen every month so that they can get pregnant and have a baby someday, if they want t.	
<b>Narrator 1:</b> Okay, then what?	
<b>Narrator 2:</b> Well, the lining inside the uterus that has been building up for 3 weeks, is not needed because the egg did not meet up with sperm and get pregnant. So, the lining is shed through the vagina.	<i>Egg puts red blanket over their head and runs off the stage.</i>
This is called menstruation or "getting your period".	
<b>Narrator 1:</b> So what if they do get pregnant?	
<b>Narrator 2:</b> Well, the egg has to meet up with a sperm, of course.	<i>Narrator 3 joins Narrator 1; Group of three peer educators with blue baseball caps move to front of stage and sit in a group.</i>
<b>Narrator 3:</b> Yeah, let's get back to the sperm – the whole story this time.	
<b>Narrator 2:</b> Okay. In the male body, once a boy has gone through puberty, sperm start to mature in their testicles.	
<b>Narrator 3:</b> In their testicles, you mean the testicles that are, uh, <i>(Looks down)</i> down there?	
<b>Narrator 2:</b> Yes, that's right. After puberty a man's testicles produce millions of sperm cells.	<i>Sperm start to move and sway.</i>

Narration	Stage Directions
After they mature they travel up tubes called the Vas Deferens.	<i>Sperm split up. Sperm 1 dances up one side of the stage, while Sperm 2 dances up the other side and they come together in the middle.</i>
Narrator 1: What about the egg?	
Narrator 2: Yes, I'm getting to that. So, in this story, ovulation occurs and the egg makes its way into the fallopian tube, like eggs do every month.	<i>Peer educator holds up Fallopian Tube sign beside the Egg. Sign remains up until Narrator 2 finishes speaking.</i>
But, right around the time of ovulation, this woman and a man have sexual intercourse and so the sperm is ejaculated into the vagina and travels through the uterus and out the fallopian tubes.	<i>Egg comes back, returns to the "tube" and sits down.</i>
Sperm 1: Okay guys here we go, the big race.	<i>The sperm run towards the stage and circle around up the sides.</i>
Sperm 2: Yeah, I can't wait. I'm gonna win this one.	
Sperm 3: Oh yeah? Here we go. See ya suckers.	
Narrator 2: The sperm are looking for an egg and in this case one of them finds it.	<i>One sperm stops in front of the egg; all others run off stage.</i>
Sperm: Hey.	
Egg: Hey	
Sperm: So, do you wanna hook-up?	
Egg: Uh, yeah I've been waiting for you.	<i>They hold hands and walk to the center of the stage.</i>
Sperm: It's nice in here.	
Egg: Yeah, nice and quiet. It's good to be alone.	<i>Peer educator holds up Uterus sign beside the Sperm and Egg. Sign remains up until next sign is displayed.</i>
Sperm: This looks like a good place to sit.	<i>Sperm picks up the red blanket, they sit, and put the blanket over them. They put their arms around each other and put their heads together.</i>
Narrator 3: What's happening now?	

Narration	Stage Directions
<b>Narrator 2:</b> When an egg and sperm meet and join together, it is called fertilization. They have implanted in the uterus and the female's body is now pregnant. A pregnancy lasts for 9 months.	<i>Peer educator holds up 9 Months Later sign beside the Sperm and Egg. They wake up, look startled.</i>
<b>Sperm:</b> What is going on? It's getting tight in here.	<i>They push hands out toward walls, then pull in towards themselves.</i>
<b>Egg:</b> I'm scared.	
<b>Sperm:</b> Me too.	
<b>Egg:</b> I think we better get moving.	
<b>Narrator 3:</b> Now what is going on?	<i>They hold hands and crouch down moving towards the front of the stage; make gestures hands pushing out them in.</i>
<b>Narrator 2:</b> The female's body is in labor. The uterus is contracting and opening up so that they can push the baby out of the vagina.	
<b>Sperm:</b> Oh wow we really need to get out of here.	
<b>Egg:</b> Okay let's go.	
<b>Egg &amp; Sperm:</b> Waaaaaaaaaaaaaaaaa!	
<b>Narrator 3:</b> Wow! They had a baby?	
<b>Narrator 1:</b> Wait...what if they didn't want to have a baby?	
<b>Narrator 2:</b> Then they would have used a reliable form of birth control and they would have used a condom. Or they could have remained	
	<i>Peer educator holds up hula hoop so that the Cervix sign, which hangs from the bottom of the hoop, is visible in front of Egg and Sperm. The egg and sperm are crouched down like they are struggling to get out and break free. They put arms around each other and step through the hula hoop. Once out, they stand up tall, throw their heads back, and cry.</i>

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Narration	Stage Directions
abstinent.	
<b>Narrator 1:</b> But that's for another workshop.	
<b>Narrator 2:</b> This was the story of human reproduction. The end.	<i>Actors take a bow.</i>

## Bridge to Small Group Activities

*(A peer educator steps forward and speaks to the audience.)*

**Peer Ed.:** We hope this skit helped you better understand what happens inside our bodies in order for a pregnancy to happen and a baby to be born. We are now going to break into small groups and do some activities to learn more about the female and male reproduction systems that contribute to fertilization. The first activity will give us the opportunity to test our knowledge and skills about anatomy. Please count with me while I number you off. Then look for the peer educator holding your group number and go with that peer educator to your small group location.

## Small Group Activity: Form & Function

*(After introductions, a peer educator in each small group says:)*

**Peer Ed. 1:** If you participated in the *Teen PEP-Bridge Puberty Workshop* last year, you may remember that we spent some time learning about the parts of the male and female reproductive anatomy. Now, we are going to do a review and test how much you remember.

### Step 1

Place copies of the *Biological Male Reproductive System* and *Biological Female Reproductive System* diagrams in the middle of the circle.

### Step 2

Starting with the *Biological Male Reproductive System* diagram, point to each blank part on the diagram, in order, and ask a volunteer to identify what it is. Use the *Biological Male Reproductive System Facilitator's Guide* to verify the correct answer and read the statement that describes its function. Have a volunteer write down the correct body part on the diagram before moving on to the next part.

Continue this process until all parts have been identified. Then repeat this process with the *Biological Female Reproductive System* diagram and *Biological Female Reproductive System Facilitator's Guide*.

### Step 3

Ask the following question:

A biological male body has 2 openings between their legs and a biological female body has 3. What are they? Can someone point them out on the diagrams?

- Male Bodies with Testicles: (*urethra, anus*)
- Female Bodies with Ovaries: (*urethra, anus, vagina*)

**Peer Ed. 2:** Great! We hope this review was helpful. Now we are going to move on to the next activity, where we'll learn more about how these systems work together to make it possible to get pregnant and have a baby, or prevent a pregnancy from happening.

[Form & Function Google Slides version](#)

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# Male Reproductive System Facilitator's Guide

## Directions

Point to each body part on the blank diagram in the middle of the circle (starting with one and going in the order listed on this guide) and have volunteers share what part it is. Verify the correct answer, and then read the statement that matches the body part they've just identified.

- 1 The **bladder** is the organ that holds urine until you need to go to the bathroom.
- 2 The **urethra** is the tube that carries the urine out of the body.
- 3 In the male body, the urethra is located inside the **penis**.
- 4 In a male body, sperm are made in the **testicles**.
- 5 The sac that holds the testicles is called the **scrotum**.
- 6 Sperm are made in the testicles and travel up a tube called the **Vas Deferens**.
- 7-8 Fluid from the **seminal vesicles** and **prostate gland** mix with sperm to form fluid called semen. When a male body ejaculates, the semen comes out of the **urethra**, which is inside the **penis**.
- 9 The **foreskin** covers the penis. Some bodies are circumcised at birth and the foreskin is removed.
- 10-11 Feces travel through the **rectum** and come out of the **anus**.

# Female Reproductive System Facilitator's Guide

## Directions

Point to each body part on the blank diagram in the middle of the circle (starting with one and going in the order listed on this guide) and have volunteers share what part it is. Verify the correct answer, and then read the statement that matches the body part they've just identified.

- 1 The outside of a female body's genital area is called the vulva.
- 2 The outer lips around the vulva are called the labia.
- 3 A very sensitive part of a female's body located at the top of the vulva is called the clitoris.
- 4 Every month, the female body usually produces one egg. These eggs are made in the ovaries.
- 5 The egg travels in these tubes called the fallopian tubes.
- 6-7 The place in the body where the baby grows is the uterus. Each month, if a female body is not pregnant the uterine lining sheds in a process called menstruation.
- 8 The opening to the uterus is called the cervix.
- 9 Menstrual fluid and babies come out of the vagina.
- 10 Like in male bodies, in female bodies feces come out of the anus.
- 11 The urethra is the tube that carries the urine out of the body.

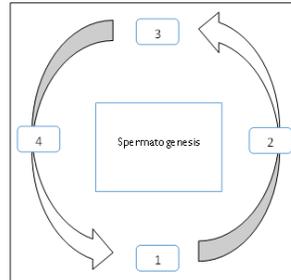
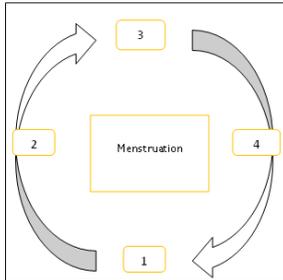


## Small Group Activity: *Putting It All Together*

### Directions

#### Step 1

Set up the *Menstruation & Spermatogenesis* boards in the middle of the circle next to each other with room in between:



Remind students that so far in their exploration of puberty and human reproduction, they have learned about the processes of menstruation (periods) for female bodies and spermatogenesis for male bodies. In this activity, they will use their knowledge in three ways: (1) to describe the processes, (2) to learn more about their relevance to fertilization, and (3) to better understand how the three types of birth control methods work to prevent fertilization.

#### Step 2

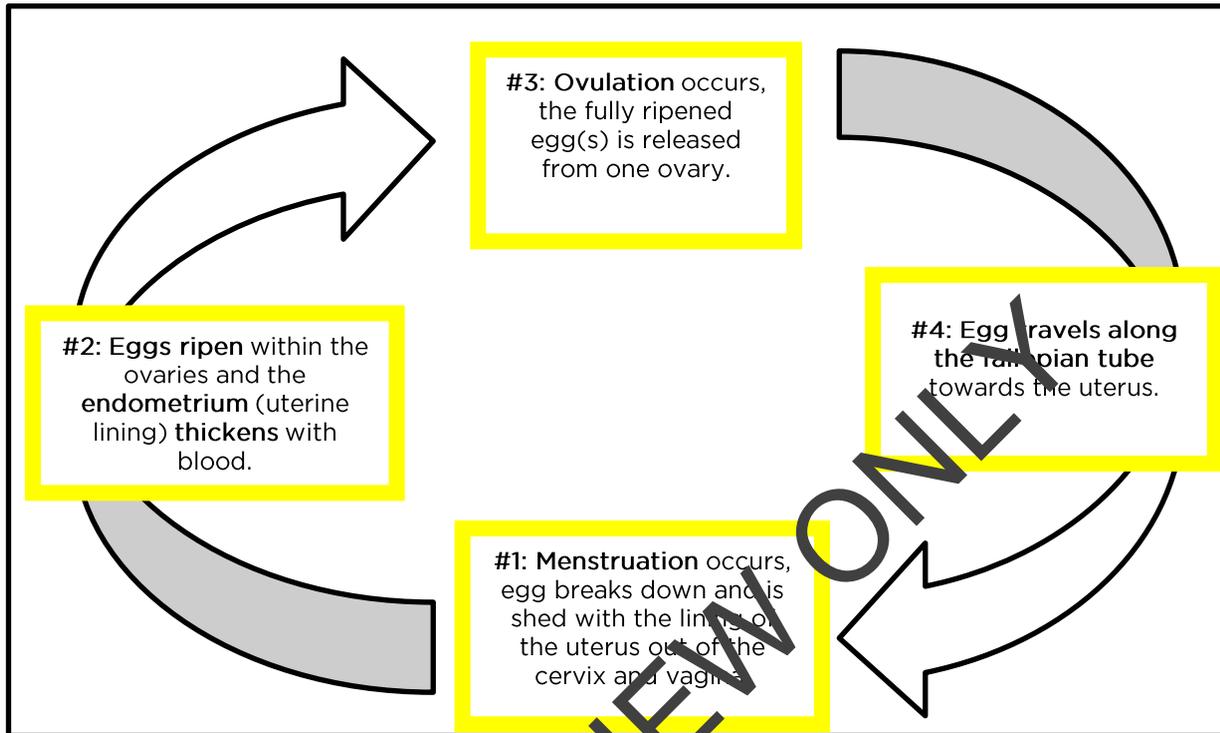
Divide students into pairs and randomly distribute the eight *Menstruation* and *Spermatogenesis* cards evenly among the groups. Explain to students that the processes of menstruation and spermatogenesis happen inside their bodies in a continuous cycle. Ask students to properly place their cards in the correct spot within the corresponding cycle, using their prior knowledge to do so.

#### Step 3

After all the cards have been positioned, use the diagrams on the following *Facilitator's Guides* to ensure accuracy. Starting with menstruation, have a volunteer read the cards, in order, aloud. Then, use the provided questions and summary statements to lead the group through a discussion of the cards. Repeat this process for spermatogenesis.

# 1. Menstruation

## Facilitator's Guide



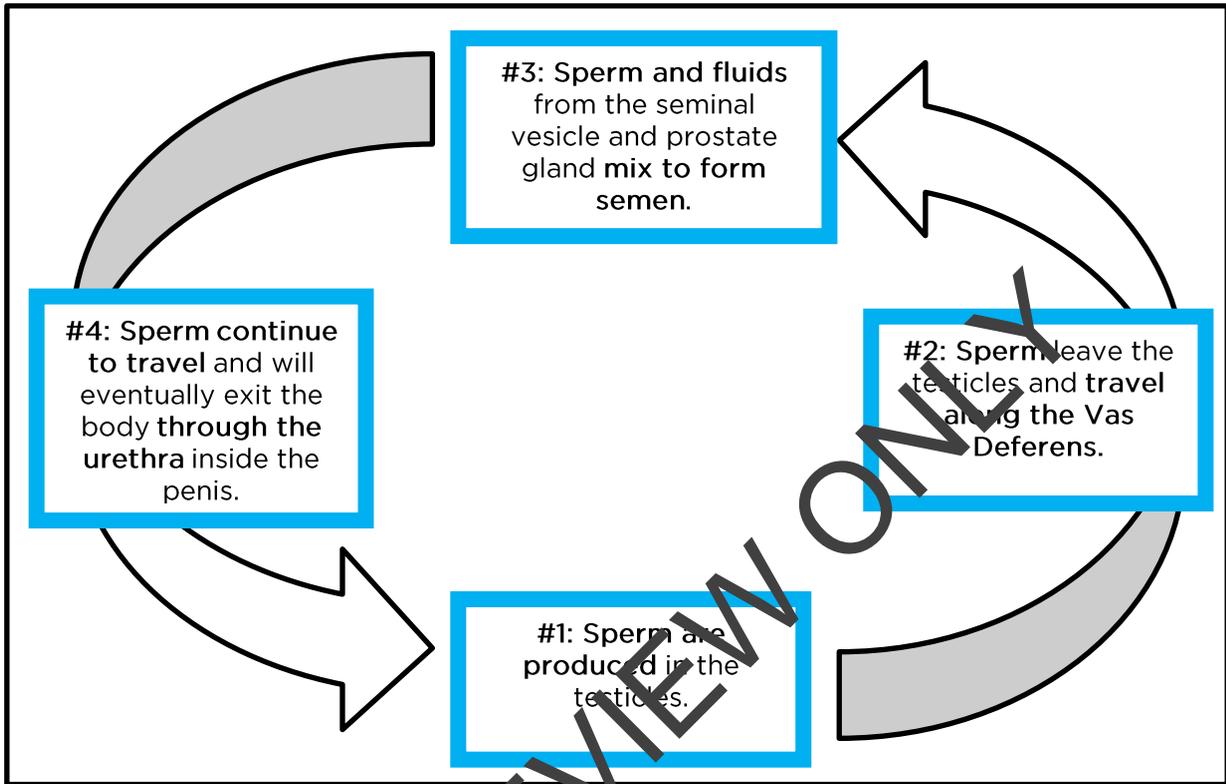
### Discussion Questions:

1. What is menstruation and what is its purpose?  
*(Menstruation, or the menstrual period, is when the uterine lining is shed and expelled out of the body. This happens monthly whenever fertilization does not occur, making the lining no longer necessary for implantation. The old lining is shed to prepare for the next cycle.)*
2. What is ovulation and what is its purpose?  
*(Ovulation is when a mature egg(s) is released from an ovary. This happens in the middle of the cycle for the purpose of human reproduction, allowing the egg to travel down the fallopian tube to be met by a sperm and become fertilized.)*

### Summary review:

*Every month a biological female body (person with ovaries) releases an egg from an ovary. It travels through the fallopian tube into the uterus. If the female body doesn't get pregnant, the menstrual fluid (period) comes out of the vagina. If the female body becomes pregnant, the egg implants in the uterus and the baby grows for 9 months. During birth, the baby comes out of the vagina.*

## 2. Spermatogenesis Facilitator's Guide



### Discussion Question

1. What is spermatogenesis and what is its purpose? (*Spermatogenesis is the production of sperm in the testicles and maturation in the epididymis. The role of sperm in human reproduction is when the sperm are ejaculated into the vagina during sexual intercourse and travel up the female reproductive system to meet and fertilize an egg(s).*)

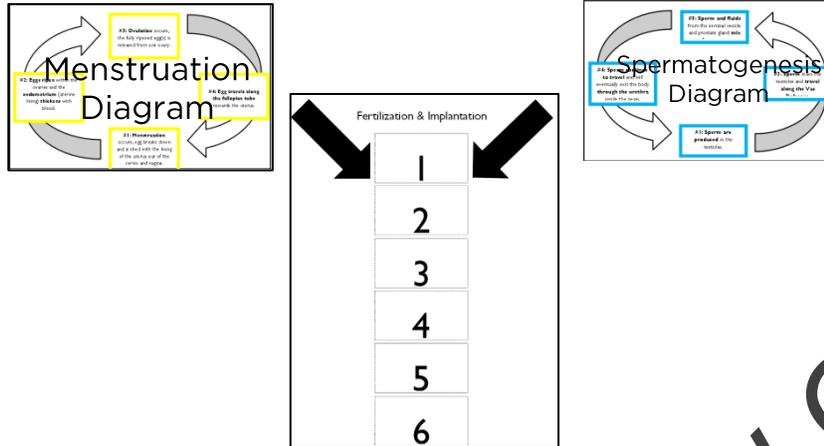
### Summary review:

*In a biological male body (person with testicles), sperm are made daily in the testicles and stored in the epididymis. They travel up the Vas Deferens where they combine with fluids from the prostate and the seminal vesicle, to make semen. When ejaculation occurs, semen travels through the urethra and is released through the opening of the penis.*

**Step 4**

Read the following: *Now that we understand where the egg and sperm come from, we will look at how they can come together in fertilization and implantation, which result in pregnancy.*

Place the *Fertilization & Implantation* board between the two completed boards in the middle of the circle, as shown in the diagram, below.

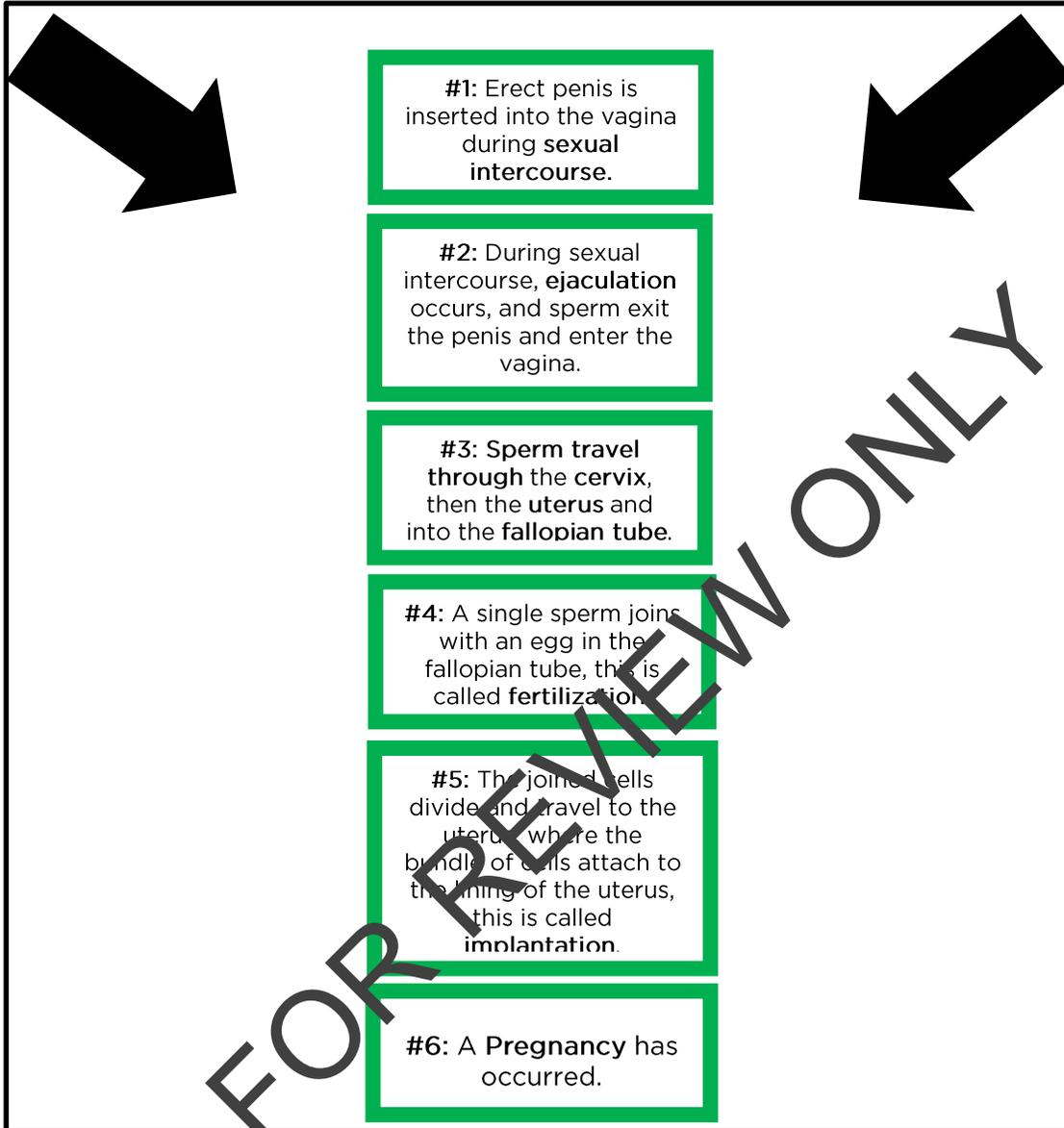


Randomly distribute the six *Fertilization & Implantation* cards evenly amongst the pairs. Ask students to properly place their cards in order from 1-6 representing the processes of fertilization and implantation. After all the cards have been positioned, use the diagram on the following *Facilitator's Guide* to ensure accuracy. Have a volunteer read the cards, in order, aloud and then ask essential questions before moving on.

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### 3. Fertilization & Implantation

#### Facilitator's Guide



#### Discussion Questions:

1. For the purpose of human reproduction, which type of sexual intercourse needs to take place? (*Vaginal intercourse*) What other types of sexual intercourse are there? (*Oral and anal*)
2. What has to happen for fertilization to occur? (*At least one sperm must survive its journey up the female reproductive system, find a viable egg inside one of the fallopian tubes, and penetrate the egg's shell so that they can join together.*)
3. Why might a couple want to use a reliable birth control method if they are having sexual intercourse? (*To prevent an unintended pregnancy, STIs, and HIV*)
4. Why doesn't a female body have their period during pregnancy? (*Because the endometrium/lining of the uterus is needed to supply nutrients and support the pregnancy*)

- Why is it important to understand how the reproductive systems work? (*Understanding how biological male and female bodies work during human reproduction allows us to understand how a pregnancy can occur and in turn help us understand how to avoid an unintended pregnancy.*)

**Summary review:**

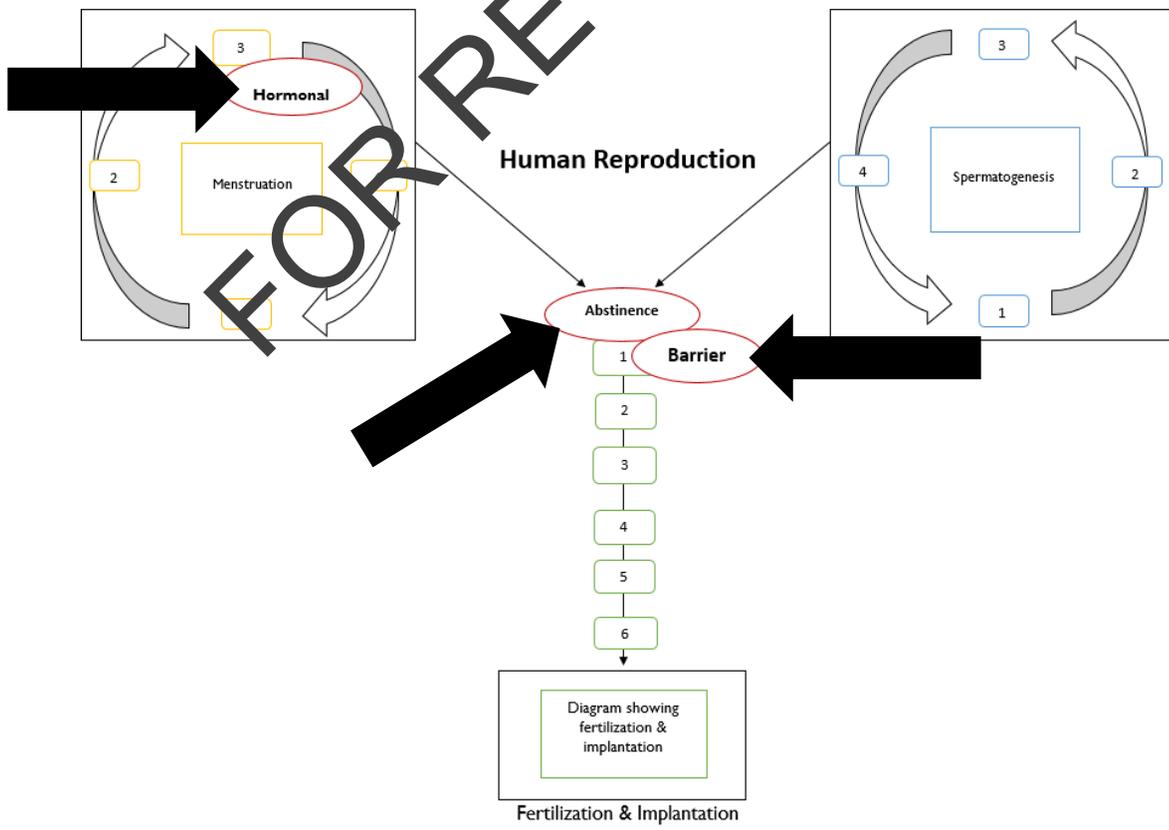
Place the *Fertilization & Implantation Diagram* in the center of the circle underneath card #6. Explain the following:

*Once a sperm has broken through the egg’s protective shell, that egg is fertilized. The sperm and egg cells combine and continue to divide and multiply. This bundle of cells travels together from the fallopian tube and into the uterus where it attaches to the endometrial lining. The result of the cells implanting is a pregnancy.*

**Step 5**

Remind students that a sperm from a male body and an egg from a female body are needed to join together in order for pregnancy to occur. Use the following *Facilitator’s Guide* on the following page to place the three *Birth Control Methods cards* in the appropriate places on the completed boards, and ask the corresponding discussion questions as you place each card.

**4. Birth Control Methods Facilitator’s Guide**



## Discussion Questions and Summary Statements:

Read the following statements and discuss the corresponding questions, placing the appropriate birth control method card in the correct position as indicated in the diagram above as you discuss it.

There are three main categories or types of contraceptives that can prevent pregnancy:

1. **Sexual Abstinence** means not having sex, oral/vaginal/anal sex. For the purposes of human reproduction, it specifically means not having vaginal sex so that the sperm and the egg cannot meet. Abstinence is the only 100% effective method to prevent pregnancy. (Place Abstinence card over top of card #1 in Y-Diagram)
  - What is needed to make abstinence effective? (*You have to practice it every time, requires the commitment and respect from both partners*)
2. **Barrier Methods** keep the sperm and egg apart by creating a shield to block sperm. (Place Barrier Method card over top of card #2 in Y-Diagram)
  - What is a commonly used barrier method? (*External/Male Condom, Internal/Female Condom*)
  - How does the condom work? (*The condom forms a barrier between the sperm and egg, not allowing them to join. External/Male condoms are placed over the penis to prevent semen from entering the vaginal canal by trapping sperm inside the condom. Internal/Female condoms are placed inside the vaginal canal to prevent semen from passing through the cervix by trapping sperm inside the condom.*)
3. **Hormonal Methods** are used by the biologically female partner to prevent ovulation—the release of an egg. (Place Hormonal Method card over top of card #3 in Menstruation Diagram)
  - What are some examples of hormonal methods? (*Birth control pills, patch, ring, LARC methods: shot, implant, some forms of Intra-Uterine Devices [IUD]*)
  - How do hormonal methods work? (*Hormonal methods increase the level of hormones in the female's body, causing the ovaries to stop ovulation so the body doesn't release an egg.*)

[Putting It All Together Google Slides version](#)

# Closure: Wait a Minute

Skit dialogue is reflected on the **left** side of the page, while **actor/stage directions** are reflected on the **right** side of the page in *italics*.

**Important Notes:**

1. *Wait a Minute* has 10 roles: Narrator 1, Narrator 2, Narrator 3, three Eggs, two sperm, and 2 fabric holders.
2. All three narrators should be the same peer educators from the opening skit.

Narration	Stage Directions
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*Scene:*

*Peer educators stand in line with backs to audience. **The same 3 narrators from the opening skit** stand on either side of the stage facing the audience.*

*Narrator 2 steps forward. Three peer educators holding signs step forward and stand apart from narrator.*

**Narrator 2:** We hope you had interesting conversations in your small groups and that you learned a lot about human repro...

*Narrator 1 turns and walks quickly to Narrator 2.*

**Narrator 1:** Wait, wait, wait a minute.

**Narrator 2:** What?

**Narrator 1:** Remember in the beginning of the workshop, when in the skit they had a baby?

**Narrator 2:** Yeah... Why?

**Narrator 1:** Well, I asked, "What if they didn't want to have a baby?"

**Narrator 2:** And I said that **they** would have used a reliable form of birth control and **they** would have used a condom. Or they could have remained abstinent.

**Narrator 1:** I don't really get what that **means**.

**Narrator 2:** Okay. The two partners had sex without using a condom or hormonal birth control. And in that case one egg and one sperm got together and fertilization

Narration	Stage Directions
<p>occurred. A pregnancy happened because of their actions. Sooooo, now they have a baby.</p>	<p><i>Narrator 3 walks up to join the other two narrators.</i></p>
<p><b>Narrator 3:</b> But the partners could have prevented all that.</p>	
<p><b>Narrator 1:</b> Oh... Okay.</p> <p>What do you mean <b>exactly</b>?</p>	<p><i>Pauses and scratches their head.</i></p>
<p><b>Narrator 2:</b> Look over there.</p> <p>There are 3 categories of birth control methods that can prevent pregnancy.</p>	<p><i>Points to three peer educators holding signs.</i></p>
<p><b>Narrator 3:</b> <b>Abstinence</b>, do you know what that means?</p>	<p><i>One peer educator holds up <b>Abstinence</b> sign.</i></p>
<p><b>Narrator 1:</b> Sure, I know what that means. It means <b>not</b> doing something. In this case, not having sex.</p>	
<p><b>Narrator 3:</b> Right! If the couple had abstained from having vaginal sex, the pregnancy would not have occurred. Abstinence is 100% effective at stopping pregnancy.</p>	
<p><b>Narrator 1:</b> Okay. What else?</p>	
<p><b>Narrator 2:</b> If a couple decides that they are ready for sex, they can choose a birth control method. One category is called <b>barrier methods</b>.</p>	<p><i>Peer educator holds up <b>Barrier Methods</b> sign.</i></p>
<p><b>Narrator 3:</b> I got this. A barrier, such as a condom, keeps the egg and the sperm apart.</p>	<p><i>Five peer educators step forward: One in a yellow hat sits near the back of the stage. Two in blue hats stand near the front. Two peer educators hold up a piece of fabric at center stage.</i></p>
<p><b>Sperm 1:</b> Come on!</p>	
<p><b>Sperm 2:</b> Okay, here we go!</p>	<p><i>Sperm run towards egg and pretend to run headlong into the fabric and bounce off, falling down.</i></p>
<p><b>Narrator 3:</b> Ouch!</p>	

Narration	Stage Directions
<p><b>Narrator 1:</b> Okay I get it – the condom is the barrier. The sperm can't get through so the egg isn't fertilized. And then no one gets pregnant!</p>	<p><i>Narrators 1 &amp; 3 high five; Sperm, egg and fabric holders to back into line.</i></p>
<p><b>Narrator 2:</b> Condoms are really good for something else too.</p>	
<p><b>Narrator 3:</b> Yes! Preventing STI's and HIV.</p>	
<p><b>Narrator 2:</b> Okay, very good. One more birth control category – <b>hormonal methods.</b></p>	<p><i>Peer educator holds up <b>Hormonal Methods</b> sign.</i></p>
<p><b>Narrator 3:</b> Like the pill.</p>	
<p><b>Narrator 2:</b> Yes. And the patch, ring, shot, implants, and IUDs. These methods all contain female hormones.</p>	
<p><b>Narrator 1:</b> What do they do?</p>	
<p><b>Narrator 2:</b> They raise the hormone level in female bodies and tell the ovaries don't make eggs and don't release them.</p>	<p><i>Three peer eds in yellow hats sit on stage and start to sway. One tries to stand up. Puts hands up, like pushing against something, straining.</i></p>
<p><b>Egg:</b> <i>(Yelling)</i> Hey, let me out of here!!!</p>	<p><i>Sits down, defeated.</i></p>
<p><b>Narrator 3:</b> There you go! No egg; no fertilization.</p>	<p><i>Eggs go back into line.</i></p>
<p><b>Narrator 1:</b> Wow – that is amazing! So you don't have to get pregnant unless you want to.</p>	
<p><b>Narrator 2:</b> Yes, it's pretty simple.</p>	<p><i>All narrators step forward and face audience; all peer educators in line turn to face audience.</i></p>
<p><b>Narrator 1:</b> So, you can wait to have sex.</p>	
<p><b>Narrator 2:</b> Yes, you can wait to have sex. Or, when you decide to have sex, use condoms AND a hormonal method like the pill.</p>	
<p><b>Narrator 3:</b> Using two methods gives the <b>best</b> protection for preventing</p>	

Narration	Stage Directions
pregnancy.	
<b>Narrator 1:</b> And one day...a long time from now...if you decide to have a baby...you'll know how it all works!	<i>Peer educators move back into line and two peer educators step forward.</i>
<b>Peer Ed. 1:</b> Thank you to our actors.  We hope you have enjoyed our workshop, and that you have learned a lot about how the human body works. Knowing how our bodies work will help us to take care of them. And that knowledge will help us know how to prevent a pregnancy, STI's, or HIV.	<i>Applause</i>
<b>Peer Ed. 2:</b> Thank you for your attention and participation. Please take a few minutes to complete the evaluation form. We will also pass out a homework assignment that you can do with a parent, guardian, or other trusted adults.	

## Evaluation

Pass out evaluations and pencils. Ask all participants to fill out an evaluation and hand it in before leaving the workshop.

## Homework

Pass out *Parent-Teen Homework* handouts to all participants. Instruct participants to complete this handout for homework with their parent/guardian, obtain a signature from their parent/guardian, and return it the next day to their classroom teacher.



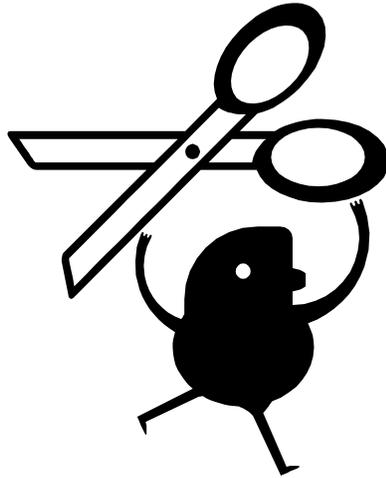
### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1D22VHTJy9XxenoHoXTc-dMrF61v91qLHKWAs-GiKPQw/copy#slide=id.g9461003a18\\_0\\_0](https://docs.google.com/presentation/d/1D22VHTJy9XxenoHoXTc-dMrF61v91qLHKWAs-GiKPQw/copy#slide=id.g9461003a18_0_0)

[https://docs.google.com/presentation/d/1BrtD-YhRrrGwgw9QI\\_0cOKh6oLA9yuQNifOJ3NQL-vU/copy#slide=id.g9461003a18\\_0\\_0](https://docs.google.com/presentation/d/1BrtD-YhRrrGwgw9QI_0cOKh6oLA9yuQNifOJ3NQL-vU/copy#slide=id.g9461003a18_0_0)



# Workshop Materials & Templates

FOR REVIEW ONLY

**Cerivix**

FOR REVIEW ONLY

**Ovaries**

FOR REVIEW ONLY

# Fallopian Tubes

FOR REVIEW ONLY

# Uterus

FOR REVIEW ONLY

**9 Months  
Later**

FOR REVIEW ONLY

# Abstinence

FOR REVIEW ONLY

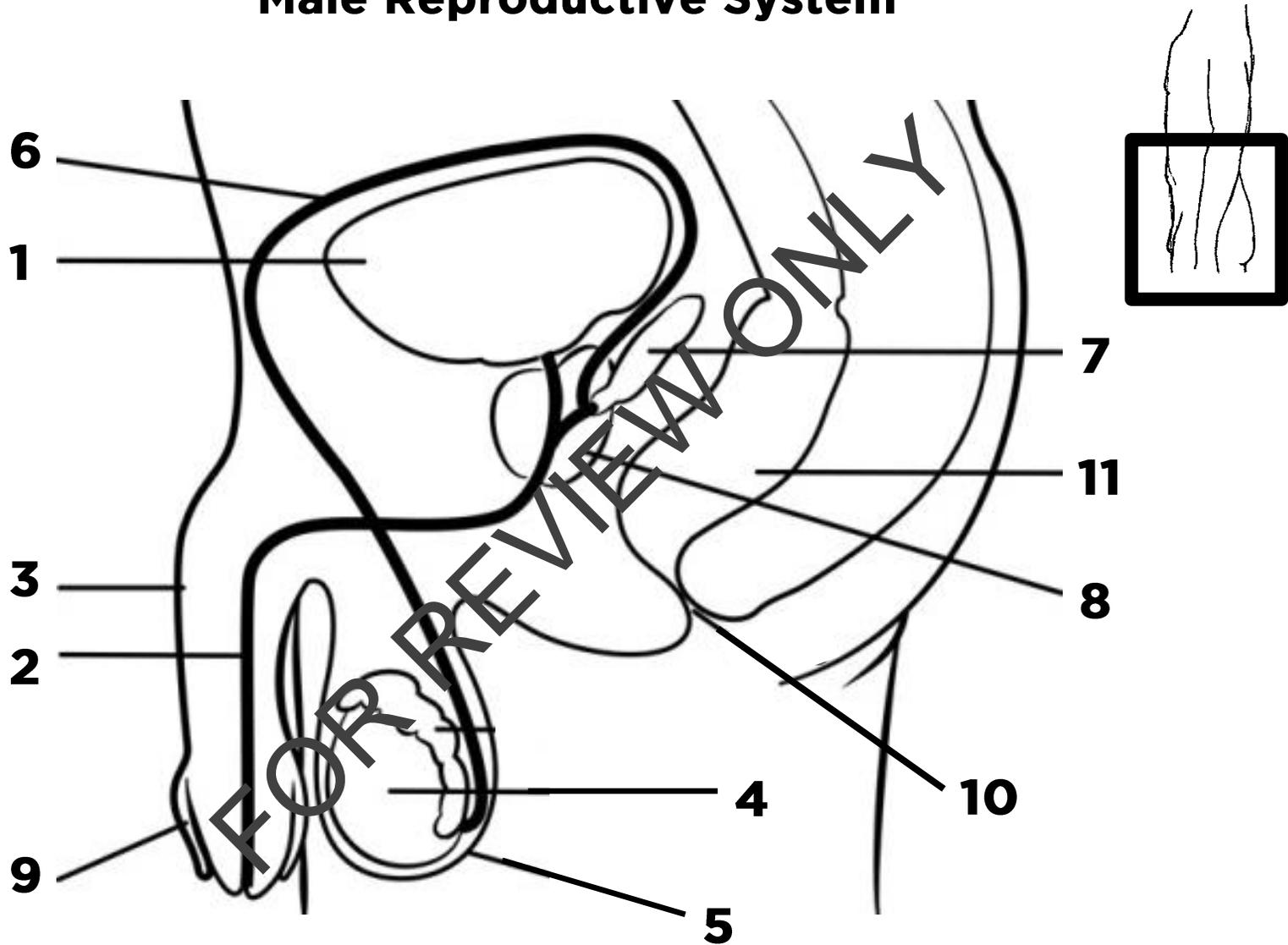
# Barrier Methods

FOR REVIEW ONLY

# Hormonal Methods

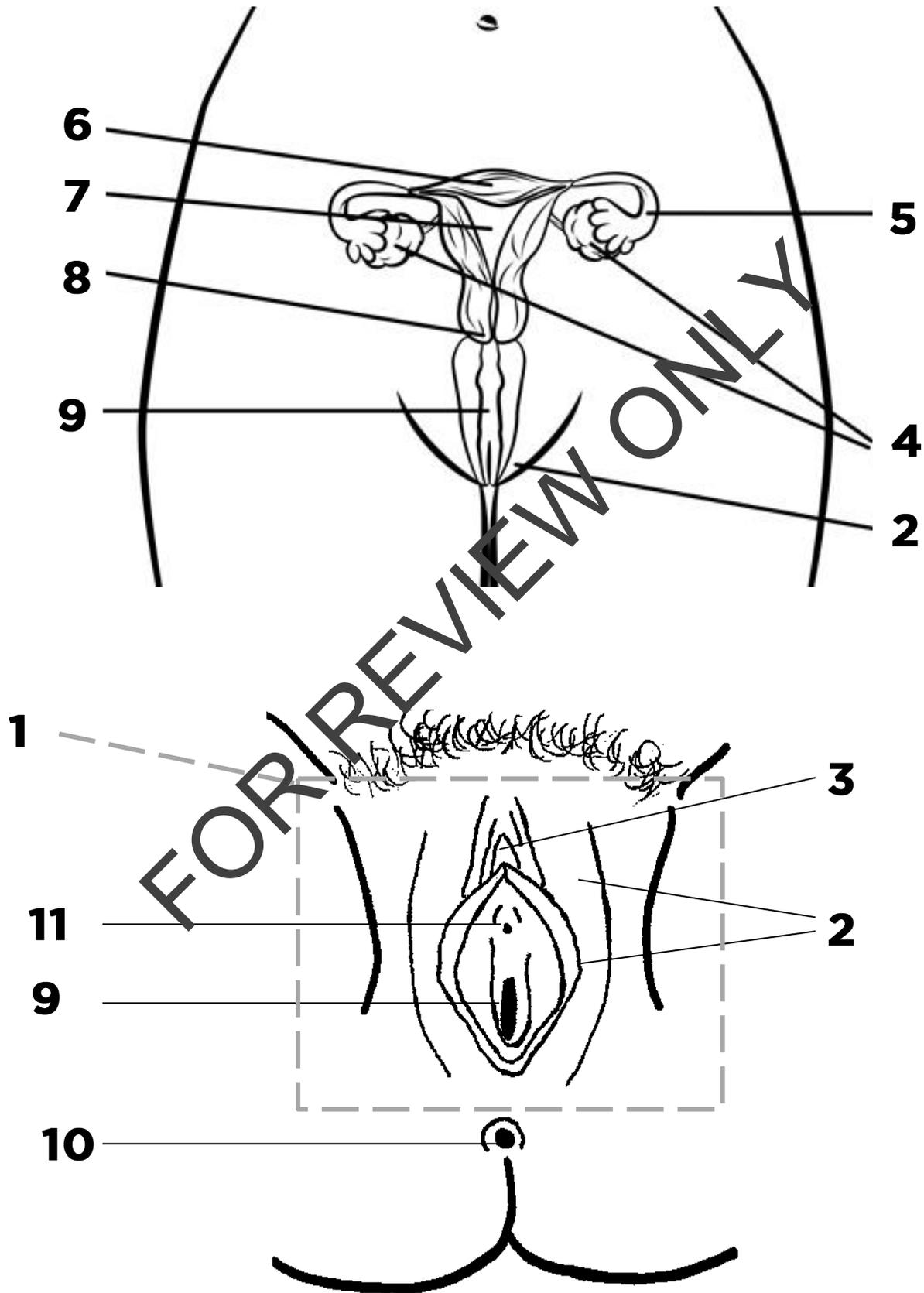
FOR REVIEW ONLY

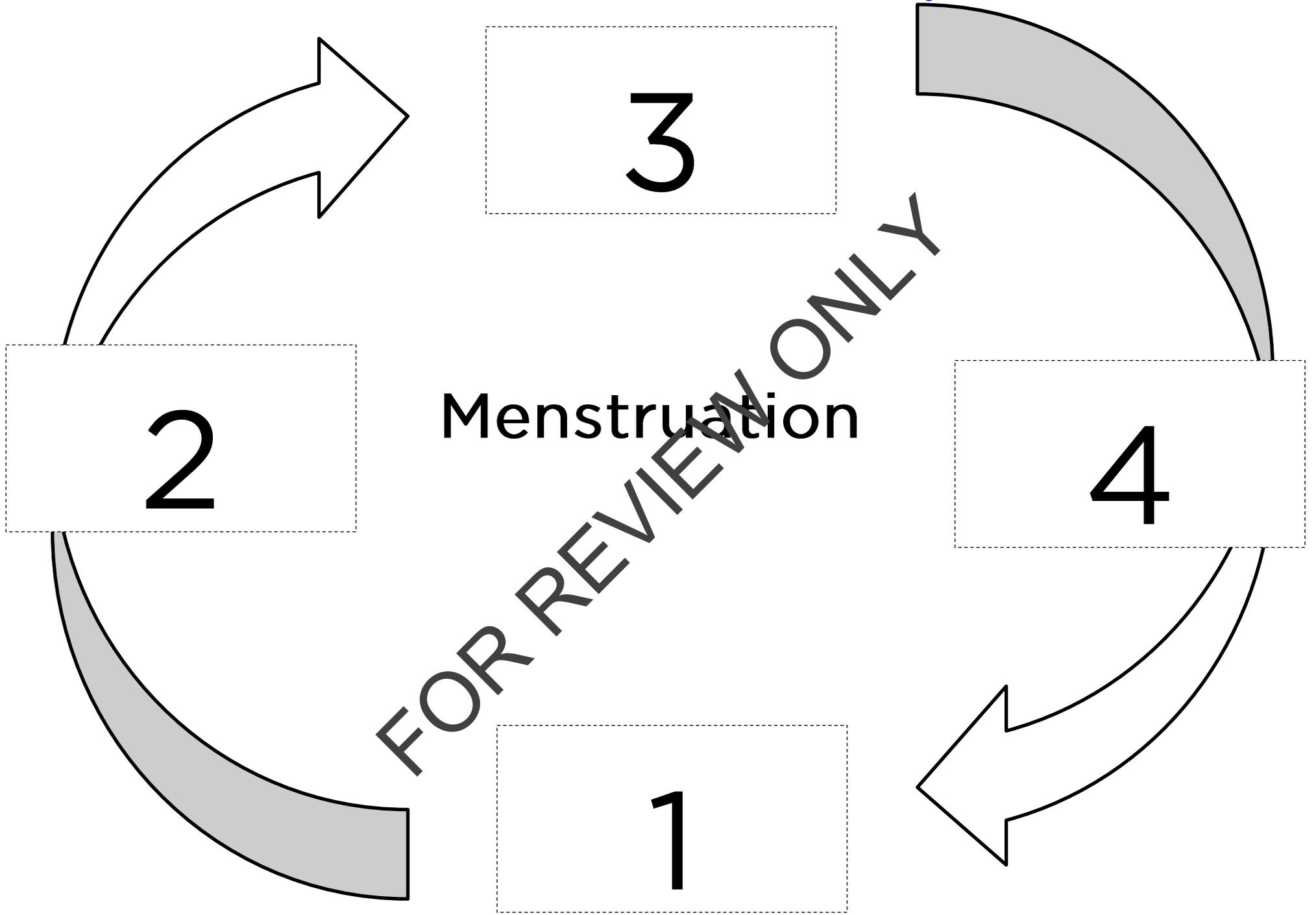
# Male Reproductive System

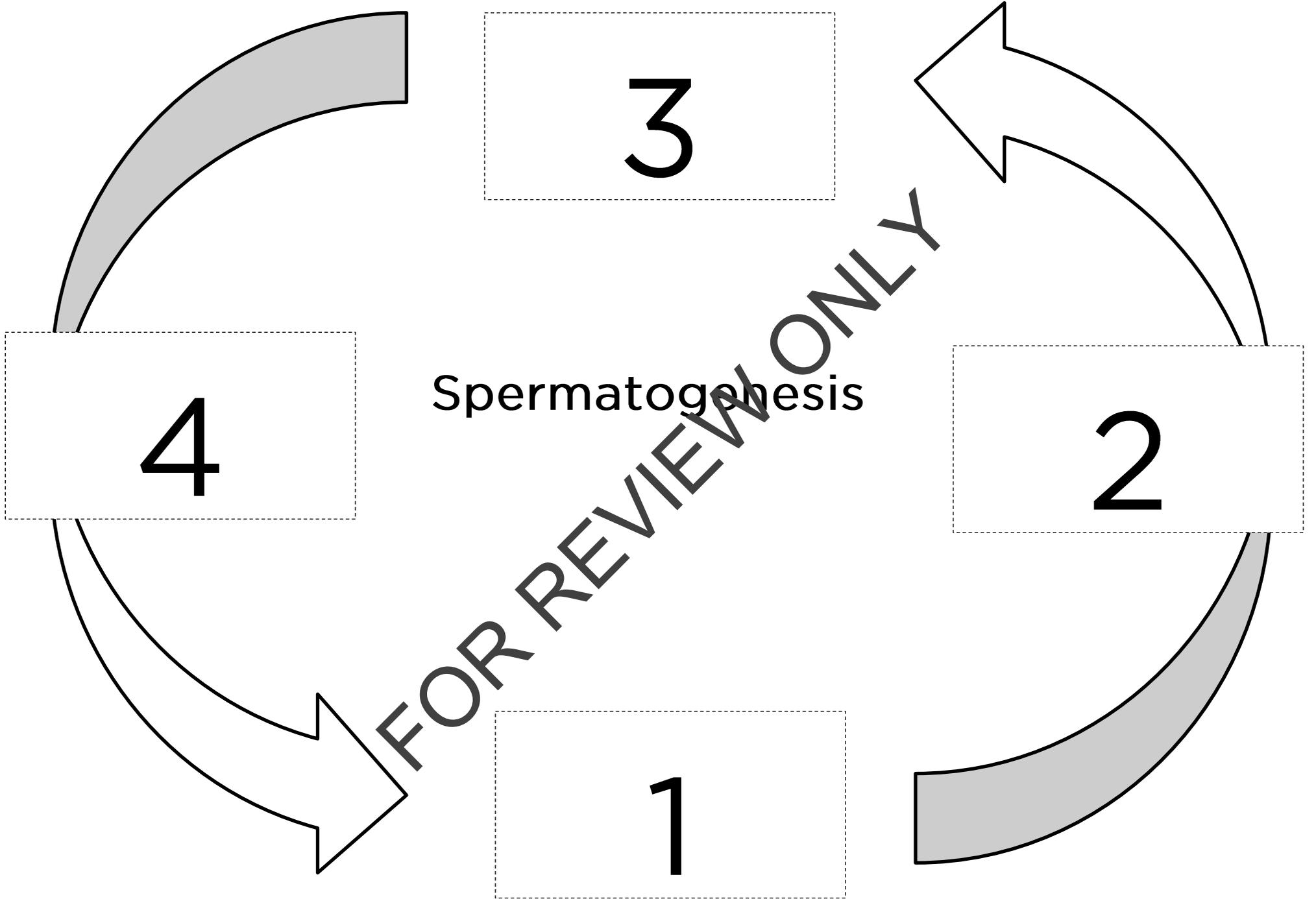


Diagrams adapted from Western Australia Department of Health GDHR

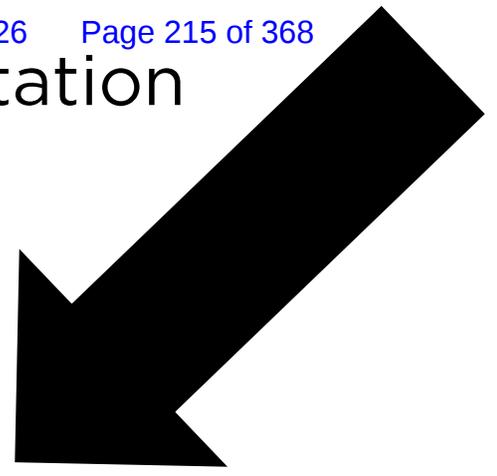
# Female Reproductive System







# Fertilization & Implantation



1

2

3

4

5

6

FOR REVIEW ONLY

## Menstruation Cards

*(Print on yellow cardstock)*

Menstruation occurs; egg breaks down and is shed with the lining of the uterus out of the cervix and vagina.

Eggs ripen within the ovaries and the endometrium (uterine lining) thickens with blood.

Ovulation occurs, the fully ripened egg(s) is released from one ovary.

Egg travels along the fallopian tube towards the uterus.

## Spermatogenesis Cards

*(Print on blue cardstock)*

Sperm are produced in the testicles.

Sperm leave the testicles and travel along the Vas Deferens.

Sperm and fluids from the seminal vesicle and prostate gland mix to form semen.

Sperm continue to travel and will eventually exit the body through the urethra inside the penis.

## Fertilization & Implantation Cards

*(Print on green cardstock)*

Erect penis is inserted into the vagina during **sexual intercourse**.

During sexual intercourse, **ejaculation** occurs, and sperm exit the penis and enter the vagina.

Sperm travel through the **cervix**, then the **uterus** and into the **fallopian tube**.

A single sperm joins with an egg in the fallopian tube, this is called **fertilization**.

The joined cells divide and travel to the uterus, where the bundle of cells attach to the lining of the uterus, this is called **implantation**.

A **pregnancy** has occurred.

## **Birth Control Methods Cards**

*(Print on red cardstock)*

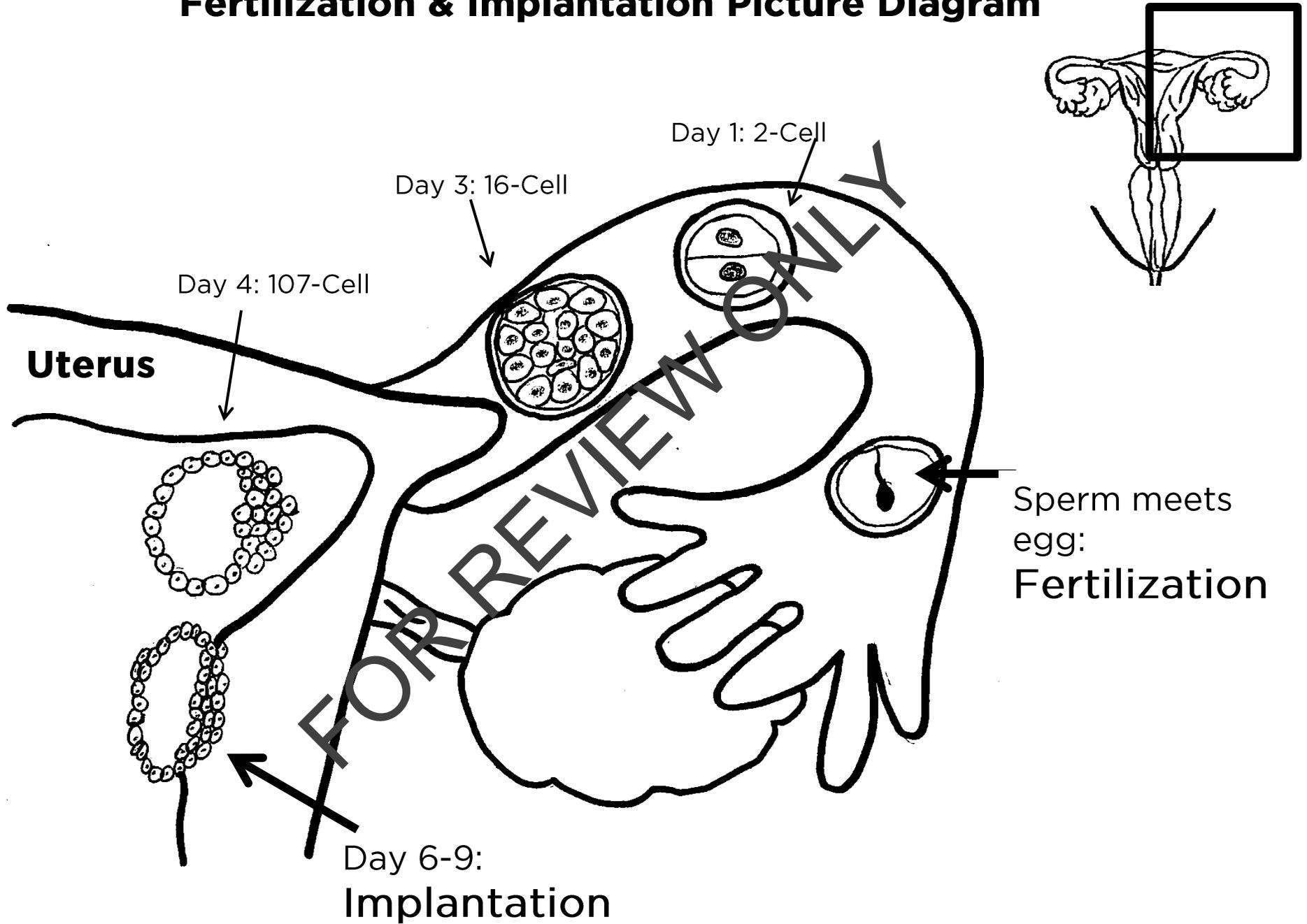
**Abstinence**

**Barrier  
Methods**

**Hormonal  
Methods**

**FOR REVIEW ONLY**

# Fertilization & Implantation Picture Diagram





# Human Reproduction

## Parent/Guardian – Teen Homework

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Purpose

To provide a structure for communication between parents/guardians and teens on the topic of human reproduction

### Directions

#### Step 1

Together, read out loud the workshop take home messages below.

#### Take Home Messages

- It's important to understand how your body works in order to take care of it.
- It's important to know how pregnancy occurs in order to prevent it.
- With knowledge and skills, pregnancy is 100% preventable.
- Both partners should be equally responsible for pregnancy and STI/HIV prevention.

#### Step 2

Teens should share with parents/guardians their answers to the following questions.

1. What was the most important thing you learned in this workshop?

#### Step 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. How does fertilization occur?
2. What are the three ways you can prevent fertilization from occurring?

#### Step 4

Parents/guardians should share with teens their answer to the following question.

1. What values do you want your child to receive from you regarding this topic?

#### Step 5

Please sign and date below, indicating to the advisor that this assignment has been completed.

x \_\_\_\_\_

Parent/Guardian signature

Date \_\_\_\_\_



## Where Did I Come From?: Human Reproduction Workshop Evaluation

Please rate how much you agree or disagree with each statement by placing a check mark in the appropriate column.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
This workshop has helped me to better understand the parts of the male and female reproductive systems.					
This workshop has helped me to better understand the processes of menstruation and spermatogenesis.					
This workshop has helped me to better understand the process of fertilization.					
This workshop has helped me to better understand some ways that pregnancy can be prevented.					

Fertilization occurs when a \_\_\_\_\_ from a male body joins an \_\_\_\_\_ from a female body.

Define spermatogenesis in your own words

---



---

Define menstruation in your own words:

---



---

The only 100% effective way to prevent pregnancy is \_\_\_\_\_.

Please rate the presenters on the following by placing a check mark in the appropriate box.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The presenters clearly explained the directions for each activity.					
The presenters were well prepared and organized.					

Please use the back of the page to write any comments and suggestions. Thank you for completing this evaluation

FOR REVIEW ONLY

# Unit Eight

## Pregnancy Prevention

Volume 1 • 2020



### TEEN PEP-BRIDGE

*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

## TEEN PREVENTION EDUCATION PROGRAM

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# TEEN PREVENTION EDUCATION PROGRAM BRIDGE

## Unit Eight

### Pregnancy Prevention

★ <b>Overview</b> 	.....	1
(15 minutes)		
★ <b>Learning Contraceptive Methods</b> 	.....	3
(5 minutes)  Homework 		
★ <b>Pregnancy Prevention Barriers</b> 	.....	5
(20 minutes)		
★ <b>Problem-Solving the Barriers</b> 	.....	8
(20 minutes)		
★ <b>Teen Pregnancy: The Real Deal</b> 	.....	21
(40 minutes)  Homework 		
★ <b>The Price of Parenthood</b> 	.....	25
(60 minutes)		
★ <b>Presenting Contraceptive Methods</b> 	.....	31
(120 minutes)		
★ <b>What is Abstinence?</b> 	.....	48
(30 minutes)		
★ <b>Dispelling Condom Myths</b> 	.....	51
(30 minutes)		
★ <b>Creating a Resource List</b> 	.....	56
(15 minutes)  Homework 		
★ <b>Contraceptive Methods Quiz</b> 	.....	59
(20 minutes)		
★ <b>School-Wide Campaign Check-In</b>	.....	64
(5 minutes)		
★ <b>Parent/Guardian-Teen Homework</b>	.....	66
(5 minutes)  Homework 		

FOR REVIEW ONLY

# Pregnancy Prevention Overview

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide peer educators with a general overview of the topics to be discussed in the unit.

## Directions

### Step 1

Distribute copies of the handout, *Pregnancy Prevention: Overview* to each peer educator. Have students go around, reading aloud one paragraph at a time.

### Step 2

Discuss the following questions.

1. What is your reaction to the statistics about the U.S. pregnancy rates?
2. How is teen pregnancy viewed or portrayed in the media? Has the media been helpful or harmful in preventing teen pregnancy?
3. How do you think this unit will help your peers avoid unintended pregnancy?
4. Take a look at the workshop take home messages. Which ones do you think will be the most helpful?



**Total Time:**

15 minutes



**Materials**

- A copy of the *Pregnancy Prevention Overview* handout for each peer educator



## Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

### Google Slides:

[https://docs.google.com/presentation/d/1zEXyJYepTC6tFo4YQJ0900zNUBCzMb2icBdDCGV-TgM/copy#slide=id.ga63923808a\\_0\\_397](https://docs.google.com/presentation/d/1zEXyJYepTC6tFo4YQJ0900zNUBCzMb2icBdDCGV-TgM/copy#slide=id.ga63923808a_0_397)

### Google Doc:

<https://docs.google.com/document/d/1r8jZhJZsGdatIjWyc7ptigtvPPDHMYAmhk2DdDpaoS0/copy>

## Pregnancy Prevention: Overview

The United States has one of the highest teen pregnancy rates in the developed world—twice as high as England, Wales, and Canada, and eight times as high as the Netherlands and Japan<sup>1</sup>. While teens in the U.S. are not more likely to have sex than other teens around the world, they are less likely to use contraceptives consistently. This may be due in part to less access to birth control methods and less social acceptance of teen sexuality<sup>2</sup>. Alarming, more than 750,000 teens become pregnant every year in the United States<sup>3</sup>. The consequences of teen pregnancy are many; teen parents are less likely to finish high school, go to college, and be financially stable. Children born to teen mothers are more likely to be premature, be born into poverty, suffer from neglect, and become teen parents themselves. Still, many teens make the decision to have unprotected sex and, as a result, place themselves at risk for having an unintended pregnancy. In fact, a sexually active teen that does not use birth control has an 85% chance of becoming pregnant within a year<sup>4</sup>.

There are many barriers that prevent teens from being abstinent, from using a reliable form of birth control, or from accessing the appropriate reproductive healthcare services. This unit provides solutions to common barriers and provides information on abstinence, the best way to prevent pregnancy, as well as other reliable methods. In addition, peer educators will explore the consequences of teen pregnancy and parenthood.

### Objectives

By the end of this unit, you should be able to:

- Identify at least five solutions to barriers that get in the way of teens using condoms, other birth control methods, and going to a healthcare clinic
- List at least five qualities that are important to consistently using abstinence as a method of birth control
- Describe how to correctly use ten birth control methods
- Identify the location of a local healthcare clinic
- Describe three ways becoming a teen parent would negatively impact one's life

### Take Home Messages

As peer educators, you will also be expected to make sure workshop participants understand the following Take Home Messages.

- There are many solutions to the barriers that get in the way of using condoms, other birth control methods, or going to a healthcare clinic.
- A sexually active couple must use a reliable method of birth control correctly and every time they have sex, in order to prevent pregnancy.
- Abstinence is the only 100% effective way to prevent pregnancy.
- Becoming a teen parent will have a dramatic impact on one's life and is 100% preventable.



# Learning Contraceptive Methods

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help peer educators become knowledgeable about and be able to explain some commonly used contraceptive (birth control) methods.

## Directions

### Step 1

Divide peer educators into pairs or triads, assigning one or two methods to each group so that all 11 methods are covered. Give each group a bag containing the method and a condom. Condoms are in each bag (except internal/female condom) to reinforce the message that for couples capable of unintended pregnancy (heterosexual, bisexual and queer partners) it is important for both to use a method. This offers the best protection. Methods to be covered are:

1. External/Male Condom
2. Internal/Female Condom
3. Spermicide: Film, Foam, Gel, Suppository
4. Hormonal Birth Control Pills
5. The Ring
6. The Patch
7. The Shot
8. Intra-uterine Device (IUDs)
9. Diaphragm/Sponge
10. Implants
11. Emergency Contraceptive Pills (ECPs)

**Note:** Abstinence will be presented as a method of birth control by advisors after student presentations in *What is Abstinence?*

### Step 2 Homework

Groups will research their assigned method and prepare a 5-10 minute presentation for the class during “Presenting Contraceptive Methods.” Encourage groups to find a creative way to explain and demonstrate their method. The following information should be included in the presentation:



**Total Time:**  
5 minutes



### Materials

- 11 bags, each containing a different contraceptive method, description of how that method is used, a condom
- External/Internal condoms
- Spermicides, Diaphragm/Sponge
- Hormonal Birth Control Pills
- The Patch, The Ring, The Shot
- IUDs, Implants
- Emergency Contraception

### Note:

Obtain samples of each method for students to examine during the class. Contact a local health clinic, a gynecologist’s office, or a pharmaceutical company to request informational materials and free samples. You can also purchase over-the-counter methods at a drug store.

Faculty advisors should assist each student group to make sure they understand how to demonstrate their method. Be prepared to offer correct information and answer questions as they present each method to the large group.

- Type of method (Abstinence, Barrier, Hormonal)
- How the method works
- How to use the method
- Effectiveness
- How and where to obtain method
- Approximate cost
- Pros and cons

**Note:**

Students should use reliable resources in conducting this research. Refer students to the following websites:

- <http://www.fda.gov/ForConsumers/ByAudience/ForWomen/FreePublications/ucm313215.htm>
- <http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>
- [www.familydoctor.org](http://www.familydoctor.org)
- [www.plannedparenthood.org/learn/birthcontrol](http://www.plannedparenthood.org/learn/birthcontrol)
- [www.sexetc.org](http://www.sexetc.org)
- [www.stayteen.org](http://www.stayteen.org)
- [www.womenshealth.gov](http://www.womenshealth.gov)
- [www.youngwomenshealth.org](http://www.youngwomenshealth.org)

**Materials for Virtual Learning**

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**Google Slides:**

[https://docs.google.com/presentation/d/1SH7ee\\_zdsI7L-W2ffL1U-Q6G\\_rVy5UCSV-RmbPJH8xU/copy#slide=id.ga63a85a081\\_0\\_0](https://docs.google.com/presentation/d/1SH7ee_zdsI7L-W2ffL1U-Q6G_rVy5UCSV-RmbPJH8xU/copy#slide=id.ga63a85a081_0_0)

# Pregnancy Prevention Barriers

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to examine the barriers to teens’ use of contraceptives and utilization of clinic-based healthcare.

## Directions

### Step 1

Together as a large group, brainstorm answers to the question, “Why Don’t Some Teens Use External/Internal Condoms?”. List the reasons named on newsprint. See the sample list below.

#### Why Don’t Some Teens Use Condoms?

- Think it doesn’t feel right
- Embarrassed to bring up topic
- May feel Awkward to use
- Didn’t plan on having sex—“it just happened”
- Think it Spoils the mood
- Don’t know how to use them or where to get them

Discuss the following questions.

1. Why is it important to use a condom? (*Highly effective in reducing the risk of pregnancy, STIs, and sexually transmitted HIV*)
2. What message do you send if you use a condom? (*Shows you care about yourself and your partner and each other’s health*)
3. What message are you or your partner sending if either person doesn’t want to use a condom? (*You’re willing to put you and your partner at risk for pregnancy, STIs, or HIV*)
4. What makes it easier to use condoms? (*When partners are informed, care about each other, have good communication, have access to condoms, and are concerned about preventing pregnancy, STIs, and HIV/AIDS.*)



**Total Time:**  
20 minutes



This activity appears in  
the workshop

## Materials

Newsprint and markers

**Step 2**

Discuss the following questions.

1. What are some other methods of birth control, besides condoms? (*Internal/Female condom, spermicides, birth control pills, the ring, the patch, the shot, IUD, implant, diaphragm, sponge, emergency contraceptive, abstinence*)
2. Of these methods, which is 100% effective in preventing pregnancy? (*Abstinence*)

Once ideas are exhausted for the previous list, brainstorm answers to the question, “Why Don’t Some Teens Use Other Birth Control Methods?”. Again, list the reasons on newsprint. See the sample list below.

**Why Don’t Some Teens Use Other Birth Control Methods?**

- Don’t have money
- Don’t know how to use
- Don’t know how to get it
- Afraid to go to the doctor or clinic
- Worried about side effects
- Don’t think they’ll get pregnant the first time or any time

Discuss the following questions.

1. What similarities do you notice about this list and the list about condom use? What are the differences?
2. What are some benefits of using these other methods of birth control? (*They are effective ways to reduce the risk of pregnancy and provide both partners with control in protecting themselves.*)
3. Why do we recommend that for couples capable of unintended pregnancy (heterosexual, bisexual and queer partners) who are not abstinent use both a condom and another method of birth control? (*To help reduce the risk of both pregnancy and STIs/ HIV, as a backup, and because both partners share responsibility*)

**Step 3**

Once ideas are exhausted for the previous list, brainstorm answers to the question, “Why Don’t Some Teens Go to a Clinic/Health Center?”. Again, list the reasons on newsprint. See the sample list below.

**Why Don’t Some Teens Go to a Clinic?**

- No transportation
- No money
- Aren’t sure where to go
- Afraid to go alone
- Embarrassed to be seen there

Discuss the following questions.

1. What are the benefits of going to a clinic if you are sexually active? *(It is an affordable and confidential way to get accurate information, access birth control, and receive STI and HIV testing for you and your partner.)*
2. Why is it important for couples to go to the clinic together? *(Social support, shared responsibility, to get the same information to make informed decisions together)*
3. What assumptions do some teens make about their peers who use clinics?
4. How would knowing more about the services provided at a clinic help teens feel better about using one?

#### Step 4

Explain that all of the items on the three lists are considered “barriers” that can get in the way for teens. There are many ways peer educators can help their peers to overcome the barriers that keep them from using protection and accessing health services.

### Reflections

#### Step 5

Discuss the following questions.

1. What is your reaction to the barriers that get in the way for teens using and accessing condoms, birth control, and clinic-based healthcare?
2. How are clinics and healthcare centers viewed or portrayed in the media? Has the media been helpful harmful in encouraging teens to access care?
3. What are some solutions to these barriers?



#### Materials for Virtual Learning

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##### Google Slides:

[https://docs.google.com/presentation/d/1-VGvtFAf3nRgAga0MZ72eoma1zXf21Zz-ZVehCCgVNI/copy#slide=id.ga64478d86e\\_0\\_0](https://docs.google.com/presentation/d/1-VGvtFAf3nRgAga0MZ72eoma1zXf21Zz-ZVehCCgVNI/copy#slide=id.ga64478d86e_0_0)

##### Google Jamboard:

<https://jamboard.google.com/d/1by-5fhU8D9gCmfTkVsvikIWZKLE-bWN10TsgLvf2uA/viewer?f=0>

# Problem-Solving the Barriers

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **examine and problem-solve some of the barriers that may get in the way of teens using condoms, other birth control methods, and going to a clinic for sexual health care.**

## Directions

### Step 1

Divide peer educators into pairs or triads. Each pair/triad will receive at least one *Solution Card*. Advisors should place the entire stack of *Barrier Cards* face down in the middle of the circle on the floor.

### Step 2

Turn the first *Barrier Card* face up in the middle of the circle and briefly describe what the image on the card represents. Ask participants to look at their *Solution Card(s)* and ask if anyone is holding a solution that might help a teen to overcome this barrier.

Those who have a *Solution Card* that would help should lay it in front of them so others can see it. Ask each person laying down a card to explain how the *Solution Card* could help a teen to overcome the issue on the *Barrier Card*. Use the *Solution Discussion Questions* for each card to make sure students have a good understanding of how the solution can address the barrier.

### Step 3

Next, ask if there are any other *Solution Cards* in other participants' hands that might also overcome this barrier or if there are any other solutions participants can imagine that are not represented on the cards.

Once all of the solutions have been discussed, the *Solution Cards* will be picked up by the respective participants and the process continues with a new *Barrier Card*. Repeat this process until all of the *Barrier Cards* have been thoroughly discussed.

 **Total Time:**  
20 minutes

 This activity appears in  
the workshop

 **Materials**  
 1 set of *Barrier Cards*  
 1 set of *Solution Cards*

## Solution Discussion Questions

### Accurate information

1. Where can you go to get accurate information on this topic?
2. How can you double-check what you've heard or read?
3. How do you know you've found a reliable source?

### Confidentiality

1. What does confidentiality mean? (*Confidentiality is defined as ensuring that information is available only to those who have consent to knowing it*)
2. How is confidentiality helpful in overcoming this barrier?

#### Note:

Each solution may be offered for multiple barriers. The first time a solution is offered, be sure to discuss each question for that solution. The next time that solution is offered, only ask the discussion questions that apply.

### Internet search

1. What search terms would you use in this situation?
2. What would you look for to make sure you have a reliable internet/online source? (*The site represents a credible organization or scholarly, check to see if domain suffix is credible such as it using "edu" "gov" or "org, the information is not older than 5 years, and the document or website has a link to other references that can be fact checked*)
3. If you are worried about privacy in conducting internet searches, what should you do?

### Local health clinic

1. What are the places in our community where you can go for care?
2. What services do they provide?
3. What can you do if you are worried about privacy?

### Open and honest relationship

1. How would an open and honest relationship help in this example?
2. What would individuals need to be open and honest about?
3. What, specifically, would they say?

### Public transportation

1. What are the specific buses/trains/subways you can take to get to a location?
2. How easy is it for you to take public transportation?
3. What information or support do you need in order to use public transportation?

### Sliding-scale fees

Make sure everyone understands what this means—a person will pay for services based on their ability to pay. Individuals with different financial resources will pay different amounts.

1. Why do you think some places offer this as an option?
2. How would you ask about this at a clinic?

**Take a friend with you for support**

1. How can a friend be supportive or helpful in overcoming this barrier?
2. What could your friends do or say to be helpful in this situation?
3. How would you ask them for their support?

**Talking with partner**

1. Why is this important in addressing this specific barrier?
2. What do you need to talk about in this situation?
3. How would you get over the fear of talking to your partner?
4. What is an example of something you could say?

**Teen PEP peer educator**

1. How can you, as a peer educator, help in this example?

**Trusted adult**

1. How do you know which adults you can trust? What do they do to gain your trust?
2. Why might an adult perspective be important in this situation?
3. Do you feel comfortable talking with your parents/guardians/caregivers about these issues? Why or why not?
4. What would make it easier to talk to your parents/guardians/caregivers?

**Note:**

It is recommended that teens speak with parents/ guardians or another trusted adult when seeking health services.

**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

**Google Slides:**

[https://docs.google.com/presentation/d/1iCfAyPrf1LTccCA7b0\\_WBk49jgj9DoI2HBYXUZIS8Cw/copy#slide=id.g9f131f2072\\_0\\_0](https://docs.google.com/presentation/d/1iCfAyPrf1LTccCA7b0_WBk49jgj9DoI2HBYXUZIS8Cw/copy#slide=id.g9f131f2072_0_0)

**Google Jamboard:**

[https://jamboard.google.com/d/1ZUthac1XCTywbfk6VAeBwg946JthP\\_grYwPGotOUyw/viewer?f=0](https://jamboard.google.com/d/1ZUthac1XCTywbfk6VAeBwg946JthP_grYwPGotOUyw/viewer?f=0)

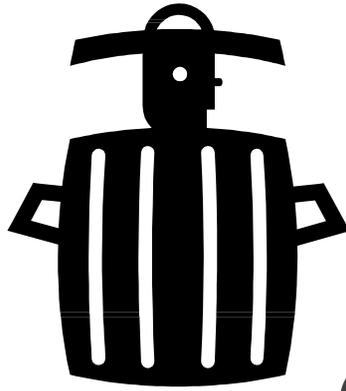
**Google Doc:**

[https://docs.google.com/document/d/1j7q1cZH53ve4KDTKClubV78H1N5FoAGiu-JZBre\\_abY/copyt](https://docs.google.com/document/d/1j7q1cZH53ve4KDTKClubV78H1N5FoAGiu-JZBre_abY/copyt)

# Barrier Cards

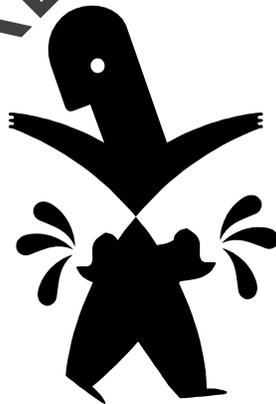
*(Print on card stock and cut out)*

**Barrier:**



**Embarrassment**

**Barrier:**

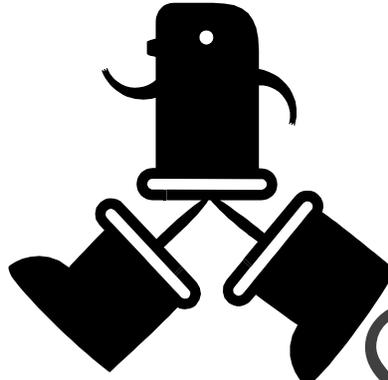


**No money**

FOR REVIEW ONLY

# Barrier Cards

**Barrier:**



**No transportation**

**Barrier:**

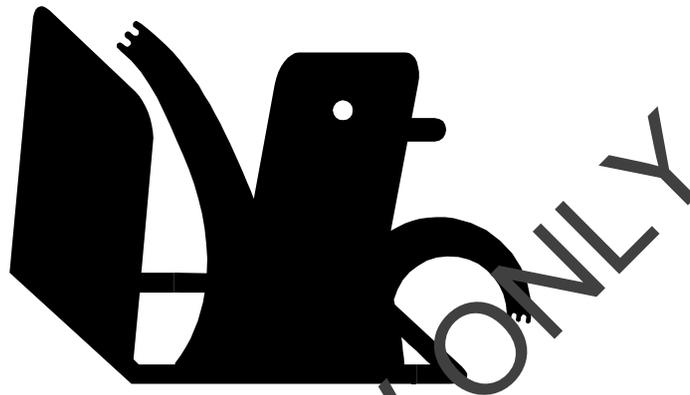


**Don't know where  
or when to go**

FOR REVIEW ONLY

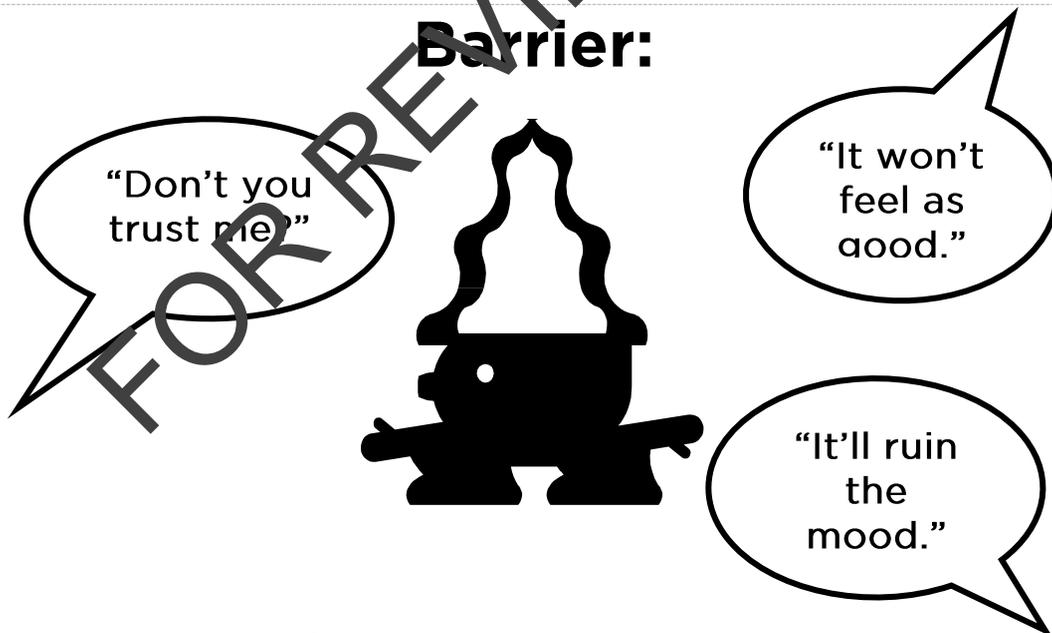
# Barrier Cards

**Barrier:**



**Afraid others will find out**

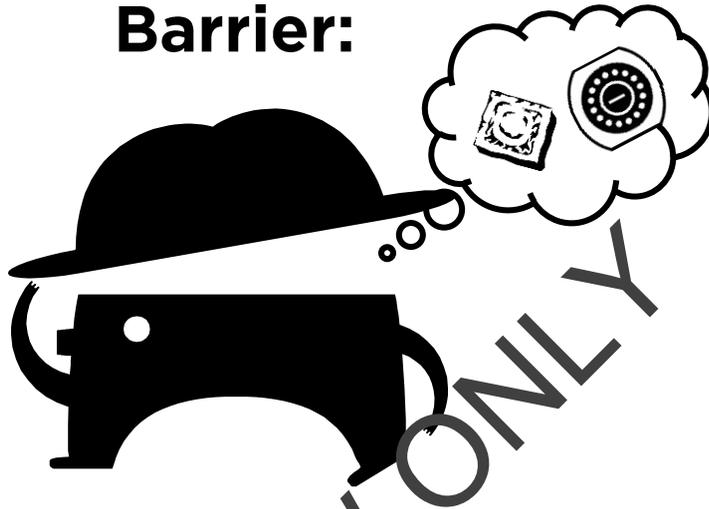
**Barrier:**



**Condom myths**

# Barrier Cards

**Barrier:**



**Don't know how to use  
birth control**

**Barrier:**

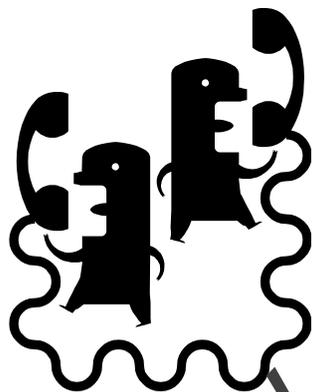


**“It can't happen to me”**

# Solution Cards

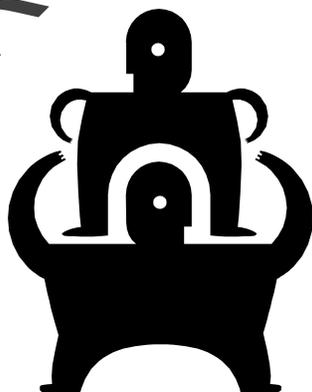
*(Print on card stock and cut out)*

**Solution:**



**Talking with partner**

**Solution:**



**Take a friend with you  
for support**

FOR REVIEW ONLY

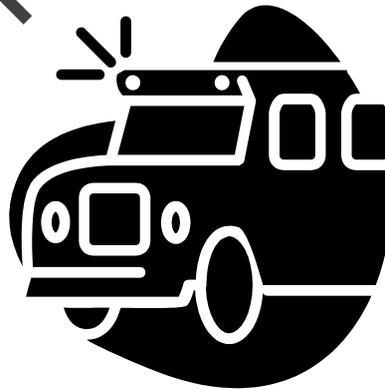
## Solution Cards

**Solution:**



**Sliding-scale fees**

**Solution:**

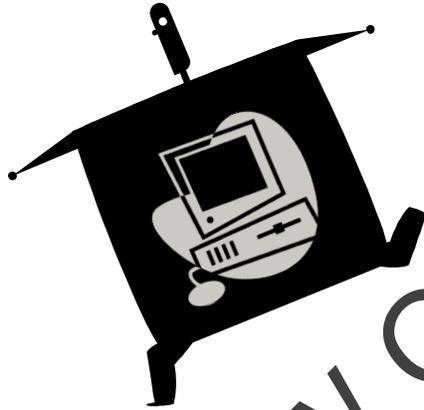


**Public transportation**

FOR REVIEW ONLY

## Solution Cards

**Solution:**



**Internet search**

**Solution:**

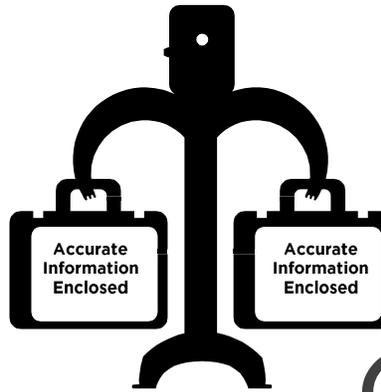


**Confidentiality**

FOR REVIEW ONLY

# Solution Cards

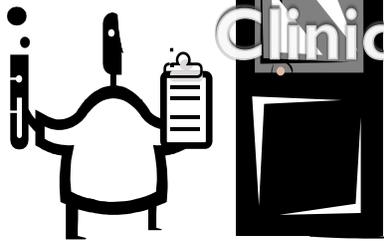
**Solution:**



**Accurate information**

**Solution:**

**Welcome to  
Your Local  
Clinic!**

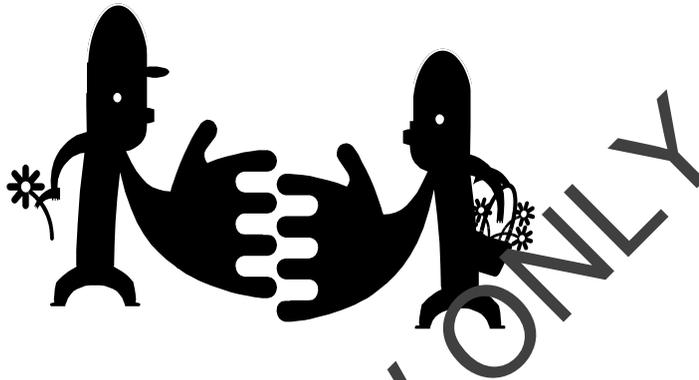


**Local health clinic**

FOR REVIEW ONLY

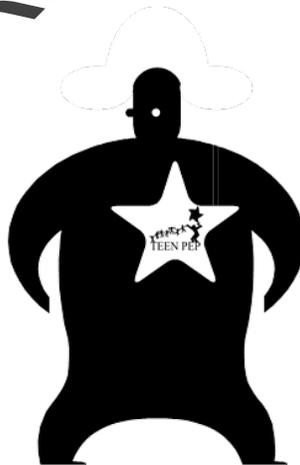
## Solution Cards

**Solution:**



**Open and honest relationship**

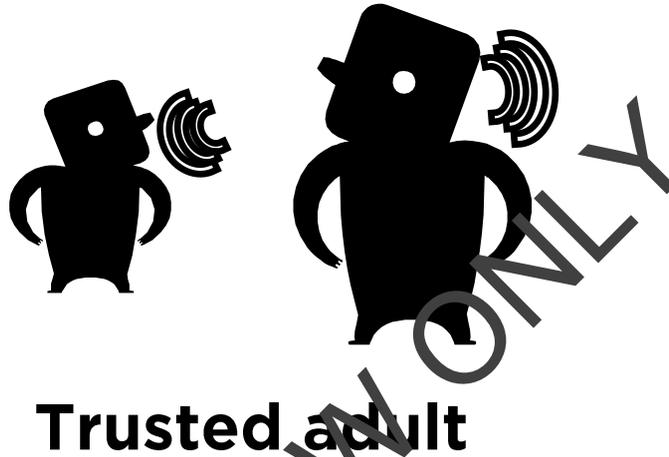
**Solution:**



**Teen PEP peer educator**

## Solution Cards

**Solution:**



FOR REVIEW ONLY

# Teen Pregnancy: The Real Deal

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **provide students with the opportunity to think about how they might react to an unintended pregnancy.**

## Directions

### Step 1

Distribute one piece of lined paper to each peer educator. Remind students that in the previous activity, you discussed some of the reasons why teens don't use condoms and other forms of birth control. Highlight the fact that even though there are many solutions to those barriers, there are times when some teenagers will choose to have unprotected sex.

Discuss the following questions:

1. Under what circumstances might a teen decide to have sex without using an internal/external condom or other birth control methods?
2. What would you want your peers to think about in one of these situations? (*The possible consequences of unintended pregnancy and/or STI/HIV, how pregnancy would change your life, not meeting goals, disappointing parents, impacts on their relationships*)

### Step 2

Read the following scenario to the group and ask students to imagine this scenario is their life. Instruct students to take this activity seriously. There should be no talking—only listening to the scenario and responding to the questions as they are asked. Tell students you will read the scenario and will pause at certain points to instruct them to write down their responses during those pauses on the lined paper provided. Be sure to allow students enough time (about one to two minutes) to write their responses to the questions within the scenario.

### Begin reading:

*You are a junior/senior in high school. You just finished your mid-terms and have great grades in all of your classes. You are really looking forward to the rest of the year and can't wait to go to the prom with your new partner.*



**Total Time:**

40 minutes



**Materials**

- Lined paper for each participant
- A copy of the *Price of Parenthood* handout for each peer educator

*On Saturday you go to your friend's birthday party. It was one of the best parties you've been to. Afterwards, you hang out with your partner. You have been together for 5 months and have had sex a few times, always with protection. On this night, you get so caught up in the moment that you have unprotected sex.*

*The next morning, you think about what happened.*

**(Pause #1)**

Ask students to write their responses to the following question:

1. What are the thoughts running through your mind the next morning?

**Continue reading:**

*That day, you and your partner talk about what happened. Neither of you are really worried and don't think there is a chance of pregnancy. You have sex again, but this time make sure you use a condom.*

*A few weeks go by, and (if you are female bodies with a uterus) you start to feel nauseous and very tired at school one day. You also notice that you've been really moody.*

*A few weeks go by, and (if you are male bodied with testicles) your partner tells you they've been feeling sick and tired all the time. You also notice how moody they've been.*

**(Pause #2)**

Ask students to write their responses to the following question:

2. What are your thoughts now given this new information?

**Continue reading:**

*(If you are female bodies with a uterus) Your partner suggests getting a pregnancy test. You buy a package that includes two tests. Your partner comes over and you take the first pregnancy test.*

*(If you are male bodies with testicles). You suggest they go get a pregnancy test. They gets a package that includes two tests. You go over to their house and they take the first test.*

*The two of you wait three minutes in silence for the test results, starting now.*

**Pause #3 for three minutes.**

After three minutes, ask students to write their response to the following question:

3. What was going through your mind during the last three minutes?

**Continue reading:**

*The first test comes back positive. You take another test. Positive.*

**(Pause #4)**

Ask students to write their responses to the following questions:

4. How are you feeling? What are your next steps?
5. Imagine sharing this information with your family and friends. What will they say?

**Step 3**

This activity was designed to give students the opportunity to think through how they might feel if they were to become pregnant. Remind students that pregnancy is a real potential consequence to having unprotected vaginal sex, and that any sexually active couple capable of unintended pregnancy (heterosexual, some bisexual and queer partners) is at risk if they don't use effective protection.

Discuss the following questions.

1. What was it like for you to participate in this activity?
2. What made it easy or challenging?
3. What did you get out of this exercise? What are your take away messages?

**Step 4**

Share that a person/couple has several options for how to deal with an unintended pregnancy (i.e. adoption, abortion, parenthood). For now, your group will explore in further detail the option of teen parenthood. Discuss the following question.

1. When you think about being a parent at this point in your life, what comes to mind? (*How will that situation impact your life, your partners life, the potential life of your child if you choose parenthood; what changes will you have to make, what might you have to give up; what will you need to consider when making your decision*)

**Note:**

If you have time in class to complete the *Price of Parenthood* worksheet together, ensure you have access to the internet or handouts with the information needed so that peer educators can still conduct research to fill in the worksheet.

**Step 5**

Distribute copies of the *Price of Parenthood* handout to each peer educator and ask them to complete it as a homework assignment.

FOR REVIEW ONLY

**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

**Google Slides:**

[https://docs.google.com/presentation/d/1L7qtZYEKebay8SboAavaSOvgVGjWW4JD6zd1ug5dbs/copy#slide=id.ga72bc05e43\\_0\\_0](https://docs.google.com/presentation/d/1L7qtZYEKebay8SboAavaSOvgVGjWW4JD6zd1ug5dbs/copy#slide=id.ga72bc05e43_0_0)

**Google Docs:**

<https://docs.google.com/document/d/1g2clZOGluWyXyftkBUFMgxntUJPCzFZh0BgVjOm-Fb4/copy>

## The Price of Parenthood

 **Directions:** Using the worksheet below, conduct in-store or internet research to determine the costs of the following items or services you'll need for your newborn.

### Upfront Expenses (for the first year)

Item	Cost
Clothing	
Car Seat	
Stroller	
Crib with mattress and sheets	
Baby Bathtub	
Baby Care Products (soap, lotion, shampoo, clippers, pacifiers, bottles, etc.)	(About \$300)
<b>Total</b>	<b>\$</b>

### Monthly Expenses for Infant

Item/Service	Monthly Quantity Needed for the Average Infant	Total Monthly Cost
Formula	About 12 12oz cans of dry formula	
Diapers (disposable)	About 400-600 diapers	
Ointment	About 2-3 tubes	
Wet wipes	About 3-4 packages	
Child care	Depends upon frequency, quality, etc.	
<b>Total</b>		<b>\$</b>

### Monthly Living Expenses

Item/Service	Total Monthly Cost
Utilities (electric, gas, water, telephone, cable, and internet)	
Groceries for parent(s)	
Medical Expenses (parent and child)	
Transportation (public transportation or gas/insurance/maintenance of vehicle)	
<b>Total</b>	<b>\$</b>

# The Price of Parenthood

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide students with the opportunity to think about how they might react to an unintended pregnancy.

## Directions

### Step 1

Ask students to retrieve their completed *Price of Parenthood* handout. Lead the group in a brief report out by recording tally marks for each category of expenses according to the following:

### *Upfront Expenses*

Ask how many students had up-front expenses that were:

- less than \$1,000
- between \$1,000 and \$1,200
- more than \$1,200

>\$1,000	
\$1,000 - \$1,200	
<\$1,200	

### *Monthly Expenses*

Ask how many students had monthly expenses that were:

- less than \$1,200
- between \$1,200 and \$1,400
- more than \$1,400

>\$1,200	
\$1,200 - \$1,400	
<\$1,400	



**Total Time:**

60 minutes



## Materials

- Newsprint and markers
- Completed *Price of Parenthood* handout
- Copy of *A Day in the Life* handout: **single-sided, not stapled** for each peer educator

**Monthly Living Expenses**

Ask how many students had living expenses that were:

- less than \$900
- between \$900 and \$1,200
- more than \$1,200

<b>Monthly Living Expenses</b>	
>\$900	
\$900 - \$1,200	
<\$1,200	

Conclude this report out by summarizing the range of expenses that students calculated. Then discuss the following questions.

1. What surprised you most from this assignment?
2. How would you cover the expenses?
3. Considering the jobs available for teenagers, how much money can you expect to make? How many hours do you think you would have to work to cover these expenses?

Close by letting students know that in addition to balancing income and expenses, having a baby will require them to balance and manage their time in new ways. The next part of this activity will help us identify the time necessary to properly care for a baby while meeting other responsibilities.

**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides: **\*The Price of Parenthood\***

[https://docs.google.com/presentation/d/1LJH6MjDsh\\_ckSkSsgjF5Jpqh7wQJoC0zjt3B79RA4sw/copy#slide=id.g\\_a7309f1e8f\\_0\\_243](https://docs.google.com/presentation/d/1LJH6MjDsh_ckSkSsgjF5Jpqh7wQJoC0zjt3B79RA4sw/copy#slide=id.g_a7309f1e8f_0_243)

**Step 2**

Distribute copies of the *A Day in the Life* handout. Give students 10-15 minutes to complete the handout.

FOR REVIEW ONLY

# A Day in the Life

## Purpose

The day in the life of a teenage parent can be hectic. In any given day, there are so many things to juggle. In this activity, you are the teenage parent who needs to incorporate the necessary activities for the day into the 24-hour time frame by completing the following three steps.

## Directions

Follow steps 1-4 in order, using a pencil to fill in the chart on the second page of this handout. Time allotments have been provided for some of the activities; the others can be scheduled in whatever way works best for you. Assume that your partner is not present to help you with any of these activities today.

## Step 1

You have to work a three hour shift in order to support your child. Fill in any three hour block you choose to work first.

## Step 2

Your baby must be fed, burped, and have a diaper change every three hours from the time the last feeding started. This process takes one hour to complete. Following the schedule that you started at midnight, fill in the rest of the needed feeding times when you are with the baby.

## Step 3

Choose activities from the following list and complete the chart by filling in any empty time slot that is left.

- Homework
- After-school club meeting
- Sleeping
- Getting yourself ready for school
- Eating breakfast
- Eating dinner
- Doing household chores
- Take baby to child care
- Pick up baby from child care
- Tend to baby's needs/quality time
- Give baby a bath
- Hanging out with partner
- Hanging out with friends
- Put baby to sleep
- Personal time (internet, TV, etc.)

## Step 4

Circle the things that you included on your list and cross off any activities that did not make it into your schedule.

 Time	Activity
12:00 am	Baby wakes up, cries until you feed, change, and rock back to sleep
12:30 am	
1:00 am	
1:30 am	
2:00 am	
2:30 am	
3:00 am	Baby wakes up, cries until you feed, change, and rock back to sleep
3:30 am	
4:00 am	
4:30 am	
5:00 am	
5:30 am	
6:00 am	Feed and change baby
6:30 am	
7:00 am to 2:30 pm	School and travel time
2:30 pm	
3:00 pm	
3:30 pm	
4:00 pm	
4:30 pm	
5:00 pm	
5:30 pm	
6:00 pm	
6:30 pm	
7:00 pm	
7:30 pm	
8:00 pm	
8:30 pm	
9:00 pm	
9:30 pm	
10:00 pm	
10:30 pm	
11:00 pm	
11:30 pm	

FOR REVIEW ONLY

**Step 3**

Discuss as a large group the following questions:

1. How was the experience of making your schedule?
2. What was surprising?
3. What was the hardest thing to give up?
4. How many hours of sleep did you end up getting, and how does this compare to your current sleeping pattern?

**Step 4**

Explain to peer educators that life as a teenage parent will not always allow for tightly planned schedules; that sometimes things will happen during the day to cause interruption and change plans. Have peer educators break into pairs. Read the following scenarios out loud to the class, pausing after each. Allow pairs to discuss what they would have to do in order to accommodate the unforeseen event.

Post the following questions on newsprint:

1. How will this hardship interfere with your schedule?
2. What impact will this have on you?

For each scenario, allow pairs two to three minutes of conversation to answer both questions.

**Scenario 1:** Your parent/guardian/caregiver agreed to baby-sit for a few hours after school but is now sick.

**Scenario 2:** You get a call in the middle of the school day because your baby has a fever and needs to see the doctor—you must leave school to do so. You will need to make up the in-class essay you were working on tonight for homework.

**Scenario 3:** Your baby gets a cold and is awake every hour throughout the night crying.

**Scenario 4:** You were sick for three days and now have to work a double shift and make up missed school work.

**Scenario 5:** In the morning when you're getting ready for the day you realize there are no more diapers.

For each scenario, ask for 2 volunteers to share how they would deal with the situation.

Discuss the following questions as a large group.

1. In this activity you assumed responsibility without help from a partner. How common do you think this is? (*Eight out of 10 couples don't get married and most couples don't stay together at all.*)

2. Imagine your partner leaves or dumps you and you have sole responsibility for the child. What might you have to give up? How would life as a single parent have an impact on you?

### Step 5

Discuss the following question.

1. How could this situation have been avoided? (*Abstaining, which is the only 100% effective method; using internal/external condoms, hormonal birth control, or emergency contraception*)

Remind students that this situation is preventable and that an unintended pregnancy can be avoided by choosing abstinence or greatly reduced by using an internal/external condom every time along with another reliable hormonal method of birth control.

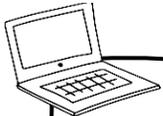
Ask students to think about the following questions, **but do not discuss answers as a class.**

1. What decision would you make to prevent this from happening to you?
2. If at some point you want to change your decision, what will you need to do? For example if you chose abstinence now, but choose to have sex later, what do you need to do? If you are sexually active now, but chose to be abstinent later, what will you need to be successful?

### Step 6

Discuss the following questions.

1. Having experienced these activities, how does the reality of teen parenthood compare to your initial assumptions or what you have seen on TV?
2. What are you taking away with you?



#### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides: \*A Day in the Life\*

[https://docs.google.com/presentation/d/1pX5UKpEmSMFQDUSuZoKP6GvNxPU0laVDjrGHwWpMiJk/edit#slide=id.g7309f1e8f\\_0\\_21](https://docs.google.com/presentation/d/1pX5UKpEmSMFQDUSuZoKP6GvNxPU0laVDjrGHwWpMiJk/edit#slide=id.g7309f1e8f_0_21)

# Presenting Contraceptive Methods

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme. For this activity, be sure to also bridge back to *Learning Contraceptive Methods* from the beginning of the unit.

## Theme

The purpose of this activity is to become knowledgeable about and be able to explain some commonly used contraceptive (birth control) methods.

## Directions

### Step 1

Have students team up with the person or people they worked with to research their contraceptive methods. Distribute a copy of the *Contraceptive Methods* worksheet to each peer educator and instruct them to take notes when the other groups present.

Remind groups that the following information should be included in their creative presentation:

- Type of method (Abstinence, Barrier, Hormonal)
- How the method works
- How to use the method
- Effectiveness
- How and where to obtain
- Approximate cost
- Pros and cons

### Step 2

Have each group conduct their 5-10 minute presentation. If any misinformation is delivered, be sure to correct it before moving on. Once all presentations have been given, distribute a copy of each of the *Contraceptive Methods* handouts to each peer educator, and remind them that they will be responsible for knowing this information for the workshop.

### Step 3

Read the following statement to peer educators, explaining that it is important they understand the information, as it will come up during their pregnancy prevention workshop.



### Total Time:

120 minutes



### Materials

- A copy of the *Contraceptive Methods* handout for each peer educator (given to students after all presentations are completed)

FOR REVIEW ONLY

Family planning experts recommend *Long-Acting Reversible Contraception (LARC)* as the most effective methods for preventing teen pregnancy. They include the *Implant*, the *IUD*, and the *Depo Provera shot*. These methods are not dependent upon remembering to use or take the method each day because they last from 3 months to 10 years. They are also reversible: a female-bodied persons' fertility is restored whenever they stops using the method.

#### Step 4

Discuss the following questions.

1. Which method did you know the least about? What is something you learned about that method?
2. What does LARC stand for? (*Long-acting reversible contraception*) Which methods are considered LARC methods? (*Depo Provera shot, Intra-uterine Devices [IUD], implants*)
3. What is the advantage of a teen or young adult using a LARC method? (*They last a long time; doesn't have to remember every day; they are highly effective; cost effective over time*)
4. How would you respond if one of your small group participants made this statement: "I don't use birth control pills because they can make it harder to have a baby later in life." (*There is no evidence that any of the birth control methods cause someone not to be able to become pregnant once they stop the method. It is a myth that birth control pills or other hormonal methods cause infertility.*)



#### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

#### Google Slides:

[https://docs.google.com/presentation/d/1FZ00IFA\\_aZ00d\\_aCu0VnH-LTVb8SN4QHgdHsBtT9zM/copy#slide=id.ga63a85a081\\_0\\_0](https://docs.google.com/presentation/d/1FZ00IFA_aZ00d_aCu0VnH-LTVb8SN4QHgdHsBtT9zM/copy#slide=id.ga63a85a081_0_0)

#### Fact Sheets

[https://docs.google.com/presentation/d/1F3R8BAtu7yOILFVz1ygmPXGgMPP4h4wQzqAjr9xpNrw/copy#slide=id.ga9d6df6cc8\\_0\\_10](https://docs.google.com/presentation/d/1F3R8BAtu7yOILFVz1ygmPXGgMPP4h4wQzqAjr9xpNrw/copy#slide=id.ga9d6df6cc8_0_10)

#### Chart Handout

<https://docs.google.com/presentation/d/1tnBp5wUDeOgDqfCoQmlyFO-80KvkizWwvpMtFjcbJ4c/copy#slide=id.p>

# External/Male



## Type of Method: Barrier Method

### What is it? How does it work?

A male condom is a thin membrane made of latex or polyurethane that fits over the erect penis to catch semen when the male ejaculates during sexual intercourse. Condoms protect against both unintended pregnancy and STIs/HIV. Condoms are used during sexual intercourse between a man and a woman, or between a man and another man.

### The most effective condoms:

- Are made from latex, or polyurethane or polyisoprene if allergic to latex
- Have a reservoir tip to collect semen at ejaculation
- Are lubricated

### How effective is it?

- 98% effective for preventing pregnancy if used correctly every time
- Very effective in reducing the risk of HIV, chlamydia, gonorrhea, and syphilis; and partially effective in reducing the risk of herpes and HPV.

### Tips for Using a Condom Correctly

- Check the package for its expiration date.
- Open the package carefully (not with teeth).
- Never use oil-based lubricants with a condom (baby oil, Vaseline, petroleum jelly, or skin lotions). Use only water-based lubricants.
- Put the condom on before you begin to have sexual activity—before the penis touches the other person.
- Place the unrolled condom on the head of the erect penis. With one hand, squeeze the air out of the tip of the condom, and with the other hand, unroll the condom to the base of the penis.
- After ejaculation, before the penis becomes limp, withdraw the penis, holding the rim of the condom against the base of the penis with your fingers, to prevent the condom from falling off and/or semen from spilling.
- Dispose of used condoms in the trash, not the toilet. Do not reuse condoms.

### Pros

- There are no serious side effects.
- Anyone can buy condoms in a store without a prescription.
- External/male condoms protect against pregnancy, HIV, and other STIs.

### Cons

- Side effects include possible allergic reactions to spermicide or latex. If a rash occurs, use a polyurethane or polyisoprene condom or try condoms with a different spermicide.

### Where can you get it?

External/male condoms can be purchased at drug stores or supermarkets. Anyone can purchase them in a store without a prescription. Condoms are free at some hospitals and clinics.

### When should you use it?

**Every time you have sex.** Using external/male condoms can prevent pregnancy, HIV, and other STIs, and it shows that you care about yourself and your partner.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

Effectiveness rates are based on correct and consistent use of the method.  
*Actual effectiveness rate may be lower.*

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



# Internal/Female Condoms

## Type of Method: Barrier Method

### What is it? How does it work?

An internal/female condom is a polyurethane pouch that fits inside a vagina. It has a soft ring on each end. The inner ring fits inside the vagina to hold the condom in place. The outer ring stays on the outside of the vagina and partly covers the labia. Internal/female condoms protect against unintended pregnancy and the spread of sexually transmitted infections (STIs). Internal/female condoms are used during sexual intercourse (vaginal or anal) between partners.

### How effective is it?

- 95% effective if used correctly
- You cannot use an external/male condom along with an internal/female condom.

### Tips for Using a Female Condom Correctly

- Squeeze the inner ring of the condom and place the inner ring and pouch into the vagina.
- With your finger, push the inner ring as far into the vagina or anus as it will go. The outer ring stays outside the vagina or anus.
- When the partner is male bodied, guide the penis into the lubricated condom.
- After intercourse, twist the outer ring to decrease spills, then put your index finger under the outer ring and pull down and out.
- Dispose of used condoms in the trash, not the toilet. Do not reuse condoms.
- Use either an internal/female condom or an external/male condom, but not both together as this can create friction and cause the condom to tear more easily.

### Pros

- There are no serious side effects
- The internal/female condom contains no hormones
- Anyone can buy condoms in a store without a prescription.
- May be inserted hours before intercourse
- The internal/female condom is the only birth control method controlled by a female bodied partner that also protects against most sexually transmitted infections (STIs).

### Cons

- Side effects include possible allergic reactions to spermicides.
- The internal/female condom may seem awkward to use.
- It is not as effective and is more expensive than an external/male condom.

### Where can you get it?

Internal/female condoms can be purchased at drug stores or supermarkets. Anyone can purchase condoms in a store without a prescription.

### When should you use it?

Every time you have sex. Using internal/female condoms can prevent pregnancy, HIV, and other STIs, and it shows that you care about yourself and your partner.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

Effectiveness rates are based on correct and consistent use of the method.  
*Actual effectiveness rate may be lower.*

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



# Spermicides:

## Foams, Gels, Suppositories, Film



**Type of Method:** supports Barrier Method

### What are they? How do they work?

Spermicides like contraceptive foam, gels, suppositories, and film contain chemicals that kill sperm. They are inserted into the vagina before sexual activity and should be used with barrier methods like internal/external condoms, diaphragm, or sponge. Spermicides are not the same thing a lubricant (lube).

### How effective is it?

- 82% effective for pregnancy prevention if used alone
- Alone, do not protect against HIV or STIs

### How do you use them?

Read the directions on the package. Foam or gel is inserted into the vagina just before vaginal sex. Suppositories and film must be inserted 10-15 minutes before sexual activity. Some products will go directly on or inside the barrier method you are using.

### Pros

- There are no serious side effects
- Anyone can purchase spermicides in a store without a prescription.
- Used **with an external/internal condom**, this method is very effective for pregnancy and STI/HIV protection.

### Cons

- Side effects can include possible allergic reaction to chemicals in the product. If burning or irritation occurs, try another brand or type, or seek medical advice.
- **Note:** The use of spermicides (Nonoxonol 9) may irritate the skin of the vagina and penis and make it easier to contract HIV and other STIs.

### Where can you get them?

Anyone can purchase spermicides in a store without a prescription.

### When should you use them?

A spermicide is not very effective used alone. It should be used with an external/internal condom **every time you have sex**. Using condoms can prevent pregnancy, HIV, and other STIs, and it shows that you care about yourself and your partner.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

FOR REVIEW ONLY

Effectiveness rates are based on correct and consistent use of the method.  
*Actual effectiveness rate may be lower.*

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



# Birth Control Pills

## Type of Method: Hormonal Method

### What are they? How do they work?

Oral contraceptives or hormonal birth control pills (“the pill”) may contain estrogen, progesterone, or both, which are hormones similar to those made by the ovaries. The hormones in the pill keep the ovaries from releasing eggs (preventing ovulation) and thickens cervical mucus to block sperm from getting into the uterus. It also thins the lining of the uterus so that implantation is less likely to occur.

### How effective are they?

- 99% effective for preventing pregnancy if taken every day
- The pill does not protect against HIV or other STIs.

### How do you use them?

- People with ovaries take one pill by mouth around the same time every day.
- Most packs contain four weeks of pills. During the fourth week of pills, which are hormone-free and usually a different color, a person with ovaries will get their menstrual period. They are still protected from pregnancy during this time.
- When they take the last pill in the pack, they will start a new pack the next day.
- Some pills offer extended cycles, so people with ovaries have fewer periods a year than one per month.

### Pros

- The pill is very effective.
- Can predict when their period will come.
- Menstrual periods are regular and are often shorter, lighter, and less painful.
- Lower incidence of non-cancerous breast cysts or lumps
- Lower incidence of cancer of the ovaries and lining of the uterus
- The pill is safe for healthy, non-smoking people with ovaries (female bodies).
- Little or no weight gain

### Cons

- Hormones increase the clotting factors in the blood and put people with ovaries at a slightly higher risk for developing a blood clot that could cause a heart attack or stroke. Smoking increases this risk, so those who use hormonal contraceptives are strongly encouraged not to smoke.
- Side effects may include breast tenderness, headache, nausea, possible small weight gain, and spotting. (*Most side effects are not serious and often go away.*)

### Where can you get them?

They can be obtained at a doctor’s office or clinic and must be prescribed by a clinician.

### When should you use them?

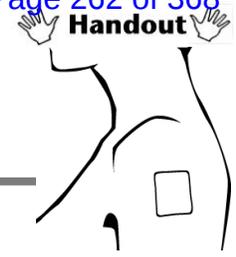
Birth Control pills should be taken around the same time every day. An external/internal condom should be used along with hormonal birth control pills **every time you have sex**. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

Effectiveness rates are based on correct and consistent use of the method.  
*Actual effectiveness rate may be lower.*

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



# The Patch

## Type of Method: Hormonal Method

### What is it? How does it work?

The patch (brand name Ortho Evra) is a transdermal contraceptive patch that contains estrogen and progesterone, similar to birth control pills. The patch is a thin, beige, flexible, two inch square patch (like a band aid) worn on the body. It releases a continuous low dose of hormones that keep the ovaries from releasing eggs (preventing ovulation) and thickens cervical mucus to block sperm from getting into the uterus. It also thins the lining of the uterus so that implantation is less likely to occur.

### How effective is it?

- 99% effective for preventing pregnancy if used correctly
- Ortho Evra does not protect against HIV or other STIs

### How do you use it?

- Apply the patch once a week on the same day of the week for 3 weeks in a row. (For example, every Monday for 3 weeks.)
- The patch can be worn on the buttocks, abdomen, upper torso (not the breasts) or on the outside of the upper arm. Change the location each week.
- During week 4, do not wear a patch.
- During the one-week break menstruation (period) will occur. User are still protected from pregnancy during this time.
- Following week 4, repeat the same application routine each month.

### Pros

- The patch is very effective
- It only has to be changed once a week.
- A person with ovaries can predict when their period will come.

### Cons

- Hormones increase the clotting factors in the blood and put people with ovaries at a slightly higher risk for developing a blood clot that could cause a heart attack or stroke. Smoking increases this risk, so those who use hormonal contraceptives are strongly encouraged not to smoke.
- Side effects may include breast tenderness, headache, nausea, weight gain, and spotting. (Most side effects are not serious and often go away.)

### Where can you get it?

The patch can be obtained at a doctor's office or clinic and must be prescribed by a clinician.

### When should you use it?

The patch must be applied every 3 out of 4 weeks. Ortho Evra does not protect against HIV and other STIs. An external/internal condom should be used along with the patch **every time you have sex**. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

Effectiveness rates are based on correct and consistent use of the method. Actual effectiveness rate may be lower.

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



# The Ring



## Type of Method: Hormonal Method

### What is it? How does it work?

The vaginal contraceptive ring (brand name NuvaRing) contains the hormones estrogen and progesterone (like birth control pills). The ring releases a continuous low dose of hormones that keep the ovaries from releasing eggs (preventing ovulation) and thickens cervical mucus to block sperm from getting into the uterus. It also thins the lining of the uterus so that implantation is unlikely to occur.

### How effective is it?

- 99% effective for preventing pregnancy if used correctly
- The NuvaRing does not protect against HIV or other STIs

### How do you use it?

- Insert the ring into the vagina and leave it there for three weeks. (*You cannot feel it once inserted properly*)
- Remove the ring for the 4<sup>th</sup> week by hooking finger under the rim of the ring and pulling down and out.
- During the one-week break, users will have their menstrual period. They are still protected from pregnancy during this time.
- Insert a new ring after the one-week break.

### Pros

- The ring is very effective and convenient. It only has to be put in once for 3 weeks.
- A person with ovaries can predict when their period will come.
- Menstrual periods are regular and are often shorter, lighter, and less painful
- Lower incidence of non-cancerous breast cysts or lumps
- Lower incidence of cancer of the ovaries and lining of the uterus
- Little to no weight gain

### Cons

- Hormones increase the clotting factors in the blood and put people with ovaries at a slightly higher risk for developing a blood clot that could cause a heart attack or stroke. Smoking increases this risk, so those who use hormonal contraceptives are strongly encouraged not to smoke.
- Side effects may include breast tenderness, headache, nausea and spotting. (*Most side effects are not serious and often go away.*)
- It is expensive unless you get it at a clinic or have health insurance

### When can you get it?

It can be obtained at a doctor's office or clinic and must be prescribed by a clinician.

### When should you use it?

The ring must be inserted into the vagina and left in place for 3 out of 4 weeks. The ring does not protect against HIV and other STIs. An external/internal condom should be used along with the ring **every time you have sex**. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

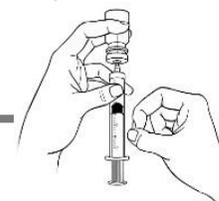
Effectiveness rates are based on correct and consistent use of the method.

*Actual effectiveness rate may be lower.*

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



# The Shot



## Type of Method: Hormonal LARC Method

### What is it? How does it work?

The shot (brand name Depo-Provera) is an injectable form of hormonal birth control. It is a progesterone-only shot given every three months. The hormone keeps the ovaries from releasing eggs (preventing ovulation) and thickens cervical mucus to block sperm from getting into the uterus. It also thins the lining of the uterus so that implantation is less likely to occur.

### How effective is it?

- 99% effective for preventing pregnancy if administered correctly and consistently every three months by a health care provider
- The shot does not protect against HIV or other STIs

### How do you use it?

The shots are injected by a health care provider into the arm, thigh, or buttocks every three months.

### Pros

- The shot is very effective
- Fewer periods or no periods; less menstrual cramps
- Lower incidence of cancer of the lining of the uterus
- Can be used by people with ovaries who cannot take estrogen (history of blood clots, high blood pressure, migraine headaches, or breastfeeding)
- Eventually, Depo-Provera can cause menstrual periods to stop. This is normal and is not a health risk.

### Cons

- The shot can cause an increased risk for bone fractures or osteoporosis. As a result, people with ovaries must take a calcium supplement every day and do weight-bearing exercise.
- It is recommended that the shot be used for no more than two years at a time.
- Side effects may include irregular bleeding or spotting, increased appetite, weight gain, or headache. (*Most side effects are not serious and often go away.*)

### Where can you get it?

The shot can be obtained at a doctor's office or clinic and must be administered by a clinician.

### When should you use it?

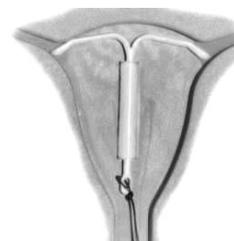
A person with ovaries must return to their clinician on time (every three months) for their injections. The shot does not protect against HIV and other STIs. An external/internal condom should be used along with the shot **every time you have sex**. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

Effectiveness rates are based on correct and consistent use of the method.  
*Actual effectiveness rate may be lower.*

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



# Intra-Uterine Device

## Type of Method: Hormonal LARC Method

### What is it? How does it work?

The intra-uterine device (IUD) is a small, flexible device made of soft plastic. There are two types of IUDs available: hormonal IUDs (Mirena, Kyleena, Liletta, Skyla) which contain hormones like progesterone, and Copper-TIUDs (Paragard) which is made of plastic and copper. IUDs prevent pregnancy by thickening cervical mucus to block the sperm from reaching an egg and affecting the ability of the sperm to move towards the egg. The hormone in Mirena also keeps the ovaries from releasing eggs (preventing ovulation). IUDs can also prevent implantation.

### How effective is it?

- 99% effective for preventing pregnancy if correctly in place
- An IUD does not protect against HIV or other STIs

### How do you use it?

The IUD is inserted into the uterus by a health care provider. It can remain in place and be effective for 3-10 years, depending upon the type. It can be removed by a health care provider at any time.

### Pros

- The IUD is highly effective
- Long term, worry-free contraception
- Minimal side effects
- Quickly reversible—a person with ovaries can become pregnant soon after removal

### Cons

- Possible incorrect insertion of the IUD, which can lessen effectiveness
- Pain with insertion and removal
- Heavier, more painful periods with the Copper-T
- Possible hormone related side-effects with Mirena include headaches, weight gain. (*Most side effects are not serious and often go away.*)
- The IUD could slip out of place, although this is rare

### Where can you get it?

It can be obtained at a doctor's office or clinic and must be inserted by a clinician.

### When should you use it?

The IUD is a good method for people who want long term, reversible contraception. The IUD does not protect against HIV and other STIs. An external/internal condom should be used along with an IUD **every time you have sex**. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

Effectiveness rates are based on correct and consistent use of the method.  
*Actual effectiveness rate may be lower.*

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



# The Implant

## Type of Method: Hormonal LARC Method

### What is it? How does it work?

The implant (brand names, Nexplanon, Implanon) is a matchstick-size, flexible rod made of soft plastic that is implanted under the skin of the inner, upper arm. Implants contain the hormone progesterin, which prevents pregnancy by thickening cervical mucus to block the sperm from reaching an egg and affecting the ability of the sperm to move towards the egg. In some cases, implants could also keep the ovaries from releasing eggs (preventing ovulation) or thin uterine lining, which can prevent implantation.

### How effective is it?

- 99% effective for preventing pregnancy if correctly in place
- The implant does not protect against HIV or other STIs

### How do you use it?

The implant is inserted under the skin of the inner, upper arm by a health care provider. It can remain in place and be effective for 3 years. It must be removed by a health care provider three years from the date of insertion, but can be removed at any time before then.

### Pros

- Implants are highly effective
- Long term, worry-free contraception
- Minimal side effects
- Quickly reversible—a person with ovaries can become pregnant soon after removal

### Cons

- Possible incorrect insertion of the implant, which can lessen effectiveness
- Pain with insertion and removal
- Irregular periods are possible, especially within the first 6-12 months

### Where can you get it?

It can be obtained at a doctor's office or clinic and must be inserted by a clinician.

### When should you use it?

The implant is a good method for people who want long term, reversible contraception. The implant does not protect against HIV and other STIs. An external/internal condom should be used along with an implant **every time you have sex**. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.

### What does it cost?

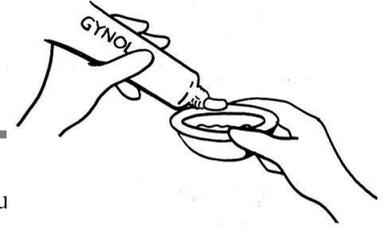
Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

Effectiveness rates are based on correct and consistent use of the method.  
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# Diaphragm



## Type of Method: Barrier Method

### What is it? How does it work?

A diaphragm is a soft rubber cup, which is inserted into the vagina and fits over the cervix. It keeps the sperm and egg apart by forming a barrier between the sperm and the cervix. The spermicides added to the diaphragm also kills sperm.

### How effective is it?

- 94% effective for pregnancy prevention if used correctly every time
- Offers little or no protection against HIV and other STIs

### How do you use it?

- Put spermicidal gel or cream inside the diaphragm cup
- Insert into vagina to cover the cervix before vaginal sex (you cannot feel it when it is in place)
- Must be left in place for eight hours after intercourse
- With an applicator, insert more spermicide into the vagina if intercourse is repeated before eight hours has passed. Diaphragm should be removed eight hours after last intercourse.
- Can be washed and re-used unless it has cracked in it, or if a user gains or loses a large amount of weight.

### Pros

- The diaphragm is hormone-free. There are no serious health risks.
- May be inserted several hours before vaginal sex

- One time cost--once you several years.

### Cons

- Using a diaphragm is inconvenient. You must carry it with you and leave it in for 8 hours after vaginal sex.
- It is messy--you have to remove it and wash and dry it.
- Side effects include a possible allergic reaction to spermicide or latex. If burning or irritation occurs, consult a healthcare provider before continuing use.

### Where can you get it?

A diaphragm must be obtained at a doctor's office or clinic. It must be sized by a clinician in a doctor's office or clinic. It can be purchased at the clinic or by prescription at a pharmacy.

### When should you use it?

A diaphragm does not protect against HIV and other STIs. An external/internal condom should be used along with the diaphragm **every time you have sex**. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.

### What does it cost?

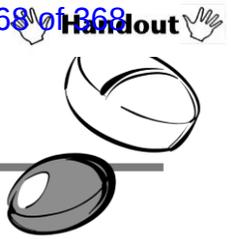
Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

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Actual effectiveness rate may be lower.

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>

### Note:

*The Today Sponge is an over-the-counter birth control method that is similar to the diaphragm. The sponge does not need to be fit to a particular woman and is to be disposed of after one use. It must be inserted into the vagina prior to intercourse and left in place for six hours afterwards. The sponge contains the spermicide nonoxynol-9, which may be irritating to some women, and is only 89% effective when used alone. Because it is not effective in preventing HIV and other STIs, a condom should be used along with the sponge every time you have sex. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.*



# Emergency Contraceptive Pills

## Type of Method: Emergency Birth Control

### What is it? How does it work?

Emergency Contraceptive Pills (ECPs; brand names Plan B, Plan B One-Step, and Ella) consists of one or two pills, which contain the hormone progesterone, to be taken within 3 to 5 days after unprotected sex for the purpose of preventing a pregnancy. The primary mechanism of action is believed to be prevention of ovulation (not releasing an egg) or conception.

### How effective is it?

- ECPs will prevent a pregnancy that would have occurred 88% of the time when taken as directed within 72 hours after unprotected vaginal sex, a condom failure, or if a sexual assault has occurred.
- Plan B is most effective when taken as soon as possible within 3 days. Ella is equally effective for up to 5 days.

### Does EC cause an abortion?

ECP does not cause an abortion. Emergency contraceptive pills interrupt the regular menstrual cycle, preventing a pregnancy from occurring. If someone is already pregnant, ECP will not disrupt an already established pregnancy.

### How do you use it?

A person with ovaries should take EC as soon as they get the pill(s). (If they receive 2 pills, they should take them at the same time.)

### How will I know if it works?

After taking the pill(s), the person with ovaries next menstrual period may start a few days earlier or later than usual as a result. If their period does not start within 2 to 3 weeks, they should take a pregnancy test. The earliest they can have a pregnancy test is 10 days after the incident of unprotected sex.

### Pros

- If taken correctly, ECPs can prevent a pregnancy that would have occurred 88% of the time after unprotected vaginal sex, a condom failure, or if sexual assault has occurred.
- There have been no serious health risks with ECPs and most women have no side effects.

### Cons

- Possible side effects include nausea, headache, or irregular bleeding. . (Most side effects are not serious and often go away.)

### Where can you get it?

ECPs are available at most pharmacies and clinics, some require a prescription, however Plan B is available over-the-counter.

### When should you use it?

ECPs should be taken within 3 days or up to 5 days of unprotected vaginal sex, in the event of condom failure, or if a sexual assault has occurred. **Remember, although ECPs are quite safe, it is not effective enough to be used as a regular contraception.** ECPs are intended for emergency use only.

### What does it cost?

Contraceptive costs can vary depending upon insurance and where you receive your health care. Talk with a health care provider to determine what method is best for you.

Effectiveness rates are based on correct and consistent use of the method.  
*Actual effectiveness rate may be lower.*

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# Abstinence

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## Type of Method: Abstinence

### What is it? How does it work?

To be abstinent is defined differently by different people. A common definition of abstinence is to not engage in vaginal sexual intercourse. A broader definition of abstinence is to not engage in any sexual behavior that involves the exchange of bodily fluids: this includes **vaginal, anal, and oral sex**.

### How effective is it?

When used consistently, either definition of abstinence is 100% effective for preventing pregnancy. Abstinence can also prevent sexually transmitted infections when a person does not engage in any of the three types of intercourse: oral, vaginal, and anal sex.

### Pros

- 100% effective for preventing pregnancy when used consistently
- Most effective method for preventing sexually transmitted HIV/AIDS and other STIs when used consistently
- Free
- No side effects

### Cons

- Abstinence can be hard to maintain.

### When should you use it?

Abstinence should be used when your values do not include intimate physical behavior with another person or when you feel you are not emotionally, physically, or socially ready for sexual involvement. If a person decides to stop being abstinent it is important that they use an effective birth control method and an external/internal condom **every time they have intercourse**. Using condoms can prevent HIV and other sexually transmitted infections and it shows that you care about yourself and your partner.

### What does it cost?

Free!

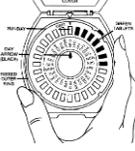
FOR REVIEW ONLY

Effectiveness rates are based on correct and consistent use of the method.  
*Actual effectiveness rate may be lower.*

Centers for Disease Control & Prevention. 2015.  
<http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>



## CONTRACEPTIVE METHODS WORKSHEET

Method	How it Works	How to Use	Effectiveness	Where to Get It	Pros	Cons
<b>External Condom (Male)</b> 						
<b>Internal Condom (Female)</b> 						
<b>Spermicides</b> 						
<b>Birth Control Pills</b> 						

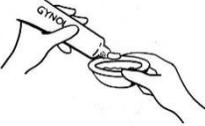
FOR REVIEW ONLY

 **Handout** 

Method	How it Works	How to Use	Effectiveness	Where to Get it	Pros	Cons
<p><b>The Ring</b></p> 						
<p><b>The Patch</b></p> 						
<p><b>The Shot</b></p> 						
<p><b>Intrauterine Device (IUD)</b></p> 						

FOR REVIEW ONLY

 **Handout** 

Method	How it Works	How to Use	Effectiveness	Where to Get It	Pros	Cons
<b>Implant</b> 						
<b>Diaphragm</b> 						
<b>Emergency Contraceptive Pills</b> 						
<b>Abstinence</b> 						

FOR REVIEW ONLY

# What is Abstinence?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **explore abstinence; what it is and how it works.**

## Directions

### Step 1

Discuss the following questions.

1. Why are we considering abstinence as a birth control method? What makes this different from other methods? What makes it similar? *(Highest Effectiveness of all methods, steps to use it, pros, cons)*
2. What is the effectiveness of abstinence in preventing pregnancy? *(Abstinence is 100% effective if used perfectly every time.)*
3. What happens if abstinence is not used perfectly every single time? *(It will fail, could lead to pregnancy, STIs, or HIV if partners don't choose another method)*

Explain that all methods have failure rates, mostly based on human error. Sometimes condoms are used incorrectly or inconsistently, or people may forget to take birth control pills. Commitments to or vows of abstinence can also “break” if not used every time.

### Step 2

Remind students that in order to use a birth control method correctly, they must know what it is and how it works. Just as they learned how the other methods work, they must do the same with abstinence.

Discuss the following questions.

1. What does an abstinence look like? Sound like?
2. What type of method is abstinence? How does it work?
3. Where do you get abstinence? How much does it cost?

### Step 3



### Total Time:

30 minutes



This activity appears in the workshop



### Materials

- A clear, hard plastic ball or heart that can be opened. *(These are often used for ornaments and are commonly found in craft stores.)*
- Slips of bright colored paper *(About 3/4 inch wide and 3 inches long)*

Show students the empty abstinence object (ball or heart or box).

**Note:** If your abstinence is heart-shaped, remind the group that abstinence doesn't have to mean lack of love, intimacy, romance, or sensuality.

Have participants think about things that make abstinence work (characteristics, concepts, etc.). Distribute small strips of colored paper and ask them to write their ideas on the paper and have them put their strips into the "abstinence". Be sure to have students read their strips out loud to the group as they place them into the "abstinence."

Concepts may include:

- Being able to talk to each other
- Commitment
- Mutual agreement
- Assertiveness
- A positive vision for the future
- Self-esteem
- Respect for each other
- Self-control
- Information
- Awareness of your personal values
- Support from friends
- Communication about boundaries
- Alternatives to sex
- Shared values

#### Step 4

Pull one strip out of the "abstinence", read it out loud to the class, and ask the following question:

1. What would happen if this item was missing?

Repeat this 3-4 times with other strips in the "abstinence."

#### Step 5

Discuss the following questions.

1. What are some factors that could cause abstinence to fail? (*Alcohol/other drug use, pressure from peers or partner*)
2. What if someone decides to use abstinence as their birth control method but their partner doesn't agree? How could they work through that? (*Talk to partner, discuss alternatives to sexual activity, decide together to wait or use another birth control method if they decide to have sex, may need to leave relationship if they can't agree*)
3. What are the possible pros of abstinence? (*Feel confident because you are not at risk for pregnancy, STIs, or HIV; feel good about yourself for sticking to your values; it's free, there's no side effects and everyone can use it*) What are the possible cons of abstinence? (*Possible frustration or sense of rejection if only one partner wants to be abstinent, feel left out, may be hard to maintain*)
4. In order for abstinence to work, it is important to think about why the decision was made. Why do some teens choose abstinence? If you were to choose abstinence, what would be your reasons?

#### Step 6

Explain to students that as with other hormonal or barrier methods, there are things you need to do to make abstinence work. Stress the following points:

- Don't leave your abstinence at home. Keep it with you at all times. Abstinence won't work if you don't use it.
- Take out your abstinence every once in a while and think about it to reaffirm your commitment. Review your reasons for choosing abstinence. How well is it working? What are the strong points? The weak points?
- Think about when and under what circumstances you will no longer abstain. If you decide abstinence is no longer the right choice for you, you need to choose another method to protect yourself from unintended pregnancy or STI/HIV infection.
- If you are sexually active and feel that is no longer the right decision, you can become abstinent at any point, for any reason, and for whatever length of time you choose.

### Step 7

Discuss the following questions.

1. What did you learn from this discussion? How useful was it?
2. If you were to decide to choose abstinence, how confident do you feel about your own skills for using abstinence correctly and every time? What would help you feel more confident?
3. As peer educators, what do you think are the most important messages about abstinence that you need to send to students in our school? (*Abstinence is the most effective way to avoid pregnancy, STIs/sexually transmitted HIV/AIDS; if you decide abstinence is no longer the right choice for you, you need to choose another birth control method to protect yourself and your partner; you can choose to become abstinent at any point, for any reason, and for whatever length of time you choose*)



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

#### Google Slides:

[https://docs.google.com/presentation/d/1wTIOoFT2-0G2GMPINIQoA4AyGVlcdpxB--P76i-wZ4o/edit#slide=id.ga163c4b8cb\\_0\\_0](https://docs.google.com/presentation/d/1wTIOoFT2-0G2GMPINIQoA4AyGVlcdpxB--P76i-wZ4o/edit#slide=id.ga163c4b8cb_0_0)

#### Google Jamboard:

[https://jamboard.google.com/d/1NaBEMfQJBSbGKs\\_bLu70CYBzU\\_rDURnEIFnmUrUsi\\_o/viewer?f=0](https://jamboard.google.com/d/1NaBEMfQJBSbGKs_bLu70CYBzU_rDURnEIFnmUrUsi_o/viewer?f=0)

*Adapted from Family Life Educator, by F. Basche and A. Terrell, ETR Associates, Santa Cruz, CA, Winter 94/95*

# Dispelling Condom Myths

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to explore common condom myths and replace them with accurate, factual information that encourages using protection.

## Directions

### Step 1

Many of us have heard various condom myths, such as “condoms don’t fit” or “condoms break all the time”. There is a lot of misinformation out there that could get in the way of teens using condoms to protect themselves and their partners from unintended pregnancy, HIV and other STIs.

While it is true that all methods have failure rates, those rates are often based on issues of human error. Sometimes condoms are used incorrectly or inconsistently, or people may forget to have condoms available. It’s important that teens are aware of the accurate, factual information to replace myths about condoms. In this activity, we are going to look at some of the common myths that could stop teens from using a condom.

### Step 2

Place the deck of *Condom Myth Cards* face down in the middle of the circle, and explain that on each card there is an **untrue** statement that some teens believe about condoms (called “myths”). Then ask which participant/pair has a *Fact Card* that might prove why the myth is untrue. Those participants will lay their *Fact Card* down underneath the *Myth Card* in the center of the circle.

Asks if everyone agrees. If the card is the right match, use the *Discussion Questions & Summary Statements* on the *Facilitator’s Guide* to ensure participants understand the information before moving on to the next *Myth Card*. If the cards do not match, the peer educators should help participants find the right *Fact Card* and then use the *Discussion Questions & Summary Statements*. The process continues until all ten matches have been found.



**Total Time:**

30 minutes



This activity appears in the workshop



## Materials

- A set of Condom Myth statement cards
- A Set of Condom Fact cards
- Facilitator’s Guide



## Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1wTqNYUaVDuHa6e38D\\_HoxaCuPAlyU4PcyE5UIMx16yY/copy#slide=id.g9f131f2072\\_0\\_0](https://docs.google.com/presentation/d/1wTqNYUaVDuHa6e38D_HoxaCuPAlyU4PcyE5UIMx16yY/copy#slide=id.g9f131f2072_0_0)

## Facilitator's Guide: Discussion Questions & Summary Statements

### Myth Card: Condoms don't fit right

#### Matching Fact Card:

Most condoms are made out of latex, and are so strong and flexible they can be stretched over a person's arm without breaking<sup>6</sup>!

#### Discussion Question:

1. What sizes do external condoms come in? (*Most condoms come in three sizes: small, standard, and large*)
2. What sizes do internal condoms come in? (*Typically come in one size designed to fit most people depending on brand.*)

#### Summary Statement:

It's important to use a condom that fits properly to protect yourself from unplanned pregnancy. About 85% of males need to use small or standard condoms. Only 15% need large condoms.

If you're allergic to latex, use a polyisoprene, polyurethane, or nitrile condom.

#### Note:

Each myth card has a matching card, but there may be multiple cards that students offer in response. It is important not to point out ones that are "wrong" (which could make people feel shut down), but instead to help get the group to think about which might be the *best match* before asking the corresponding discussion questions.

After asking discussion questions and reading summary statements for each myth/fact card match, keep those cards together in a separate place, but make sure the other fact cards remain with participants until all matches have been discussed.

### Myth Card: Condoms break

#### Matching Fact Card:

Condoms are tested for strength and quality before they're sold<sup>7</sup>. Condom breakage rates in the US are less than 2%<sup>8</sup>.

#### Discussion Question:

1. How are internal/external condoms tested? (*Condom manufacturing is strictly regulated so that the forms of protection meet FDA recognized industry standards. Testing includes a water leak test for holes, an airburst test checking for strength, and visual examination for other defects.*)
2. What could cause someone to use internal/external condoms incorrectly? (*Lack of knowledge and experience, being drunk or high, using expired protection, storing protection improperly [extreme hot or cold], failure to open the package carefully and tearing the condom.*)

#### Summary Statement:

The most important thing is to know how to use an internal/external condom correctly—and to use one every time you have sex. Condom failure is almost always caused by people using them incorrectly<sup>9</sup>. When used consistently and correctly, condoms are highly effective in preventing unintended pregnancy<sup>10</sup>.

**Myth Card:** You don't need a condom the first time you have sex.

**Matching Fact Card:**

Because a female-bodied person with a uterus never knows for sure when they've ovulated, they can get pregnant any time they have sex—even the first time.

**Discussion Question:**

1. Partners also need to use a condom when you or your partner is menstruating (“on your period”). Why do you think this is important? (*Because there is still the possibility that an egg and a sperm can meet to cause a pregnancy—the sperm can live inside the female reproductive system for up to a week, so if an egg is released a pregnancy can occur*)

**Summary Statement:**

There is no free pass or guaranteed safe time of the month. Abstinence oral, vaginal, and anal sex is the only way to prevent pregnancy and STIs. If you are going to have sex, you must use an internal/external condom correctly every time. You should also use another method of birth control, such as the pill.

**Myth Card:** Using a condom means you don't trust your partner.

**Matching Fact Card:**

Using a condom shows that you care about your health and your partner's health.

**Discussion Question:**

1. What makes it easier to talk about condom use with your partner? (*Being in a good relationship that is built on trust, love, and respect; talking about condoms and birth control before you get into a sexual situation*)
2. How can you bring up the topic of wanting to use protection with your partner? (*Have a safe space to talk before getting into a sexual situation.*)

**Summary Statement:**

Talking about condoms is a lot easier than having a conversation after someone becomes pregnant. Stand up for your values, your health, and your decision to use condoms. And if you aren't ready to talk about it, you probably aren't ready to have sex, and that's okay. You and your partner can also choose to wait to have sex until you're both ready to use protection.

**Myth Card:** You don't need a condom if your partner “looks clean” or tells you they don't have an STI.

**Matching Fact Card:**

Pregnancy is not the only thing you have to worry about if you don't use condoms—you could also contract a sexually transmitted infection (STIs), which you can't usually see.

**Discussion Question:**

1. Why should sexually active people get tested every year for STIs? (*STIs often go unnoticed. When symptoms do develop, they often are mistaken for something else, such as urinary tract infection or yeast infection. This is why screening for STIs is so important*<sup>11,12</sup>)
2. How widespread are STIs? (*Adolescents account for about 10 million new cases of STI's each year<sup>12</sup> and there are 65 million people in the U.S. who are living with an incurable STI<sup>6</sup>*)

**Summary Statement:**

The bottom line is that you cannot tell if a person has an STI by looking at them. Choose abstinence from oral, vaginal, and anal sex to **prevent** STIs and pregnancy, or use an internal/external condom every time you have sex to **reduce your risk** of STIs and pregnancy.

**Myth Card:** You don't need a condom if you use the withdrawal method ("pulling out").

**Matching Fact Card:**

Withdrawal is one of the least effective methods of preventing pregnancy<sup>13</sup>.

**Discussion Question:**

1. Why isn't withdrawal a reliable form of birth control? (*Because it's nearly impossible to know if you're pulling out in time, and even if you do, pre-seminal fluid ("pre-cum") has sperm in it. If sperm and egg have the opportunity to meet in the reproductive tract, the egg could be fertilized and may implant, resulting in a pregnancy.*)

**Summary Statement:**

There is only one 100% effective way to prevent pregnancy, and that's practicing abstinence. The most reliable method for reducing your risk is using an **internal/external condom along with** a hormonal method of birth control every time you have sex. And remember, having oral, vaginal, or anal sex still puts you at risk for contracting STIs, so you must use protection every time.

**Myth Card:** I'm too young to buy condoms.

**Matching Fact Card:**

People of any age can legally buy condoms<sup>14</sup>.

**Discussion Question:**

1. Where can you go to get internal/external condoms? (*Clinics, doctor's offices, and community health centers often have free condoms, or you can buy them online or in any drugstore, supermarket, or convenience store. Just be sure to get a trusted brand and not a joke item.*)
2. Why is it important to get over the awkwardness about going to a store or clinic to get condoms? (*Internal/external condoms are your best protection at reducing the risk of pregnancy and STIs. Protecting your health and your partners' health should be worth a little embarrassment. Being mature enough to seek out protection is an important step in being responsible for your sexual health.*)

**Summary Statement:**

The vast majority of American teenagers use a condom the first time they have sex<sup>15</sup>. Be a part of that statistic and use an internal/external condom the first time and every time you have sex. To find the places nearest to you that give away free condoms, go to [condomfinder.org](http://condomfinder.org). If a store clerk or cashier

makes you feel uncomfortable when trying to buy protection, you can always leave and buy condoms elsewhere, or visit a local health center that provides free ones.

**Myth Card:** Condoms are awkward and ruin the mood.

**Matching Fact Card:**

Nothing has the potential to get awkward ruin the mood like an unplanned pregnancy or STI.

**Discussion Question:**

1. When people say that internal/external condoms are awkward and “ruin the mood”, what are they afraid of? *(They’re afraid that using protection might dull sensations, or that it requires stopping or pausing to put on, that might interrupt the spontaneity of the moment.)*

2. How can partners work together to overcome these feelings? *(Remember that protection comes in various sizes and other options that can increase comfort and sensations. Practice using internal/external condoms on your own to get used to how they work.)*

**Summary Statement:**

About 30% of teens will get pregnant at least once before age 20. Getting pregnant, or getting someone pregnant, can change your life forever. Don’t believe the myths—protect yourself to prevent pregnancy.

**Myth Card:** A condom is not needed if a partner is on the pill.

**Matching Fact Card:**

If sexually active, the best protection against pregnancy is a condom AND a hormonal method of birth control, like the pill.

**Discussion Question:**

1. Why does Teen PEP recommend that all couples capable of reproduction always use an internal or external condom and an additional hormonal method of birth control? *(To provide both partners dual protections against pregnancy and reduce their risk of STIs.)*

2. Why is it important for all couples—regardless of gender identity and sexual orientation—to always use internal/external condoms or dental dams? *(To provide both partners with protection to reduce their risk of STIs.)*

**Summary Statement:**

Hormonal methods are effective in preventing pregnancy. Condoms are a backup to hormonal methods AND protect you from contracting an STI. Although not all couples are capable of reproduction, everyone regardless of gender identity and sexual orientation who engages in unprotected oral, vaginal, or anal sex places themselves at risk for STIs.

# Creating a Resource List of Local Clinics

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **engage students in investigating the healthcare resources in their community, and to compile a list of healthcare sites into a handout to be distributed to all participants in the pregnancy prevention outreach workshops.**

## Directions

### Step 1

Remind students that as peer educators, it is important that they know where their peers can access pregnancy prevention methods and other reproductive health services.

Discuss the following question.

1. Where in our community can teens go for medically accurate and responsible reproductive healthcare (i.e. birth control; pregnancy testing and options planning, STI/HIV testing; reproductive health exams)?

### Step 2

In small groups, have students research the names, addresses, and phone numbers of at least three family planning clinics in their town or nearby towns. You may wish to take students to the library or a computer lab to do their research. Be sure to mention the following resources in conducting the search:

#### Use the internet:

- Go to a search engine and use key words such as “family planning” or “teen clinics.” You may want to narrow the search by adding the name of your town or county. *Avoid “crisis pregnancy centers”.*
- Go to a search engine and search for clinics by zip code
- Go to the United States Department of Health and Human Services to search for publicly funded family planning agencies in the United States and your state.



### Total Time:

15 minutes



### Materials

- Newsprint and markers
- A copy of the *My Community Clinic* handout for each peer educator

### Note:

Try to avoid “*crisis pregnancy centers*” because these organizations are not regulated health care facilities and don’t employ licensed medical professionals. Services provided there are often inaccurate, misleading, and based on biased information.

Use the phone book:

- Look in the yellow pages under “clinics” or “teen health centers”
- Look in the white pages under “family planning” to find family planning organizations that can tell you where clinics are located

Use the resources in your school or organization:

- Ask a nurse
- Ask a social worker or counselor
- Call your own pediatrician or doctor’s office and ask who they recommend

**Step 3**

From the list of clinics compiled in step 2, assign each peer educator one clinic. If there is a limited number of clinics in your area, select volunteers or assign peer educators to small groups to do the additional research using the *My Community Clinic* handout.

**Step 4**

Collect all of the completed worksheets from the peer educators and ask for a volunteer to compile them into a local resource list. Once the document is created, be sure that the peer educators distribute the list as a handout at all of the pregnancy prevention outreach workshops they conduct for the rest of the year.

**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides.

[https://docs.google.com/presentation/d/1zLUfe-jGy5DHt61p\\_XR900hY6KKJ0\\_KoUmAQU5wiz4/copy#slide=id.ga9b689646e\\_0\\_0](https://docs.google.com/presentation/d/1zLUfe-jGy5DHt61p_XR900hY6KKJ0_KoUmAQU5wiz4/copy#slide=id.ga9b689646e_0_0)



# My Community Clinic



## Directions

Be sure to fill in as much of the following information as you can **before** calling the clinic, using the phone book or websites. If necessary, call the clinic to complete the chart. You may want to use the following introduction below when you contact the clinic.

*Hello, my name is \_\_\_\_\_ and I am a Teen PEP peer educator at \_\_\_\_\_ High School. We are collecting information about clinical services for our health class. May I ask you a few questions about the services you provide?*

<b>Clinic Name</b>
<b>Location</b>
<b>How to get there</b>
<b>Phone</b>
<b>Website</b>
<b>Hours of Operation</b>
<b>Services Offered</b> <i>(include available telehealth options)</i>

FOR REVIEW ONLY

## Pregnancy Prevention Unit End Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### True or false

- \_\_\_\_\_ 1. Plan B can only be taken one day after unprotected vaginal sex.
- \_\_\_\_\_ 2. Hormonal methods can prevent both pregnancy and STIs/HIV.
- \_\_\_\_\_ 3. You can skip two or more birth control pills in one month and still be 99% protected against pregnancy.
- \_\_\_\_\_ 4. There is no evidence to support that birth control pills cause weight gain.

### Arrange the following in the correct order

5. What are the ten steps to using an external/male condom correctly?  
(1 = Step 1; 10 = Step 10)

- |                                    |   |
|------------------------------------|---|
| _____ Sexual Activity with Consent | _____ Erection / Sexual arousal         |
| _____ Withdraw penis with condom   | _____ Squeeze air out of tip            |
| _____ Check expiration date        | _____ Roll condom to base of penis      |
| _____ Loss of erection             | _____ Dispose of condom                 |
| _____ Hold on to rim of condom     | _____ Roll condom off away from partner |

### Short answer

6. Why do we recommend both partners involved in sexual activity use a birth control method?

### List

7. What are three solutions to the barrier of not knowing how to use birth control methods?
- 1.
  - 2.
  - 3.

## Multiple Choice

8. After abstinence, which of the following birth control methods are **most** effective in preventing pregnancy when used correctly?
- External/Internal condoms
  - External/Internal condoms and birth control pills
  - External/Internal condoms and spermicide
  - withdrawal
9. What is the main way hormonal methods prevent pregnancy?
- block sperm from meeting the egg
  - lower sperm count
  - prevents ovaries from releasing an egg (stops ovulation)
  - dissolves the egg
10. When using hormonal birth control pills, you must:
- take one pill at the same time every day
  - take a pill before you have sex
  - take 7 pills in one week, it doesn't matter what days
  - take one pill after you have sex

## Check **ALL** that apply

11. Select the methods of birth control that can be purchased at a drug store without a prescription. (Mark with )

- |  |  |
|--|--|
| <input type="checkbox"/> diaphragm                 | <input type="checkbox"/> birth control pills |
| <input type="checkbox"/> IUD                       | <input type="checkbox"/> the patch           |
| <input type="checkbox"/> External condoms (male)   | <input type="checkbox"/> the ring            |
| <input type="checkbox"/> Internal condoms (female) | <input type="checkbox"/> the shot            |
| <input type="checkbox"/> spermicides               | <input type="checkbox"/> Plan B One-Step     |

12. Place a check mark next to **all** answers that explain why withdrawal is not an effective method of birth control:

- the male bodied partner might not always know when they are going to ejaculate
- there may be sperm in the pre-ejaculate
- sometimes withdrawal doesn't always take place
- pregnancy is also possible if semen is spilled on the vulva or near the vaginal opening

## Pregnancy Prevention Unit End Quiz Answer Key

### True or false

- False 1. Plan B can only be taken one day after unprotected vaginal sex.
- False 2. Hormonal methods can prevent pregnancy and STIs/HIV.
- False 3. You can skip two or more birth control pills in one month and still be 99% protected against pregnancy.
- True 4. There is no evidence to support that birth control pills cause weight gain.

### Arrange the following in the correct order

5. What are the ten steps to using a condom correctly?  
(1 = Step 1; 10 = Step 10)

- FOR REVIEW ONLY
- \_\_5\_\_ Sexual Activity with Consent
  - \_\_7\_\_ Withdraw penis with condom on
  - \_\_1\_\_ Check expiration date
  - \_\_9\*\_\_ Loss of erection
  - \_\_6\_\_ Hold on to rim of condom
  - \_\_2\_\_ Erection / Sexual Arousal
  - \_\_3\_\_ Squeeze air out of tip
  - \_\_4\_\_ Roll condom to base of penis
  - \_\_10\_\_ Dispose of condom
  - \_\_8\*\_\_ Roll condom off away from partner

### Short answer

6. Why do we recommend both partners involved in sexual activity use a birth control method?

*To provide effective protection against both pregnancy STIs and HIV and because both partners share responsibility*

**List**

7. What are three solutions to the barrier of not knowing how to use birth control?
- *Accurate information*
  - *Local health clinic*
  - *Teen PEP peer educator*
  - *Talking with partner*
  - *Reliable Internet search*
  - *Open and honest relationship*
  - *Trusted adult*

**Multiple Choice**

8. After abstinence, which of the following birth control methods are **most** effective in preventing pregnancy when used correctly?
- b. External/Internal condoms and birth control pills
9. What is the main way hormonal methods prevent pregnancy?
- c. prevents ovaries from releasing an egg
10. When using hormonal birth control pills, you must:
- a. take one pill at the same time every day

**Check ALL that apply**

11. Select the methods of birth control that can be purchased at a drug store without a prescription. (Mark with a ✓)

- diaphragm
- IUD
- External condoms (male)
- Internal condoms (female)
- spermicides
- birth control pills
- the patch
- the ring
- the shot
- Plan B One-Step

12. Place a check mark next to all answers that explain why withdrawal is not an effective method of birth control:

- the male bodied partner might not always know when he is going to ejaculate
- there may be sperm in the pre-ejaculate
- sometimes withdrawal doesn't always take place
- pregnancy is also possible if semen is spilled on the vulva or near the vaginal opening



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

<https://docs.google.com/form/d/1eeKWBr1jHO-0ilht0PF09iozNzv07jODvd7kZoAhzHo/copy>

# School-Wide Campaign Check-In

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to ensure peer educators responsible for implementing a school-wide campaign following this unit’s corresponding workshop are on track.

## Directions

### Step 1

Upon completion of the unit, distribute copies of the *School-Wide Campaign Check-In* handout to each peer educator in the group responsible for this unit’s topic. Students should start formulating ideas for their campaign as you begin preparing for the workshop. Review the *School-Wide Campaign Guidelines* handout the peer educators received in *Unit One* to ensure they are on task. Remind students that they will need to submit ideas to you for approval. As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.



**Total Time:**

5 minutes



## Materials

- Newsprint and markers
- A copy of the *School-Wide Campaign Check-In* handout for each peer educator in the group assigned to this topic

FOR REVIEW ONLY



# School-Wide Campaign Check-In

**Workshop Topic:** Pregnancy Prevention

**Group Members:**

**Structures:**

- 1.
- 2.
- 3.

**Plan for each structure:** (Include frequency)

FOR REVIEW ONLY

# Parent/Guardian-Teen Homework

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide a structure for communication between parents/guardians/caregivers and teens on the topic of pregnancy prevention.

## Directions

### Step 1

Upon completion of the unit, distribute copies of the *Parent/Guardian-Teen Homework* handout to each peer educator.

In advance of the workshop, peer educators should complete the homework assignment with a parent/guardian, have it signed, and turn it back into advisors.



### Total Time:

5 minutes



### Materials

- A copy of the *Parent/Guardian-Teen Homework* handout for each peer educator

### Note:

Having peer educators complete this homework assignment before the workshop can help them create buy-in among workshop participants when asked to do the same.

FOR REVIEW ONLY

# Pregnancy Prevention

## Parent/Guardian - Teen Homework

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Purpose

To provide a structure for communication between parents/guardians/caregivers and teens on the topic of pregnancy prevention

### Directions

#### Step 1

Together, read out loud the workshop take home messages below.

#### Workshop Take Home Messages

- There are many solutions to the barriers that get in the way of using condoms, other birth control methods, or going to a healthcare clinic
- A sexually active couple must use a reliable method of birth control consistently, correctly and every time they have sex, in order to prevent pregnancy
- Abstinence is the only 100% effective way to prevent pregnancy and sexually transmitted infections (STIs)
- Becoming a teen parent will have a dramatic impact on one's life and is 100% preventable

#### Step 2

Teens should share with parents/guardians/caregivers their answers to the following question.

1. What was the most important thing you learned from this workshop?

#### Step 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. What makes it harder for people to remain abstinent? What are the benefits of being abstinent?
2. What do you think are some of the things that get in the way of teens using birth control or condoms once they decide to become sexually active? What solutions are there to these barriers?
3. How would being a parent as a teenager affect a person's life?

#### Step 4

Parents/guardians/caregivers should share with teens their answer to the following question.

4. What values do you want your child to receive from you regarding this topic?

#### Step 5

Please sign and date below, indicating to the advisor that this assignment has been completed.

X \_\_\_\_\_  
Parent/Guardian/Caregiver signature

\_\_\_\_\_  
Date



## Unit References

1. Singh, S. & Darroch, J.E. (1998). Adolescent pregnancy and childbearing: levels and trends in developed countries. *Family Planning Perspectives*, 32(1):14–23.
2. Santelli, J.S. & Schalet, A.T. (2009). *A New Vision for Adolescent Sexual and Reproductive Health*. Act for Youth Center of Excellence, November.
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4. Hatcher RA, Trussell J, Nelson AL, Cates W, Stewart FH, Kowal D, Polich MS. (2011). *Contraceptive Technology: Twentieth Revised Edition*. New York NY: Ardent Media, 2011.
5. Mosher, W.D. & Jones, J. (2010). Use of contraception in the United States: 1982–2008, *Vital and Health Statistics*, 23(9).
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7. Centers for Disease Control & Prevention. (2015). Retrieved from <http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>.
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9. Institute for Quality and Efficiency in Health Care (IQWiHC).

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# Curriculum Feedback Form

## Unit 8: Pregnancy Prevention

Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_

No. of class periods to complete unit: \_\_\_\_\_

Please indicate the month the unit was taught:

<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>
<input type="checkbox"/>								

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

FOR REVIEW ONLY

# Later, Baby

## Pregnancy Prevention Workshop

Volume I • 2020



**TEEN PEP-BRIDGE**

*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Later, Baby

## Pregnancy Prevention Workshop for 8<sup>th</sup> Graders

★ Workshop Objectives .....	1
★ Workshop Agenda .....	2
★ Workshop Materials List .....	3
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★ Workshop Skits & Activities (Session 2) .....	17
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★ Workshop Materials & Templates .....	21
★ Workshop Evaluation (For Session 2) .....	47
★ Parent/Guardian - Teen Homework (For Session 2) .....	48

FOR REVIEW ONLY

# Later, Baby:

## Pregnancy Prevention Workshop Overview

### ► Workshop Objectives

After participating in this workshop, students will be able to:

- **Identify** five facts that dispel condom myths.
- **Describe** at least three methods for preventing pregnancy.
- **Describe** three ways becoming a teen parent would negatively impact one's life.

### ► Take Home Messages

This workshop is designed to provide students with a broad overview of the birth control methods most commonly used by teens to prevent pregnancy. Once students make the decision to seek out birth control (i.e., at a clinic, a private health care provider, the drugstore), they will have the opportunity at that time to learn the in-depth factual details most relevant to their method of choice.

While conducting the workshop, peer educators should keep in mind the major messages for participants to *take home*:

- Know the facts about condoms and use one every time you have sex.
- A sexually active couple (capable of pregnancy) must use a reliable method of birth control correctly in order to prevent pregnancy.
- Abstinence is the only 100% effective way to prevent pregnancy.
- Becoming a teen parent will have a dramatic impact on one's life and is 100% preventable.

# Workshop Agendas\*

<b>Session 1</b>	<b>Time</b>
<b>Attention-Getting Skit: <i>I Wish I'd Known</i></b>	<b>2 minutes</b>
<b>Presenter Introduction</b>	<b>1 minute</b>
<b>Workshop Introduction</b>	<b>2 minutes</b>
<b>Bridge to Skit</b>	<b>1 minute</b>
<b>Skit: <i>Pregnancy is Totally Preventable</i></b>	<b>5 minutes</b>
<b>Bridge to Small Group Activities</b>	<b>1 minute</b>
<b>Small Group Activities</b>	<b>30 minutes</b>
★ Dispelling Condom Myths	20 minutes
★ Bridge from Last Activity	2 minute
★ Contraceptive Method (1 cycle)	8 minutes
<b>Closure/Bridge to Next Session</b>	<b>3 minutes</b>

<b>Session 2</b>	<b>Time</b>
<b>Reintroduction</b>	<b>1 minute</b>
<b>Bridge from Last Session</b>	<b>1 minute</b>
<b>Bridge to Small Group Activity</b>	<b>1 minute</b>
<b>Small Group Activity</b>	<b>32 minutes</b>
★ Contraceptive Methods (4 cycles)	
<b>Bridge to Skit</b>	<b>1 minute</b>
<b>Skit: <i>Here!</i></b>	<b>4 minutes</b>
<b>Closure</b>	<b>1 minute</b>
<b>Evaluation &amp; Homework</b>	<b>4 minutes</b>

\*It is preferred that the two 45-minute sessions be presented within a week of each other.

# Workshop Materials

Activity	Materials	Template Provided
<b>Workshop Introduction</b>	<input type="checkbox"/> Posters with statistics printed on them that can be held up by students as they say their <b>Facts</b> . Posters should be uniform and large enough to be read by the audience.	✓
<b>Pregnancy is Totally Preventable Skit</b>	<input type="checkbox"/> A small pillow or medium-sized ball to represent pregnancy <input type="checkbox"/> Three sets of fairy wings and three wands	
<b>Dispelling Condom Myths</b>	<input type="checkbox"/> 1 set of <b>Condom Myth Cards</b> for each small group <input type="checkbox"/> 1 set of <b>Condom Fact Cards</b> for each small group	✓ ✓
<b>Contraceptive Methods</b>	<input type="checkbox"/> 3 signs that say: ★ <b>Abstinence</b> ★ <b>Barrier Methods</b> ★ <b>Hormonal Methods</b> <input type="checkbox"/> Samples of each contraceptive method <input type="checkbox"/> 1 Abstinence Ball (small plastic, clear container) <input type="checkbox"/> Small slips of paper (2 per participant) <input type="checkbox"/> Pens/pencils	✓ ✓ ✓
<b>HERE! Skit</b>	<input type="checkbox"/> A baby doll	
<b>Evaluation</b>	<input type="checkbox"/> Evaluation form for <i>each</i> participant <input type="checkbox"/> Pens or pencils for <i>each</i> participant	✓
<b>Homework</b>	<input type="checkbox"/> <i>Parent-Teen Homework</i> handout for <i>each</i> participant	✓

# Later, Baby:

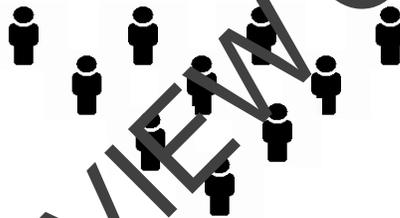
## Pregnancy Prevention Workshop

### Session 1



### Attention-Getting Skit: *I Wish I'd Known*

**Scene:** *Peer educators stand staggered across the stage with their heads down (see diagram). As each peer educator speaks, they should raise their head to face the audience, and then put their head down again.*



**Peer Ed. 1:** I wish I'd known that I'd be raising this baby by myself.

**Peer Ed. 2:** I wish I'd known that my mom would be so hurt and angry.

**Peer Ed. 3:** I wish I'd known that I'd never get any sleep.

**Peer Ed. 4:** I wish I'd known that I would have to get a second job.

**Peer Ed. 5\*:** I wish I'd known how my body was going to change.

**Peer Ed. 6:** I wish I'd known that I'd never get to see my child.

**Peer Ed. 7:** I wish I'd known that I'd have to quit school.

**Peer Ed. 8:** I wish I'd known that my friends wouldn't want to hang out with me anymore.

**Peer Ed. 9:** I wish I'd known that I'd have to quit the team.

**Peer Ed. 10\*:** I wish I'd known how easy it is to prevent this (*Points to pregnant belly*).

**Peer Eds. 1-10:** (*Raise heads at the same time, and say in unison*) I wish I'd known...



## Presenter Introduction

**Scene:** *Students stand in a line across the stage.*

*(One peer educator steps forward.)*

**Peer Ed.:** Hi. We are Teen PEP-Bridge from \_\_\_\_\_ High School. Teen PEP stands for Teen Prevention Education Program. We are \_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. Today, we're going to do a workshop for you called *Later Baby: Pregnancy Prevention*. My name is \_\_\_\_\_.

*(Peer educator steps back in line and all students introduce themselves to the audience.)*



## Workshop Introduction

*(Six peer educators step forward. Peer Ed. 1 introduces the topic. Then, one at a time, the other five peer educators hold up their posters and say their fact.)*

**Peer Ed. 1:** We're here to talk about teen pregnancy. You just heard some teens talk about all the things they wish they had known before they became teen parents. All of those situations could have been prevented if the teens involved had decided to be abstinent or had used a birth control method correctly. So how big of an issue is teen pregnancy anyway?

**Note:**

These 5 facts are to be placed onto posters. The posters should be uniform and large enough to be read by the audience.

**Peer Ed. 2:** **Fact:** About 750,000 teens become pregnant every year in the US. That is like 2,000 teen girls getting pregnant every day!<sup>1</sup>

**Peer Ed. 3:** **Fact:** 3 out of 10 teens (girls) become pregnant at least once before age 20<sup>2</sup>.

**Peer Ed. 4:** **Fact:** 1 out of 10 of these pregnancies are not planned<sup>3</sup>.

**Peer Ed. 1:** Okay, so why is this happening?

**Peer Ed. 5:** **Fact:** 4 out of 5 teens (girls) do not use birth control pills the first time they have sex<sup>4</sup>.

**Peer Ed. 1:** What about their partners? Aren't they responsible too?

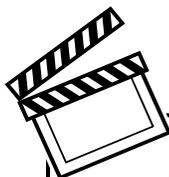
**Peer Ed. 6:** **Fact:** 2 out of 5 male teens are still not using condoms every time they have sex<sup>4</sup>.



## Bridge to Skit

**Peer Ed. 1:** Wait, that's a lot of teens who are not choosing abstinence or using condoms or other birth control methods when they have sex. Maybe we should spend some time talking about this.

**Peer Ed. 2:** We're going to start by doing a skit that shows just how preventable pregnancy really is.



### About the Skits

Using dramatic skills, peer educators depict examples of the conflicting feelings teens have about sexual activity and talking about sex with a partner. Peer educators are encouraged to adapt the language in the skits to better reflect their school community. As always, the language that is used should be clear and relevant but not offensive.



## Skits: Pregnancy is Totally Preventable

**Scene:** *The couple—Jack and Vanessa—are sitting in chairs on one side of the stage, budding. Three other peer educators—Truth Fairies—are standing on the other side of the stage with their backs turned to the audience, wearing wings.*

**Jack:** Come on Vanessa, let's...you know. Don't you love me?  
*(Puts his arm around her and pulls her close)*

**Vanessa:** You know I do, Jack. But...I don't know. What if...what if something happens?

*(Turns to face and talk to audience)* I do love Jack. We've been together for **6 months**, so obviously I've thought about it. But what if I get pregnant?

**Jack:** *(Turns to face and talk to audience, grinning)* Oh man, I'm gonna have sex!

**Vanessa:** *(Talking to herself)* Well...if I get pregnant, at least babies are **really** cute.

**Jack:** *(Talking to himself)* Oh man, I'm gonna have sex!

### About this skit:

This skit involves a couple considering whether or not to have sex. As they are thinking it through they are saying their private thoughts to the audience. When one is thinking out loud or listening to a Truth Fairy the other freezes.

**Vanessa:** *(Talking to herself)* If we have a baby, Jack would stay with me forever. *(Sighs, looks up dreamily)* Awwwww, we'd be such a cute family.

**Jack:** *(Talking to himself)* Oh man, I'm gonna have sex!

*(A peer educator—Truth Fairy 1—turns around and walks to center of stage; Vanessa and Jack look up in surprise)*

**Truth**

**Fairy 1:** *(With some attitude)* Yeah, yeah, yeah, babies are cute for about 10 minutes and then they are a lot of work!

*(Faces audience)* Oh, hi. I'm the Truth Fairy. Not the Tooth Fairy, the Truth Fairy. I'm here to tell **them** the truth. *(Turns back to couple)*

Also, your **friends** are going to think your baby is cute for about 10 minutes too. And then they will probably be busy going to parties, having fun, and graduating from high school. Being a teen parent is hard – don't glorify it.

And one more thing: You and Jack may really care about each other now. But the fact is – 80% of teen parents do not get married<sup>3</sup>.

**Pregnancy is totally preventable.**

*(Walks back to the other Truth Fairies and they turn their back to the audience)*

**Vanessa:** Jack, Jack!

**Jack:** Huh? What?

**Vanessa:** What if I get pregnant?

**Jack:** *(Talking to himself)* Pregnant? Oh, no, no, no, no, no! Vanessa can't get pregnant. I'm not going to be a dad. I've got **things** to do, I'm **not** ready. No **way**!

*(A peer educator—Truth Fairy 2—turns around and walks to center of stage)*

**Truth**

**Fairy 2:** *(With some attitude)* So, you think you're just going to bail on your partner if they get pregnant? You're going to just leave them and **your** baby? You can't walk away from this. Babies need both parents. If you don't want to have a kid yet, or you're not ready to, then don't have sex. **Or** use a condom **and** another reliable form of birth control.  
**Pregnancy is totally preventable.**

**Jack:** Why don't you just go on the pill?

**Vanessa:** The pill? I heard it doesn't work that good? Besides, my cousin got pregnant on the pill. And, what about the side effects? – I heard you gain a **ton** of weight and it messes up your body. And then you're sterile and can't have babies ever.

*(Another peer educator—Truth Fairy 3—turns around and walks to center of stage; They have a noticeably pregnant belly.)*

**Truth**

**Fairy 3:** What are you laughing at? I'm the Truth Fairy that got themselves into **some** trouble by believing myths like that.

*(Faces couple)* Here's the truth. The pill is 99% effective in preventing pregnancy. Maybe your cousin didn't take the pill every day like you're supposed to. And pills used **with** an internal/external condom are your **best** protection against pregnancy if you're going to have sex. I'll tell you what **isn't** effective! *(Points to their belly)* **Having Unprotected sex.**

Now, you want to talk about **weight gain**? Don't talk to **me** about weight gain. I've gained 40 pounds with this pregnancy.

And another thing. You think the pill will "mess up" your body so you can't get pregnant some day? *(Throws head back and laughs)* Ha ha ha ha ha, *(Stares at audience with serious face)* **NO.** That's not true at all, it's another myth. The pill has **nothing** to do with being able to get pregnant later on in life.

Get your facts on point. **Pregnancy is totally preventable.**

*(Vanessa and Jack stare at The Truth Fairies with mouths wide open)*

**Vanessa:** Wow. I guess we have a lot to think about.

**Jack:** Yeah and talk about. So let's go to the movies instead tonight.

**Vanessa:** Good idea. *(They walk off holding hands)*

*(The three Truth Fairies step forward to center of stage)*

**Truth**

**Fairy 1:** A lot of teens think that having a baby will somehow solve their problems – like stop them from being lonely, or help them to keep their partner, or get them attention. But being a teen parent really just makes everything so much harder. There's a lot to do before having children, like hanging with our friends and graduating from high school!

**Truth**

**Fairy 2:** Like a lot of teens, Jack was so focused on having sex they couldn't even talk to Vanessa about what **she** wanted, about protection, or what they wanted for their futures. If you can't talk about these things, then you probably aren't ready to have sex, and that's okay.

**Truth**

**Fairy 3:** Teens believe so many myths about birth control. Get the facts from your parents, your health care provider, or a Teen PEP peer educator. Everybody can choose not to have sex or choose to use a condom and another reliable form of birth control, like the pill. Sex can wait. Remember:

**Truth**

**Fairies 1-3:** *(In unison)* Pregnancy is totally preventable!



## Bridge to Small Group Activities

**Peer Ed.:** Thank you to our actors. *(Applause)* The truth fairies have given Vanessa and Jack a lot to think about. We all need to understand the consequences of sexual activity, think about how we will protect ourselves and our partners from unintended pregnancy **before** we get in a sexual situation. As you saw in the skit, both partners have a role to play in preventing pregnancy. Now we're going to break up into five small groups. First, we're going to talk about the myths and facts about using internal/external condoms. Then, we're going to talk about some of the methods of birth control that are available. Please count with me as I number you off, then look for the peer educator holding a sign with your group's number and go with that peer educator to your small group location.



## Small Group Activity

### Dispelling Condom Myths

**Step 1**

*After introductions, a peer educator in each small group says:*

**Peer Ed.:** In the large group, we heard that pregnancy can be prevented by choosing abstinence or using an internal/external condom and another form of birth control. In this activity, we are going to look at some of the common myths that could stop teens from using a condom. *(Peer educator passes out ten Fact Cards to participants. Some participants may have to work in pairs.)*

**Step 2**

The peer educator places the deck of *Condom Myth Cards* face down in the middle of the circle, and explains that on each card there is an **untrue** statement that some teens believe about condoms (called "myths"). The peer educator will then ask which participant/pair has a *Fact Card* that might prove why the myth is untrue. Those participants will lay their *Fact Card* down underneath the *Myth Card* in the center of the circle.

The peer educator then asks if everyone agrees. If the card is the right match, the peer educator will use the *Discussion Questions & Summary Statements* on the *Facilitator's Guide* to ensure participants understand the information before moving on to the next *Myth Card*. If the cards do not match, the peer educators should help participants find the right *Fact Card* and then use the *Discussion Questions & Summary Statements*.

The process continues until all ten matches have been found.

# Facilitator's Guide:

## Discussion Questions & Summary Statements

### Myth Card: Condoms don't fit right

#### Matching Fact Card:

Most condoms are made out of latex, and are so strong and flexible they can be stretched over a person's arm without breaking<sup>6</sup>!

#### Discussion Question:

1. What sizes do external condoms come in? (*Most condoms come in three sizes: small, standard, and large*)
2. What sizes do internal condoms come in? (*Typically come in one size designed to fit most people depending on brand.*)

#### Summary Statement:

It's important to use a condom that fits properly to protect yourself from unplanned pregnancy. About 85% of people with a penis need to use small or standard condoms. Only 15% need large condoms<sup>7</sup>.

If you're allergic to latex, use a polyisoprene, polyurethane, or nitrile condom.

#### Note:

Each myth card has a matching card, but there may be multiple cards that students offer in response. It is important not to point out ones that are "wrong" (which could make people feel shut down), but instead to help get the group to think about which might be the *best match* before asking the corresponding discussion questions.

After asking discussion questions and reading summary statements for each myth/fact card match, keep those cards together in a separate place, but make sure the other fact cards remain with participants until all matches have been discussed.

### Myth Card: Condoms break

#### Matching Fact Card:

Condoms are tested for strength and quality before they're sold<sup>7</sup>. Condom breakage rates in the US are less than 2%<sup>8</sup>.

#### Discussion Question:

1. How are internal/external condoms tested? (*Condom manufacturing is strictly regulated so that the forms of protection meet FDA recognized industry standards. Testing includes a water leak test for holes, an airburst test checking for strength, and visual examination for other defects.*)
2. What could cause someone to use internal/external condoms incorrectly? (*Lack of knowledge and experience, being drunk or high, using expired protection, storing protection improperly [extreme hot or cold], failure to open the package carefully and tearing the condom.*)

#### Summary Statement:

The most important thing is to know how to use an internal/external condom correctly—and to use one every time you have oral, vaginal, or anal sex. Condom failure is almost always caused by people using them incorrectly<sup>9</sup>. When used consistently and correctly, condoms are highly effective in preventing unintended pregnancy<sup>10</sup>.

*Facilitator's Guide: Discussion Questions & Summary Statements continued*

**Myth Card:** You don't need a condom the first time you have sex.

**Matching Fact Card:**

Because a female bodied person with a uterus never knows for sure when they've ovulated, they can get pregnant any time they have sex—even the first time.

**Discussion Question:**

- Partners also need to use a condom when you or your partner is menstruating (“on your period”). Why do you think this is important? *(Because there is still the possibility that an egg and a sperm can meet to cause a pregnancy—the sperm can live inside the female reproductive system for up to a week, so if an egg is released a pregnancy can occur)*

**Summary Statement:**

There is no free pass or guaranteed safe time of the month. Abstinence from oral, vaginal, and anal sex is the only way to prevent STIs and pregnancy. If you are going to have sex, you must use an internal/external condom correctly every time. You should also use another method of birth control, such as the pill.

**Myth Card:** Using a condom means you don't trust your partner.

**Matching Fact Card:**

Using a condom shows that you care about your health and your partner's health.

**Discussion Question:**

- What makes it easier to talk about condom use with your partner? *(Being in a good relationship that is built on trust, love, and respect; talking about condoms and birth control before you get into a sexual situation)*
- How can you bring up the topic of wanting to use protection with your partner? *(Have a safe space to talk before getting into a sexual situation.)*

**Summary Statement:**

Talking about internal/external condoms is a lot easier than having a conversation after someone becomes pregnant. Stand up for your values, your health, and your decision to use condoms. And if you aren't ready to talk about it, you probably aren't ready to have sex, and that's okay. You and your partner can also choose to wait to have sex until you're both ready to use protection.

**Myth Card:** You don't need a condom if your partner “looks clean” or tells you they don't have an STI.

**Matching Fact Card:**

Pregnancy is not the only thing you have to worry about if you don't use condoms—you could also contract a sexually transmitted infection (STIs), which you can't usually see.

**Discussion Question:**

- Why should sexually active people get tested every year for STIs? *(STIs often go unnoticed. When symptoms do develop, they often are mistaken for something else, such as urinary tract infection or yeast infection. This is why screening for STIs is so important<sup>11,12</sup>)*

*Facilitator's Guide: Discussion Questions & Summary Statements continued*

2. How widespread are STIs? (*Adolescents account for about 10 million new cases of STI's each year<sup>12</sup> and there are 65 million people in the U.S. who are living with an incurable STI<sup>6</sup>*)

**Summary Statement:**

The bottom line is that you cannot tell if a person has an STI by looking at them. Choose abstinence from oral, vaginal, and anal sex to **prevent** STIs and pregnancy, or use an internal/external condom every time you have sex to **reduce your risk** of STIs and pregnancy.

**Myth Card:** You don't need a condom if you use the withdrawal method ("pulling out").

**Matching Fact Card:**

Withdrawal is one of the least effective methods of preventing pregnancy<sup>13</sup>.

**Discussion Question:**

1. Why isn't withdrawal a reliable form of birth control? (*Because it is nearly impossible to know if you're pulling out in time, and even if you do, pre-seminal fluid ("pre-cum") has sperm in it. If sperm and egg have the opportunity to meet in the reproductive tract, the egg could be fertilized and may implant, resulting in a pregnancy.*)

**Summary Statement:**

There is only one 100% effective way to prevent pregnancy, and that's practicing abstinence. The most reliable method for reducing your risk is using an internal/external condom along with a hormonal method of birth control every time you have sex. And remember, having oral, vaginal, or anal sex still puts you at risk for contracting STIs, so you must use protection every time.

**Myth Card:** I'm too young to buy condoms.

**Matching Fact Card:**

People of any age can legally buy condoms<sup>14</sup>.

**Discussion Question:**

1. Where can you go to get internal/external condoms? (*Clinics, doctor's offices, and community health centers often have free condoms, or you can buy them online or in any drugstore, supermarket, or convenience store. Just be sure to get a trusted brand and not a joke item.*)
2. Why is it important to get over the awkwardness about going to a store or clinic to get condoms? (*Internal/external condoms are your best protection at reducing the risk of pregnancy and STIs. Protecting your health and your partners' health should be worth a little embarrassment. Being mature enough to seek out protection is an important step in being responsible for your sexual health.*)

**Summary Statement:**

The vast majority of American teenagers reported using a condom the last time they had sex<sup>15</sup>. Be a part of that statistic and use an internal/external condom the first time and every time you have sex. To find the places nearest to you that give away free condoms, go to [condomfinder.org](http://condomfinder.org). If a store clerk or cashier makes

you feel uncomfortable when trying to buy protection, you can always leave and buy condoms elsewhere, or visit a local health center that provides free ones.

### **Myth Card:** Condoms are awkward and ruin the mood.

#### **Matching Fact Card:**

Nothing ruins has the potential to get awkward and ruin the mood like an unplanned pregnancy.

#### **Discussion Question:**

1. When people say that internal/external condoms are awkward and “ruin the mood”, what are they afraid of? *(They’re afraid that using protection might dull sensations, or that it requires stopping or pausing to put on, that might interrupt the spontaneity of the moment.)*
2. How can partners work together to overcome these feelings? *(Remember that protection comes in various sizes and other options that can increase comfort and sensations. Practice using internal/external condoms on your own to get used to how they work.)*

#### **Summary Statement:**

About 30% of teens will get pregnant at least once before age 20. Getting pregnant, or getting someone pregnant, can change your life forever. Don’t believe the myth—protect yourself and your partners to prevent pregnancy.

### **Myth Card:** A condom is not needed if a partner is on the pill.

#### **Matching Fact Card:**

If sexually active, the best protection against pregnancy is a condom AND a hormonal method of birth control, like the pill.

#### **Discussion Question:**

1. Why does Teen PEP recommend that all couples capable of reproduction always use an internal or external condom and an additional hormonal method of birth control? *(To provide both partners dual protections against pregnancy and reduce their risk of STIs.)*
2. Why is it important for all couples—regardless of gender identity and sexual orientation—to always use internal/external condoms or dental dams? *(To provide both partners with protection to reduce their risk of STIs.)*

#### **Summary Statement:**

Hormonal methods are effective in preventing pregnancy. Condoms are a backup to hormonal methods AND protect you from contracting an STI. Although not all couples are capable of reproduction, everyone regardless of gender identity and sexual orientation who engages in unprotected oral, vaginal, or anal sex places themselves at risk for STIs.

## [Dispelling Condom Myths](#)



## Bridge from Last Activity

**Peer Ed.:** We hope the last activity taught you the facts about using condoms, and gave you some ideas to overcome myths that keep teens from protecting ourselves. Next, we're going to talk about ways to prevent pregnancy and show you the most common birth control methods used by teenagers.

First we will review how a pregnancy occurs: A sperm from a male-bodied partner with testicles and an egg from a female-bodied partner with ovaries, needs to join together (fertilization) in order for a pregnancy to occur. There are three ways to prevent this from happening.

(Peer educator places three signs—**Abstinence, Barrier Methods, and Hormonal Methods**—in the middle of the circle). These are the three types of birth control that can prevent pregnancy.

1. **Abstinence** means not having sex (oral, vaginal, or anal). This is the only 100% effective way to **prevent** pregnancy because the egg and sperm can never meet. How does abstinence work? (*If partners don't have vaginal sex, they can't get pregnant*)
2. **Barrier methods** keep the sperm and egg apart by creating a shield to block the sperm from the egg.  
What is one example of a barrier method? (*Condoms- internal/female, external/male*)
3. **Hormonal methods** are used by the female-bodied partner with ovaries to prevent ovulation—the release of an egg.  
What is one example of a hormonal method? (*Pills, patch, ring, shot, implant, some IUDs*)

**Peer Ed.:** These are all effective in **reducing the risk** of getting pregnant. Now, my co-leader and I are going to begin explaining the birth control methods. Each co-leader pair will explain a different method. We will rotate around to all the groups and by the end, you will have learned about all of the most common birth control methods used by teens.



## Small Group Activity

### Contraceptive Methods

Each peer educator pair will move to a new small group to explain and demonstrate their assigned method(s) of birth control. Each pair uses **8 minutes** to explain their method. Time keeper will instruct pairs when to move to the next group. This way, each group receives information about five different types of birth control.

1. **Abstinence**
2. **Barrier: External/Male & Internal/Female Condoms and Spermicides**
3. **Hormonal: The Pill, The Patch, The Ring**
4. **Hormonal LARCs: The Shot, IUD, Implant**
5. **Emergency Contraception**

**Note:** Peer educators should remind participants not to get lost in the details of each method, but rather focus on the major differences between the methods and the overall advantages of each one. Peer educator pairs present their method(s) using the appropriate *Contraceptive Methods Information Sheet* as a guide. All information sheets are located at the end of this workshop.

[Presenting Contraceptive Methods](#) Google Slides  
[Fact Sheets – Birth Control Methods](#) Google Slides

## Closure/Bridge to Next Session

**Peer Ed. 1:** We hope this workshop has helped you see that teen pregnancy is a really big deal. Becoming a teen parent could forever change your life and your priorities. It's something that can easily be prevented by being abstinent, or using an internal/external condom along with another form of birth control. We know it's not always easy, but it's always worth it.

**Peer Ed. 2:** Today, we've talked about condom myths and facts. Who remembers some of the facts? Pause as participants respond and repeat answers. (*You need to use an internal/external condom every time you have sex, condoms are very reliable and protect you against pregnancy and STIs, and they show you care about yourself and your partner. condoms are easy to use when you know how, we can overcome any embarrassment about using condoms by having open and honest communication with our partners*)

**Peer Ed. 1:** You also had some time to learn about one of the other effective birth control methods, such as hormonal methods like the pill, patch, ring, shot, implant, and IUDs. We will continue with this discussion during our next session. Thank you for your time and attention today.

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## Session 2



### Reintroduction

**Scene:** *Students stand in a line across the stage*

*(One peer educator steps forward)*

**Peer Ed.:** Hi. If you remember from last time, we are Teen PEP-Bridge, which stands for Teen Prevention Education Program. We are here today to continue the workshop, *Later Baby: Pregnancy Prevention*. My name is \_\_\_\_\_.

*(Peer educator steps back in line and all students introduce themselves to the audience)*



### Bridge From Last Session

**Peer Ed. I:** In session one, we talked a lot about how hard an unplanned pregnancy can be on teens, and how important it is to make a decision with your partner to choose abstinence from oral, vaginal, and anal sex, or to choose to use an internal/external condom along with another form of birth control if you are going to have sex.



### Bridge to Small Group Activity

**Peer Ed. I:** Now we are going to continue talking about the various methods of birth control teens can use to prevent pregnancy. In the last session, you should have learned more about 1 specific method. If everyone could go back to the same groups and sit in the same location as before, a new pair of peer educators will join you to present the next birth control method.



### Small Group Activity

#### Contraceptive Methods (4 remaining cycles)

For session 2, complete 4 more cycles. Each peer educator pair will move to a new small group to explain and demonstrate their assigned method(s) of birth control. Each pair should use **8 minutes** to explain their method. A time keeper will instruct pairs when to move to the next small group. In this way, each small group receives information about five different types of birth control:

**Note:**

After all methods have been presented, reconvene groups for the next section of the workshop, which happens in large group.

1. **Abstinence**
2. **Barrier: External/Male & Internal/Female Condoms and Spermicides**
3. **Hormonal: The Pill, The Patch, The Ring**
4. **Hormonal LARCs: *The Shot, IUD, Implant***
5. **Emergency Contraception**

**Note:** Peer educators should remind participants not to get lost in the details of each method, but rather focus on the major differences between the methods and the overall advantages of each one. Peer educator pairs present their method(s) using the appropriate *Contraceptive Methods Information Sheet* as a guide. All information sheets are located at the end of this workshop.

[Presenting Contraceptive Methods](#) Google Slides  
[Fact Sheets – Birth Control Methods](#) Google Slides



## Bridge to Skit

**Peer Ed. 1:** We've talked a lot in this workshop about using protection if you are sexually active. Nationwide, about 50% of high school students have had sex<sup>4</sup>. We know there is a lot of pressure on teens from the media and peers to have sex, often before they are ready. If you are sexually active, you must use an internal or external condom and another reliable birth control method every time you have sex. For a sexually active couple, this is the best way to prevent pregnancy as well as sexually transmitted infections (STIs) and HIV.

**Peer Ed. 2:** We've also talked about abstinence as a birth control method. It is important to remember that about 50% of high school students have **not** had sex. If you are a teenager who has chosen not to be sexually active, we think it is a really smart decision. As you know, not having sex is the only 100% effective way of avoiding unintended pregnancy and sexually transmitted infections. If at any point you change your mind and become sexually active, you must use an internal or external condom and another reliable form of birth control. If you don't, this could happen to you. Our next skit is called *HERE!*



## Skit: *HERE!*

**Scene:** *Two peer educators come forward, and one peer educator is holding a "baby". They stand close to one another and face the audience. Both peer educators look down at the floor and pause between each pair of sentences, indicating time passing.*

**Marla:** *(To audience)* I had no idea having a baby would be so much work. I love my baby but....I have no time to myself anymore. The baby eats every 2 or 3 hours, and then there's the changing and the walking and the crying. I thought my mom would help me more but she says the baby is not **her** responsibility. Luis tries, but I feel like I do most of the work.

*(Turns to Luis and hands them the baby)* **Here.** I have to go get diapers and formula.

**Luis:** Ok...I guess...Shhh... (*Rocking the baby to try to stop them from crying*)

*Freeze*

(*To audience*) Man, coach is so mad at me for missing the game yesterday! But I had to; the baby's been sick and we had to take them to the doctor. Coach says if I miss another day I'll have to give up my starting spot on the team and maybe not make captain next year.

**Luis:** (*Turns to Marla and hands them the baby*) Here. I have to get to practice.

**Marla:** I know. (*Takes baby*)

*Freeze*

**Marla:** (*To audience*) We thought we could do it all – go to school, stay in sports, work, and take care of a baby. It's not true and a lot harder than we thought – something's got to give. And I'm afraid it is going to be school for me.

(*Turns to Luis and hands them the baby*) Here. I'm late for school again.

**Luis:** What? Really? Ok.

**Marla:** (*Begins to walk off, then pauses and turns to audience.*) What's the point...I'm so far behind already I might just drop out.

*Freeze*

**Luis:** (*To audience*) I feel really bad about Marla dropping out of school so I've been trying to be around more to help with the baby. I stay over their house at night until the baby goes to sleep but it's so hard to get any homework done. And I get home so late, I fall asleep in my classes the next day.

**Luis:** (*Hands Marla the baby*) Here. I have to get ready for midterms.

**Marla:** No, wait, but I thought that was last week.

*Freeze*

(*To audience*) I miss my friends; I miss my activities; I miss the way Luis and I used to be together. I feel like the whole world is going on without me. Sometimes I just have to get out of here.

(*Turns to Luis and hands them the baby*) Here. I'm going out with my friends.

**Luis:** Wait. No way. Why can't your mom take care of the baby tonight?

*Freeze*

*(To audience)* I know some partners just bail but I don't want to be like that, I love my baby. Don't get me wrong, I've thought about it a lot lately. I miss hanging out with my friends playing video games. I miss having free time. I just need a break.

*(Turns to Marla and hands them the baby)* **Here.** I'm going out with my friends.

**Marla:** WHAT?! Didn't you see them last weekend?

*Freeze*

*(To audience)* Dropping out of school really hurt – and my mom is so angry. I want to finish high school but I just can't do it with the baby right now. Maybe I can sign up for night classes. Luis and I are both so tired and stressed out that we fight all the time. It's so hard.

*(Turns to Luis and holds out the baby)* **Here.** I have to go to work!

**Luis:** No, wait! I have to go to work!

*(Reaches out to baby, Marla and Luis hold the baby in the middle)*

**In unison:** HERE–YOU take the baby! *(Together, they turn to the audience and hold the baby out to them)*

## ► Processing the Skit

**Peer Ed. I:** This skit showed how an unintended pregnancy can impact a teen's life.

- Name some specific examples of how both Marla and Luis' lives have changed. *(Repeat answers as they are called out)*
- What choices could Marla and Luis have made to prevent this from happening? *(Repeat answers as they are called out)*

## 🌀 Closure

**Peer Ed. I:** We want you to remember that even though there is a lot of misinformation out there, it's important that you get the **facts** about how to prevent pregnancy. We're here to help.

Abstinence is the only 100% effective way to prevent pregnancy and if you do make the decision to have sex, you must use an internal or external condom each time and another reliable birth control method.

Becoming a parent is hard, but becoming a teen parent is **even harder**. We should be aware of all the things that will change, and what we might have to give up—life would never be the same. That's why it's so important to be careful about the sexual decisions we make.

**Peer Ed. 2:** We hope you have enjoyed this workshop on pregnancy prevention and that you have learned some useful information. Thank you for your attention and participation. Please take a few minutes to complete the evaluation form. We will also pass out a homework assignment that you can do with a parent, guardian, or other trusted adult.



## Evaluation

Pass out evaluations and pencils. Ask all participants to fill out an evaluation and hand it in before leaving the workshop.



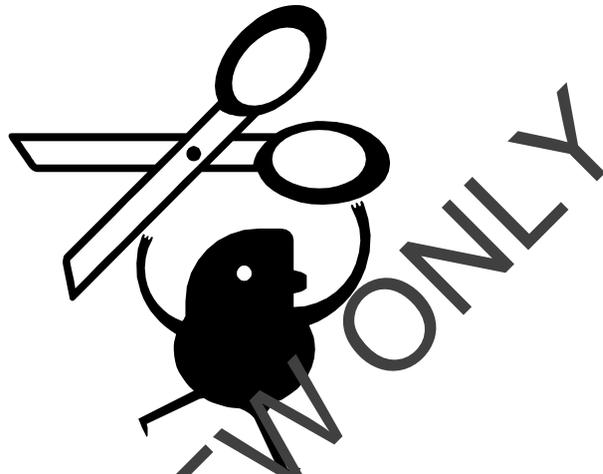
## Homework

Pass out *Parent/Guardian/Caregiver-Teen Homework* handouts to all participants. Instruct participants to complete this handout for homework with their parent/guardian, obtain a signature from their parent/guardian, and return it the next day to their classroom teacher.

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# Workshop Materials & Templates

**About 750,000  
teens become  
pregnant every  
year in the US**

**3 out of 10 girls  
become pregnant  
at least once  
before age 20**

**8 out of 10 of  
these pregnancies  
are not planned**

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**4 out of 5 girls do  
not use birth  
control pills the  
first time they  
have sex**

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**2 out of 5 male  
teens are still not  
using condoms  
every time they  
have sex**

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## Condom Myth Cards

*(Print on card stock and cut out)*

**Myth:**

**Condoms don't  
fit right**

**Myth:**

**Condoms break**

**Myth:**

**You don't need a  
condom the first  
time you have  
sex**

**Myth:**

**Using a condom  
means you don't  
trust your  
partner**

## Condom Myth Cards

*(Print on card stock and cut out)*

### Myth:

You don't need a condom if your partner "looks clean" or tells you they don't have an STI

### Myth:

You don't need a condom if you use the withdrawal method ("pull out")

### Myth:

I'm too young to buy condoms

### Myth:

Condoms ruin the mood

## Condom Myth Cards

*(Print on card stock and cut out)*

### **Myth:**

**A condom is not  
needed if the  
female is on the  
pill**

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## Condom Fact Cards

*(Print on card stock and cut out)*

### Fact:

Most condoms are made out of latex, and are so strong and flexible they can be stretched over a person's arm without breaking!

### Fact:

Condoms are tested for strength and quality before they're sold. Condom breakage rates in the US are less than 2%.

### Fact:

Because a female-bodied partner never knows for sure when they're ovulating, they can get pregnant any time they have sex—even the first time.

### Fact:

Using a condom shows that you care about your health and your partner's health.

## Condom Fact Cards

### Fact:

Pregnancy is not the only thing you have to worry about if you don't use condoms—you could also contract a sexually transmitted infection (STI), which you can't usually see.

### Fact:

Withdrawal is one of the least effective methods of preventing pregnancy.

### Fact:

People of any age can legally buy condoms.

### Fact:

Nothing has the potential to be awkward or ruin the mood like an unplanned pregnancy.

## Condom Fact Cards

### Fact:

If sexually active, the best protection against pregnancy is a condom AND a hormonal method of birth control, like the pill.

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# Abstinence

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# Barrier Methods

FOR REVIEW ONLY

# Hormonal Methods

FOR REVIEW ONLY

**Long-Acting  
Reversible  
Contraceptive  
Methods  
(LARCs)**

FOR REVIEW ONLY

# Abstinence

**Peer Ed. 1:** We're going to talk about abstinence as a method of birth control. To abstain from something means to NOT do it. What kinds of things do people commonly abstain from? (*Sweets, alcohol, sex, drugs*) People have different opinions about what it means to abstain from sex. Teen PEP defines sexual abstinence as not having oral, vaginal, or anal sex. For this workshop, we are talking about the ways to prevent pregnancy, and for that, abstaining from vaginal intercourse is what's necessary.

**Effectiveness:** How effective is abstaining from vaginal intercourse for preventing pregnancy? (*100%*) It is important to remember that all birth control methods have a failure rate. Like other methods, if you don't use them properly, the failure rate increases. If you don't use abstinence consistently, your risk for becoming pregnant is very high.

**Peer Ed. 2:** **What does it look like?** What does abstinence look like? If we were talking about birth control pills, I would show you the pills. It's harder to show abstinence, so I'm going to use this container to represent abstinence. (*Show abstinence object, heart or ball.*) Now, you can see that this abstinence is empty.

**How does it work?** What does it take to make abstinence work? (*Allow a couple of students to answer.*)

Concepts may include:

- Being able to talk to each other
- Assertiveness
- Respect for each other
- Awareness of your personal values
- Communication about boundaries
- Commitment
- A positive vision for the future
- Self-control
- Support from friends
- Alternatives to sex
- Mutual agreement
- Self-esteem
- Information
- Shared values

**Example:** *Okay, good. Trusting your partner helps abstinence to work. I'm going to write trust down on this slip of paper and put it in our abstinence ball. (Distribute slips of paper and pencils.)*

Now I want each of you to think of something else that is needed to make abstinence work and write it on your slip of paper. Hold on to the paper until everyone is done. (*When participants are finished, ask them to read their paper and put it in the abstinence ball.*)

(*Summarize the discussion*)

**Peer Ed. 1:** Staying true to a decision to be abstinent can be very difficult. You will need all of these things like trust, knowledge, and communication in order to be successful. It's important to believe you can be successful.

**Peer Ed. 2:** But remember—if you do change your mind and decide to become sexually active, you must use a condom and another reliable method of birth control.

[What is Abstinence? Google Slides](#)  
[Abstinence Heart activity Jamboard](#)

# External/Male, Internal/Female Condoms & Spermicides

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**Peer Ed. 1:** We're going to talk about the external/male condom, internal/female condom, and spermicides like the vaginal contraceptive film.

**What are they and how do they work?** The external condom is the only birth control method that is designed for male-bodied partners. It prevents pregnancy by forming a barrier between the semen and the female reproductive tract. It keeps the sperm from getting to the egg. The external/male condom also prevents the transmission of sexually transmitted infections (STIs) and HIV.

This is an external/male condom. *(Show unrolled, non-lubricated condom.)* This is a non-lubricated condom—we're using it for the demonstration. *(Peer educator passes condom around circle; takes out another packaged condom and demonstrates the steps of correct condom use on a penis model.)* When you use a condom, make sure it's already lubricated so it won't break as easily.

**Peer Ed. 2: How do you use it?** So, what is the correct way to use a condom?

1. Check expiration date
2. Erection / Sexual Arousal
3. Squeeze air out of the tip of condom
4. Roll condom on to base of penis
5. Sexual intercourse with Consent
6. Hold onto rim of condom
7. Withdraw penis with condom
8. Loss of erection
9. Roll condom off away from partner
10. Dispose of condom

**Peer Ed. 1:** Internal female condoms are similar to external/male condoms in that they're also a barrier method that can prevent both pregnancy and STIs.

**What are they and how do they work?** The internal condom is the only birth control method that is designed for female-bodied partners that also provides protection from STIs/HIV. It prevents pregnancy by forming a barrier between the penis and semen from the female reproductive tract. It keeps the sperm from getting to the egg.

This is an internal/female condom. *(Show unrolled internal/female condom.)* We're using this one for the demonstration. *(Peer educator passes condom around circle; takes out another packaged condom and demonstrates the steps of correct condom use on a vaginal model.)*

**Peer Ed 2: How do you use it?** It's a polyurethane pouch that fits inside a vagina. It has a soft ring on each end. The inner ring fits inside the vagina to hold the condom in place. The outer ring

stays on the outside of the vagina, partly covering the labia. During vaginal sex, the penis is carefully inserted into the pouch through the outer ring of the internal/female condom.

**Peer Ed. 1:** You can also use Vaginal Contraceptive Film (VCF) with the internal/external condoms. VCF is a 1 inch square of spermicide that looks and feels like plastic that is to be used with condoms. The film is folded and inserted into the vagina before intercourse. (*Peer educator opens packet of VCF and shows how to fold it, then passes around circle.*) In 10 minutes the film will melt and provide extra spermicidal protection in case the condom leaks or breaks.

**Peer Ed. 2:** How effective are they? Used alone external condoms are 98% effective, and internal condoms are 95% effective for preventing pregnancy when used correctly. Spermicides like VCF are not effective enough to be used alone without a condom. Condoms are effective in preventing pregnancy and STIs, but sometimes they fail. So if you're going to be sexually active, use a condom and another reliable birth control method every time.

**Important:** When using condoms do not: 1) use oil-based lubricants; 2) use more than one condom at once; or 3) reuse a condom.

**What are the advantages?** Internal/External condoms and spermicides (VCF) can be obtained easily without a prescription from a drug store or supermarket or from a clinic or health care center. They have no serious health risks and are very effective when used correctly every time.

**What are the side effects or health risks?** Some people may have an allergic reaction to spermicide or latex. If a rash occurs, use a polyurethane or polyisoprene (*pol-ee-ahy-sub-preen*) or nitrile condom or try a different spermicide.

**Peer Ed. 1: Where do you get them?** You can buy internal/external condoms and spermicides (VCF) in the drug store. They are usually located in the same area. You can also get free condoms at some clinics or health centers. There are a lot of different kinds of condoms. Make sure you use condoms that have the following qualities:

- 1 **Latex:** Because it's strong and provides a good barrier for sperm, STIs and HIV. If you are allergic to latex, use a polyurethane or polyisoprene (*pol-ee-ahy-sub-preen*) or nitrile condom.
- 2 **Reservoir tip (external condoms only):** To catch the semen when the male-bodied partner ejaculates
- 3 **Lubricated:** Because it causes less friction during intercourse so the condom is less likely to break and is more comfortable for your partner. Never put oil-based lubricants like Vaseline or baby oil on a condom because it will cause it to break.

# Birth Control Pills, The Patch, & The Ring

**Peer Ed. 1:** We're going to talk about three hormonal methods: Birth Control Pills, The Patch (Ortho Evra), and The Ring (NuvaRing). *(Peer educator places the three methods in the middle of the circle.)*

**What are they and how do they work?** All three methods contain the female hormones estrogen and progesterone. They prevent pregnancy in three ways:

1. Primarily, hormones prevent ovaries (stops ovaries from releasing eggs).
2. Hormones thicken cervical mucus to make it harder for sperm from getting into the uterus.
3. The hormones also cause thinning of the uterine lining so that implantation is less likely to occur.

**Birth Control Pill:** Take one pill by mouth every day. The first 3 weeks contain the hormones; the 4th week usually has hormone-free pills. Some brands have more than 3 weeks of hormones to extend the time between periods.

**The Patch:** Put a new patch on the skin (*arm, shoulder, back*) once a week for 3 weeks; 4<sup>th</sup> week = no patch

**The Ring:** Insert ring into the vagina and leave in place for 3 weeks, remove and discard; 4<sup>th</sup> week = no ring

Most methods have a hormone free 4<sup>th</sup> week. As the hormone level drops, it causes the female body to get their period during the 4<sup>th</sup> week. They are still protected from pregnancy in the 4<sup>th</sup> week because they built up enough of the hormones in 3 weeks to protect them for the 4<sup>th</sup>.

**Peer Ed. 2:** **How effective are they?** The pill, patch, and ring are very effective in preventing pregnancy. Used properly they are all over 99% effective. They do **NOT** prevent the transmission of STIs or HIV.

**What are the advantages?**

- Menstrual periods are often predictable, shorter, lighter, and less painful
- Lower incidence of non-cancerous breast cysts or lumps
- Lower incidence of cancer of the ovaries and lining of the uterus

**What are the side effects or health risks?** Some users have side effects such as slight weight gain, mood changes, and irregular bleeding. These side effects are mild and usually go away. The average weight gain on most hormonal methods is zero. Hormones can increase the clotting factors in the blood and put people with uterus at a slightly increased risk of developing a blood clot that could cause a heart attack or stroke. Smoking increases this risk, so people taking hormones should not smoke.

**Peer Ed. 1:** **Where do you get them?** Hormonal methods can be obtained at a clinic or pharmacy. They must be prescribed by a clinician.

**Why should you use condoms if you or your partner is on the pill, patch, or ring?** To prevent STIs and HIV and because using condoms shows you care about yourself and your partner.

Centers for Disease Control & Prevention. 2015. Retrieved from <http://www.cdc.gov/reproductivehealth/unintendedpregnancy/contraception.htm>.

FOR REVIEW ONLY

# LARC (Long-Acting Reversible Contraception)

---

**Peer Ed. 1:** We're going to talk about 3 long-acting reversible contraceptive methods. Long-acting means that the method lasts from 3 months to 12 years. Reversible means that the female-bodied partner can stop using the method at any time if they want to get pregnant. The three methods are the implant (Nexplanon), the IUD (intra-uterine device) and the shot, (Depo Provera). *(Show samples and/or photos of each method)*

**What are they and how do they work?** Long-acting reversible contraception are birth control methods which last from 3 months to 12 years, and which can all be stopped at any time to return to fertility.

**The Shot:** Depo Provera is a shot of progesterone-only that a person with ovaries must receive every 3 months. The hormone keeps the ovaries from releasing eggs and thickens cervical mucus to block sperm from getting into the uterus. It also thins the lining of the uterus so that implantation is less likely to occur.

**The Implant:** Nexplanon is a single rod containing estrogen and progestin that is inserted just under the skin of a female's upper arm. It can be left in place for 3 years. It thickens cervical mucus to block the sperm from reaching an egg and affecting the ability of the sperm to swim towards the egg. In some cases, implants could also keep the ovaries from releasing eggs or thin uterine lining, which can prevent implantation.

Both the shot and the implant contain hormones that prevent the ovaries from releasing eggs and thicken cervical mucus to block sperm from getting into the uterus. The lining of the uterus also thins so that implantation is less likely to occur.

**The IUD** is a small flexible device made of soft plastic or copper. It is inserted into the uterus by a health care provider. There are two IUD's available:

- Hormonal (Mirena, Kyleena, Liletta, Skyla) contains the hormone progesterone and can stay in place for 5 years
- Copper (Copper T, Paragard) which is made of plastic and copper and can stay in place for 10 years

IUD's prevent pregnancy by thickening cervical mucus to block the sperm from reaching an egg and affecting the ability of the sperm to move towards the egg. The hormone in Mirena also keeps the ovaries from releasing eggs. IUDs can also prevent implantation.

**Peer Ed. 2:** **How effective is it?** The shot, the implant and the IUD are the most effective types of birth control because they are long-acting and therefore have little human error. They are over 99% effective. They do **NOT** prevent the transmission of STIs or HIV.

**What are the advantages?** LARCs are advantageous for the following reasons:

- Long, worry-free contraception
- Can be used for 3 months, 3 years, 5 years or 10 years

- The most effective birth control methods available
- They are quickly reversible
- No need to remember to take a pill every day

**What are the side effects or health risks?**

- The most common side effect is unpredictable bleeding or spotting. Many users eventually get no periods at all. It is okay not to get a period when you're taking hormones.
- Some people who take LARCs report having headaches or longer and heavier periods.
- Some users of IUDs experience mild pain during insertion, irregular periods, or heavier periods with worse menstrual cramps, and pain during removal.

Peer Ed. 1: **Where do you get them?** LARC methods can be obtained at a clinic or doctor's office. They must be administered by a clinician.

**Why should you use condoms if you or your partner is on a LARC?** To prevent STIs and HIV and because using condoms shows you care about yourself and your partner.

FOR REVIEW ONLY

# Emergency Contraception

**Peer Ed. 1:** We're going to talk about Emergency Contraception (EC). Two brand names are Plan B and Ella. Some people call this the *morning after pill*, but it is important for you to know that you have up to 5 days to take these pills to prevent pregnancy if you have unprotected vaginal sex or a condom breaks.

**What are they and how do they work?** This is emergency contraception. (*Show packet of Plan B or Ella*) EC are pills that contain progesterone, one of the hormones in birth control pills. The pills are taken to prevent a pregnancy if a couple has unprotected sex or a condom breaks. The increased dose of progesterone interrupts the female cycle wherever it is at the time. It may prevent ovulation (*the release of an egg*), fertilization (*the sperm and egg joining*), or implantation (*the fertilized egg implants into the uterus*) by changing the female's chemical balance. EC does **not** cause an abortion. If the female partner is already pregnant, EC will have no effect.

**Peer Ed. 2: How effective are they?** EC is most effective if taken within 72 hours (Plan B) or up to 5 days (Ella) after unprotected vaginal sex and if you receive two pills, take both at the same time. EC will prevent a pregnancy that would have occurred 85% of the time.

**What are the advantages?** EC is a safe and effective way of avoiding the difficult consequences of unintended pregnancy.

**What are the side effects or health risks?** There have been no serious side effects from taking EC. It is very safe.

**Peer Ed. 1: Where do you get it?** Emergency Contraception can be obtained at a clinic or pharmacy. Plan B does not require a prescription and can be purchased over the counter without age restriction. Ella requires a prescription from your doctor, but also has no age restriction.

## Important:

Emergency contraception is to be used in an emergency, **NOT** as a regular form of birth control. If you need emergency contraception, it is a good reminder that you need to get on a reliable method of birth control. Hormonal methods are over 99% effective; Plan B/Ella is only 85% effective. Plan B/Ella is great in an emergency, but is not good enough (and too expensive) for everyday use.

**How will you know if it works?** You can take a pregnancy test 10 days or later after unprotected vaginal sex. If you get your period before 10 days, you will know that you are **not** pregnant. If their period does not start within 2 to 3 weeks, they should take another pregnancy test.



## Later, Baby: Pregnancy Prevention Workshop Evaluation

<i>Please rate how much you agree or disagree with each statement by making a check mark in the appropriate box.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
This workshop helped me learn facts about internal/external condoms.					
This workshop has taught me about the birth control methods that prevent pregnancy					
This workshop helped me realize all the things you need to think about before becoming sexually active.					

\_\_\_\_\_ is the only 100% effective way to prevent pregnancy.

Please name one way becoming a teen parent would negatively impact your life: \_\_\_\_\_

Please list 3 **forms of birth control methods** that can help prevent pregnancy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

<i>Please rate the presenters on the following by placing a check mark in the appropriate box.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The presenters clearly explained the directions for each activity.					
The presenters were well prepared and organized.					



# Pregnancy Prevention

## Parent/Guardian – Teen Homework

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

### Purpose

To provide a structure for communication between parents/guardians/caregivers and teens on the topic of pregnancy prevention

### Directions

#### Step 1

Together, read out loud the workshop take home messages below.

#### Workshop Take Home Messages

- Abstinence is the only 100% effective way to prevent pregnancy.
- Becoming a teen parent will have a dramatic impact on one's life and is 100% preventable.
- A sexually active couple must use a reliable method of birth control correctly and every time they have sex, in order to prevent pregnancy.
- Know the facts about internal/external condoms and use one every time you have sex.

#### Step 2

Teens should share with parents/guardians their answers to the following questions.

1. What was the most important thing you learned from this workshop?

#### Step 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. What makes it hard for people to remain abstinent? What are the benefits of being abstinent?
2. What do you think are some of the myths teens believe about condoms? What are some of the facts?
3. How would being a parent as a teenager affect a person's life?

#### Step 4

Parents/guardians should share with teens their answer to the following question.

4. What values do you want your child to receive from you regarding this topic?

#### Step 5

Please sign and date below, indicating to the advisor that this assignment has been completed.

X \_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_ Date

# Unit Nine

## Preparing for Middle School Family Night

Volume I • 2020



*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

### TEEN PREVENTION EDUCATION PROGRAM

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TEEN PREVENTION EDUCATION PROGRAM BRIDGE

# Unit Nine

## Preparing for Middle School Family Night

★ <b>Overview</b> 	.....	1
(15 minutes)		
★ <b>Preparing for Family Night</b> 	.....	3
(40 minutes)		
★ <b>Spread the Word</b> 	.....	7
(30 minutes)		
★ <b>Where Do We Learn About Puberty?</b> 	.....	8
(20 minutes)		
★ <b>Preparing for the Family Night Panel</b> 	.....	11
(30 minutes)		

FOR REVIEW ONLY

# Family Night Overview

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is **to provide peer educators with a general overview of the topics to be discussed in the unit.**

## Directions

### Step 1

Distribute copies of the handout, *Family Night: Overview* to each peer educator. Have students go around, reading aloud one paragraph at a time.

### Step 2

Discuss the following question.

1. Why is it important that both teens and parents talk openly about sexual health issues? (*So parents can make their values clear and young people can make use of a valuable resource of knowledge and support*)

### Step 3

Have students turn to a partner and share any experience they have had talking to a parent or guardian about a sexual health issue (*such as puberty or sex*). Lead a discussion with the large group by asking the following questions:

1. By a show of hands, how many people report having **no** experiences talking to a parent or guardian about a sexual health issue?
2. What makes it hard to talk to parents or guardians about these issues?
3. What positive experiences have some people had talking about these issues with a parent or guardian?



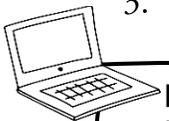
## Total Time:

15 minutes



## Materials

- A copy of the *Family Night: Overview* handout for each peer educator



## Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

### Google Slides:

[https://docs.google.com/presentation/d/1sXiyUhIGCb50iXB93ywgCSHPjFr4GOveL1hmM0\\_ygOo/copy#slide=id.ga6e92785b1\\_0\\_0](https://docs.google.com/presentation/d/1sXiyUhIGCb50iXB93ywgCSHPjFr4GOveL1hmM0_ygOo/copy#slide=id.ga6e92785b1_0_0)

## Family Night Overview

Studies show that teens who feel they can talk with their parents about sex are more likely to postpone first intercourse, more likely to use protection when they have sex, and are less likely to engage in high-risk behavior than those who do not feel they can talk with their parents<sup>1</sup>. At the same time, research demonstrates that *most* parents do *not* talk openly with their children about sex. This can be attributed to their own discomfort with the topic and not feeling equipped with accurate information. Both teens and parents report that they want to have honest discussions with one another about a range of topics including sexuality, but do not know how to begin.

Hosting *Family Night* provides an opportunity for parents and teens to talk about issues such as puberty, sex, relationships, and communication. The event begins with thought-provoking skits followed by small group discussion. The overall goal is to decrease some of the fears and discomfort surrounding conversations about sexual health issues.

Parents who have attended *Family Night* have indicated that because of their participation they are more likely to initiate a conversation about sexual health issues with their child and are more comfortable having that conversation.

The following unit includes activities and resources to help you plan and prepare for your *Family Night*.

### Objectives

By the end of this unit, you should be able to:

- Describe two reasons why it's important to host *Family Night*.
- Understand the ways in which working with adults is different than working with peers.
- Describe three messages you received about puberty from your family, peers, the media, and your school background.
- Offer three recommendations for how parents/guardians and teens can talk about sexual health issues.

### Take Home Messages

As peer educators, you will also be expected to make sure Family Night participants understand the following *Take Home Messages*:

- It is important to understand how one's own values and attitudes regarding sexual health influence the messages parents/guardians give their children.
- Teenagers want and need guidance from parents/guardians and other trusted adults regarding decisions about sexual health.
- Communicating with parents/guardians and other trusted adults is important in preventing pregnancy, sexually transmitted infections, and HIV among teenagers.

# Preparing for Family Night

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **plan and prepare for *Family Night***.

## Directions

### Step 1

Explain to students that *Family Night* is a workshop designed to both showcase Teen PEP at your school and to help parents/ guardians become more comfortable discussing sexual health issues with the teens in their lives.

Distribute copies of *Let’s Talk: A Family Night Workshop* to peer educators and do a read through aloud, as a class.

### Step 2

Discuss the following questions.

1. How is *Family Night* similar to other workshops we have done? (*The format is similar: introduction, skits, small groups, large group activities, closure*)
2. How is *Family Night* different from other workshops we have done? (*Family Night is the only workshop where adults are participants, there is a panel discussion, it takes place in the evening, and includes refreshments and a break.*)
3. Who should be invited to *Family Night*? (*Record responses on newsprint*)

#### Sample responses

- Parents/guardians of Teen PEP members
- Middle school outreach participants and their parents/guardians
- Potential peer educators
- School administrators
- Faculty
- Community members
- Board of Education members
- Parent-teacher association members
- Local politicians/representatives
- Local media/press

4. Why is it important for teens and their parents to attend *Family Night* together? (*To establish a healthy practice of open communication about sexual health issues in a safe environment*)

 **Total Time:**  
40 minutes

 **Materials**  
 Newsprint and markers

5. What does Teen PEP at this school have to gain from hosting a successful *Family Night*? (*Parent support, faculty and administrative support, community support, possible funds if someone chooses to help pay Teen PEP expenses as a result of participating in the workshop, recruitment of new applicants*)

Explain to students that a successful *Family Night* is a great way to get support for Teen PEP-Bridge in your school. Preparing for it is a group effort, just like other outreaches.

### Step 3

Remind students that working with adults will be different than the experience they have had so far working with their peers. Be sure to discuss the following points:

- Your parents/guardians and other family members will not be in your small group so you do not have to worry about feeling uncomfortable leading a discussion with your own family.
- Adults may be more talkative than your peers during activities.
- It will be important to keep the group on task in order to move through the activities. Don't be afraid to stop a conversation that has gone off topic. Use your facilitation skills, such as summarizing and moving on, as you would in any workshop.
- While the discussion may guide itself, it is still important to have some follow up questions to keep the discussion on track.
- During the *Where Do We Learn about Puberty?* activity, the adults in your group will be very interested in the messages you received as well. While facilitating the activity, it is encouraged that you share the messages you received about puberty.
- Adult participants are usually extremely supportive and appreciative of peer educators.

Ask students if there are any concerns or questions they have about working with adults and address each before moving on.

### Step 4

Using the *Eleven-Step Process* in the *Workshop Planning Guide*, prepare for this workshop and assign parts as a class like you would with any other workshop. Make sure all students get at least one part. Do not split the class into performance teams for this workshop. Move on to the next unit and continue preparing for the workshop the same way you have prepared for other outreaches, with rehearsal time and small group practice.

See the *Things for Advisors to Consider* on the next page and be sure to do the background work needed to prepare for *Family Night*.



#### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1JVQ5fa5pIXCSna-gofpCwIEfAKdQtZ3V/copy#slide=id.ga6e28f47e2\\_0\\_19](https://docs.google.com/presentation/d/1JVQ5fa5pIXCSna-gofpCwIEfAKdQtZ3V/copy#slide=id.ga6e28f47e2_0_19)

## Things for Advisors to Consider

In preparing for *Family Night*, it is important to be organized. The following will help advisors coordinate the evening:

### Logistics

- Coordinate the date and location with school administrators. Be sure to avoid scheduling *Family Night* on a date where other major activities are taking place.
- Get all appropriate building permits and security for after-hours events.
- Be sure transportation is available for people to get to the school.
- Organize on-site babysitting services for participants who have children under the age of 10.
- Order or arrange for refreshments.
- Develop and submit press releases and invite local media.
- Secure a volunteer to take photographs.

### Materials

Please see *Let's Talk: A Family Night Workshop* for lists of all materials needed for the workshop.

### Invitations

Visit [www.TeenPEP.org](http://www.TeenPEP.org) for *Family Night* invitation templates. You can fill in your own information and print them right from the website.

If you do not want to use the templates on the Teen PEP website, feel free to design your own invitations.

### Publicity

In the following *Spread the word* activity, peer educators will brainstorm ideas for publicizing the event. This involves a homework assignment for which they can be graded.

### Agenda

On the following page is an agenda for advisors to use during *Family Night*. The times provided are suggested and you can start and end at whatever time works for your school.

# Let's Talk: A Middle School Family Night

## 6:30 p.m. – 9:00 p.m.

---

### *Sample Agenda for Advisors*

- 6:30 p.m. Participant arrival; coffee**
- 6:45 p.m. Large Group Welcome**
- Advisor Welcome
  - Round of Questions
  - Presenter Introduction
  - Workshop & Teen PEP Introduction
- 7:00 p.m. Skits**
- Stop the Madness
  - Homework
  - Hanging Out
  - Privacy and Trust
  - Slamming Doors
- 7:15 p.m. Small Groups**
- Where Do We Learn About Puberty?
- 7:45 p.m. Break (Refreshments)**
- 8:00 p.m. Large Group**
- Processing: Where Do We Learn About Puberty?
  - Questions and Answers: Student Panel
  - Teachable Moments
  - Skit: Just a Moment
- 8:45 p.m. Closure and Evaluations**
- Final reflections
- 9:00 p.m. Refreshments**

FOR REVIEW ONLY

# Spread the Word

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **brainstorm ideas for publicizing *Family Night* and assign tasks to students.**

## Directions

### Step 1

As a group, brainstorm responses to the following question: *How can we publicize Family Night*, and record on newsprint. See sample list that follows:

#### How Can We Publicize Family Night?

- Posters in school
- Flyers in community
- Facebook event
- Evite
- Announcements in school
- Announcements at outreach workshops
- YouTube video
- School website/email list
- Mailed invitations

### Step 2 Homework

Have students commit to doing one of the suggestions from the brainstorm list to help publicize *Family Night* and write their name next to the item. For example, several students can make posters, a student can create flyers to hang around school, another can create a Facebook event, students can work together to create a video, etc. This should be done as a homework assignment with a deadline. Be sure to approve everything before it gets sent out or posted publicly.

 **Total Time:**  
30 minutes

 **Materials**  
 Newsprint and markers



### Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

#### Google Slides:

[https://docs.google.com/presentation/d/1JVQ5fa5pIXCSnagofpCwIEfAKdQtZ3V/copy#slide=id.g6e28f47e2\\_0\\_19](https://docs.google.com/presentation/d/1JVQ5fa5pIXCSnagofpCwIEfAKdQtZ3V/copy#slide=id.g6e28f47e2_0_19)

# Where Do We Learn About Puberty?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to experience the *Where Do We Learn About Puberty?* activity for use with adults.

## Directions

### Step 1

Remind students that they participated in an activity on the retreat called, *Where Do We Learn About Sex?* Explain that they will be facilitating a very similar activity with parents/guardians and others at *Family Night* about where they learned about puberty. The purpose of the activity is to examine what messages participants received about puberty. Explain that you will complete the activity now in preparation for leading it during *Family Night*.

### Step 2

Distribute an index card to each peer educator. Show the class the poster for the workshop and explain that they should fill in the four corners and middle of their index card by reading the following prompts, which correspond with the poster:

- Please take your index card, and in the **top left** corner of the card, write three messages you received from your **parents/families** about puberty as you were growing up.
- (*Participants should be given time to think about this, then write the messages individually on their cards. Remind participants that **silence or no message** is also a message.*)
- Next, in the **top right** corner, write three messages you received from your **peers/friends** about puberty as you were growing up. (*Pause; give participants time to write their answers*)
- In the **bottom left** corner write three messages you received from the **media/society** about puberty as you were growing up. (*Pause; give participants time to write their answers*)



## Total Time:

30 minutes



This activity appears in the workshop

## Materials



A *Where Do We Learn about Puberty?* poster with the phrases “3 Messages from” in each of the four corners (*see sample on next page*)



A blank index card for each peer educator

- In the **bottom right** corner write three messages you received from **school/other** about puberty as you were growing up. (*Pause; give participants time to write their answers*)
- Finally, in the **center** of the card, write what messages you would like your **children/future children** to receive. (*Pause; give participants time to write their answers*)

► **Sample Poster/Card**

3 Messages from Parents/ Family	3 Messages from Peers/Friends
What messages do you want your children to receive?	
3 Messages from Media/Society	3 Messages from School/Other

**Step 3**

Start with *Messages from Parents/Family* and have each participant share **one** message that stands out to them, allowing for 5 minutes of conversation. Repeat this process for each of the other three corners.

**Step 4**

Discuss the following question.

1. Which messages influenced you the most and why?

**Step 5**

Instruct peer educators to take a look at the messages they wrote in the middle of their index card. Discuss the following questions.

1. What are some of the messages you came up with?
2. How are the messages you want your future children to receive different from the messages you received?

**Step 6**

Read the following to peer educators:

When you lead this activity at *Family Night*:

- The peer educator who introduces the activity will use the poster to help participants fill out their cards.
- Participants will fill out their cards in the large group and then be divided into small groups.

**Step 7**

Discuss the following questions.

1. How do you think the responses of adults will be different from your responses when we did this activity? How might they be similar?
2. Which categories do you think might change from generation to generation? (*Media messages, peer messages*) How might they be different?
3. What is the value of doing this activity with adults and teens together? (*They can listen to one another and increase their understanding about sexual pressure growing up; they can hear from one another the messages that are valuable for young people to hear from their parents*)

FOR REVIEW ONLY

**Materials for Virtual Learning**

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP-Bridge curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1JVQ5fa5pXCSna-gofpCwIEfAKdQtZ3V/copy#slide=id.ga6e28f47e2\\_0\\_19](https://docs.google.com/presentation/d/1JVQ5fa5pXCSna-gofpCwIEfAKdQtZ3V/copy#slide=id.ga6e28f47e2_0_19)

# Preparing for the Family Night Panel

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help familiarize peer educators with the possible questions that may be asked during the panel discussion for *Family Night*.

## Directions

### Step 1

Explain to students that the panel discussion at *Family Night* offers parents an opportunity to ask teens questions about parent/teen communication, teen behavior, and Teen PEP-Bridge. They should take this activity seriously; how they respond to the questions is critical to the success of the workshop. Distribute copies of the *Tips for the Family Night Panel* handout to each peer educator. Go around, having students read one tip at a time.

After reviewing the handout, ask students if they have any other questions or concerns about the *Family Night* panel discussion. Be sure to respond to each question/concern.

### Step 2

Using the following questions, hold a practice panel discussion. Explain to students that some of these questions will be asked at *Family Night* and this is an activity to practice giving responses. Give constructive feedback about their responses.

1. What can adults do to help their children feel more comfortable coming to them with questions?
2. What messages do teens want to hear from adults about puberty, relationships, and other sexual health issues?
3. How has being a part of Teen PEP-Bridge impacted you personally?
4. As a peer educator, what have you learned that you didn't know before?
5. What would students miss if Teen PEP-Bridge wasn't at their school?
6. What is your favorite part of Teen PEP-Bridge?

 **Total Time:**

30 minutes

 This activity appears in the workshop

## Materials

- A copy of the *Tips for the Family Night Panel* handout for each peer educator



## Materials for Virtual Learning

If your group is meeting virtually, use modified directions and materials found at one of the following links. You can also access these links from the Teen PEP curriculum website:

Google Slides:

[https://docs.google.com/presentation/d/1sRebn00v8y5Ymtsvn8G\\_515YwzMCqjhgysbj1BwpM/co py#slide=id.g6e6632109\\_0\\_0](https://docs.google.com/presentation/d/1sRebn00v8y5Ymtsvn8G_515YwzMCqjhgysbj1BwpM/co py#slide=id.g6e6632109_0_0)

## Tips for the Family Night Panel

### Speak loudly and clearly.

**Know your audience.** Remember that many people in the audience are adults. They will be curious about what teens are doing. While you should not lie to them about what teens are doing, you also do not want to scare them. For example, you can be honest when answering a question and say that some middle schoolers are sexually active or that drugs and alcohol are available, but be sure to include the fact that teens do not have to participate in these activities if they don't want to.

**Share the load.** Not every peer educator should respond to every question. If you do not have something new to say, don't feel you have to respond. There is no need to repeat each other.

**Be mindful of the time.** The panel has a limited amount of time assigned to it and the purpose is to get through as many questions as possible. Advisors may not call on you even if your hand is up. Do not take this personally, as they will need to move on to other questions.

**Beware of sharing personal information.** Even if questions are asked about a specific teen or behavior, they should be answered about teens in general. There is no need to share your own personal experiences during the panel discussion, except when asked about your experiences as a Teen PEP Bridge peer educator.

**Trust your advisors.** During the break at *Family Night*, your advisors will go through the questions and pick the most appropriate ones to ask. There will not be personal questions asked so there is no need to worry that you will be put on the spot to talk about your own behavior.

**Don't act as an expert.** The purpose of the panel is for you to share your insight and experience. If a question comes up that requires factual information that you do not know, pass it back to your advisor—do not relay misinformation. Also, do not act as an expert on what **all** teens think, need, or do.

# Curriculum Feedback Form

## Unit 9: Preparing for Family Night



Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_

No. of class periods to complete unit: \_\_\_\_

Please indicate the month the unit was taught:

September	October	November	December	January	February	March	April	May
<input type="checkbox"/>								

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

FOR REVIEW ONLY

Please scan and email to [info@supportiveschools.org](mailto:info@supportiveschools.org) • Attn: Teen PEP Research & Administrative Associate or complete online at [www.TeenPEP.org](http://www.TeenPEP.org)

# Let's Talk

## A Family Night Workshop

Volume I • 2020



*High School Students Equipping Middle School Students with Knowledge and Skills to Make Healthy Decisions*

### TEEN PREVENTION EDUCATION PROGRAM

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TEEN PREVENTION EDUCATION PROGRAM

# Let's Talk

## A Middle School Family Night Workshop

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FOR REVIEW ONLY

# Let's Talk:

## A Middle School Family Night Workshop Overview

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### ► Workshop Objectives

After participating in this workshop, participants will be able to:

- **Identify** the ways they learned about puberty.
- **Communicate** at least one message they want their children to receive about puberty.
- **Demonstrate** increased comfort in talking about sexual health issues with teens.
- **Describe** one way they can initiate conversations about a sexual health issue with teens.

### ► Take Home Messages

This dynamic and fun workshop gives parents/guardians and teenagers the opportunity to talk about issues such as privacy, trust, puberty, dating, friends, and independence. The goal of this workshop is to decrease some of the fears and discomfort surrounding talking about sexual health issues relevant for middle-school students. Parents/guardians explore views about puberty and pose questions to current Teen PEP members.

While conducting the workshop, peer educators should keep in mind the major messages for participants to *take home*.

- It is important to understand how one's own values and attitudes regarding sexual health influence the messages we give our children.
- Teenagers want and need guidance from parents/guardians and other trusted adults regarding decisions about sexual health, including puberty and healthy relationships.
- Communicating with parents/guardians and other trusted adults is important in preventing pregnancy, sexually transmitted infections, and HIV/AIDS among teenagers.

# Workshop Agenda

## ► 2 hour workshop

	Time
Attention-Getting Skit: <i>Round of Questions</i>	2 minutes
Presenter Introduction	4 minutes
Introduction to Teen PEP	4 minutes
Workshop Introduction	3 minutes
Bridge to Skits	2 minutes
Skits	10 minutes
★ Stop the Madness	4 minutes
★ Homework	2 minutes
★ Hanging Out	1 minute
★ Privacy and Trust	1 minute
★ Slamming Doors	1 minute
Bridge to Small Group Activity	1 minute
Small Group Activity	30 minutes
★ Where Do We Learn About Puberty?	
Bridge to Break	1 minute
Break	15 minutes
Bridge to Large Group Activities	2 minutes
Large Group Activities	35 minutes
★ Where Do We Learn About Puberty Processing	5 minutes
★ Questions and Answers: Student Panel	25 minutes
Bridge to Teachable Moments	1 minute
Skit: <i>Just a Moment</i>	3 minutes
Q & A and Closure	3 minutes
Evaluation	4 minutes

# Workshop Materials

Activity	Materials	Template Provided
<b>Skit:</b> <i>Stop the Madness</i>	<input type="checkbox"/> Poster board frame that resembles a television screen <input type="checkbox"/> Props for television characters <input type="checkbox"/> Sign with name of skit: <ul style="list-style-type: none"> <li>▪ Round of Questions</li> </ul>	✓
<b>Overview of Workshops</b>	<input type="checkbox"/> 5 signs with name of each skit: <ul style="list-style-type: none"> <li>▪ 6<sup>th</sup> Grade: Puberty</li> <li>▪ 6<sup>th</sup> Grade: Healthy Relationships</li> <li>▪ 7<sup>th</sup> Grade: Postponing Sexual Involvement</li> <li>▪ 7<sup>th</sup> Grade: Human Reproduction</li> <li>▪ 8<sup>th</sup> Grade: Pregnancy Prevention</li> </ul>	✓ ✓ ✓ ✓ ✓
<b>Skits:</b> <i>Skit Props</i>	<input type="checkbox"/> 5 signs with name of each skit: <ul style="list-style-type: none"> <li>▪ Stop the Madness</li> <li>▪ Homework</li> <li>▪ Hanging Out</li> <li>▪ Privacy and Trust</li> <li>▪ Slamming Doors</li> </ul> <input type="checkbox"/> Skit props	✓ ✓ ✓ ✓ ✓
<b>Small Group Activity:</b> <i>Where Do We Learn About Puberty?</i>	<input type="checkbox"/> <i>Where Do We Learn About Puberty?</i> poster <input type="checkbox"/> One 5 x 7 index card for each participant <input type="checkbox"/> One 3 x 5 index card for each participant for panel questions <input type="checkbox"/> Pens or Pencils	
<b>Large Group Activity:</b> <i>Teachable Moments</i>	<input type="checkbox"/> Poster of <i>Teachable Moments Steps</i> : <ul style="list-style-type: none"> <li>▪ Identify current topic</li> <li>▪ Listen without judging</li> <li>▪ Briefly state opinion</li> <li>▪ Follow teen's lead</li> </ul> <input type="checkbox"/> Copies of <i>It's Never too Early; It's Never too Late</i> handout	✓
<b>Skit:</b> <i>Just a Moment</i>	<input type="checkbox"/> Sign that says <b>Two Days Later</b>	✓
<b>Evaluation</b>	<input type="checkbox"/> Evaluation form for each participant <input type="checkbox"/> Pens or pencils for each participant	✓

# Let's Talk:

## A Family Night Workshop

### Welcoming Participants

#### Step 1

As adults and students enter the room, peer educators and advisors greet them and have them fill out a name tag from a registration table near the door.

Peer educators direct participants to sit facing the performance area.

### Attention-Getting Skit: Round of Questions

*Scene: Peer educators enter from off stage and form a line across the presenting area with their backs to the audience. From left to right, each student turns and says their line in a clear and loud voice and remains facing forward. When the last student delivers their line, the first student on the left begins to say the same line as before, this time “stepping” on the line of the person before by starting the line when the last person is halfway through their line. The second round continues in this manner down the line. After this round, students continue to repeat their lines all at once with increasing volume. An advisor stands in the back and “conducts,” allowing this to continue for five seconds or so and then cuts it off with a pre-arranged hand signal. All presenters become silent at the same time.*

#### ► A Round of Questions

1. What's Teen PEER Budge all about?
2. How does my body work?
3. Why are my friends acting this way?
4. How do I know if my body is normal?
5. Am I ever gonna grow?
6. When am I going to get my period?
7. How do I know if I'm ready for sex?
8. Why don't my parents trust me?
9. Why does my face keep breaking out?
10. How do I know if I'm gay?
11. What am I gonna do if my dad finds out?
12. Why does my girlfriend always get so jealous?
13. Why can't I have some privacy?

#### Note:

If you have fewer than 18 peer educators, select the lines that are most relevant for your school. If you have more than 18, add enough lines about puberty and /or relationships so that each peer educator has one.

14. How do I know if I'm in love?
15. Is sex a sin?
16. Why does my boyfriend push me around?
17. Why am I so moody?
18. Does my mom have any idea what's going on?



## Presenter Introduction

**Scene:** *Students stand in a line across the stage.*

*(One peer educator steps forward.)*

**Peer Ed.:** Hi. We are Teen PEP-Bridge from \_\_\_\_\_ High School. Teen PEP stands for Teen Prevention Education Program. We are \_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. We're here today to perform a workshop called *Let's Talk* to help parents and guardians understand what Teen PEP-Bridge is all about learn about parent/teen communication. My name is \_\_\_\_\_.

*(Peer educator steps back in line and all students introduce themselves to the audience by name and their personal reason for becoming a peer educator.)*



## Teen PEP Introduction

**Peer Ed. 1:** You might be wondering what Teen PEP-Bridge is all about, and what middle schoolers have been learning this year. Let's start by explaining Teen PEP.

**Peer Ed. 2:** We all applied and were selected to be peer educators. During the school year, Teen PEP meets [very day] as a class. In class we learn information about different sexuality topics such as puberty, healthy relationships, and sexual decision-making. We also get to examine our own personal values to help clarify some of the complicated issues that we, as teens, face.

**Peer Ed. 3:** Our training also prepares us to come to the middle school and perform workshops for sixth, seventh, and eighth grade students. The workshops include accurate information, as well as activities that will help them develop the skills they need to make healthy decisions.

**Peer Ed. 4:** The primary goal of our workshops is to get participants and parents to communicate with one another. We want teens to know that it's okay to learn about our bodies and think about our relationships. And it's okay to ask questions. In fact, all of these issues can be made less frightening and confusing just by talking.

**Peer Ed. 5:** Tonight, we'll explain why it's so important for parents/guardians and their children to communicate on the issues presented in Teen PEP-Bridge. But let's first take a look at the topics covered by our workshops.



## Overview of Workshops

*(Six peer educators step forward and present the topics, holding up signs above their head for the audience to see as they speak, then lowering to chest-level before the next person speaks)*

- Peer Ed. 1:** *(Holds up Puberty sign)* The first workshop we do with sixth graders is called *When It's Time to Change: Puberty*. In this workshop, we'll answer questions such as, "How does my body work?" "Am I normal?" and "Why do I feel this way?"
- Peer Ed. 2:** *(Holds up Healthy Relationships sign)* The second workshop we do with sixth graders is called *Don't Settle for Less: Healthy Relationships*. In this workshop, we'll identify the qualities we want from all our relationships—with family, friends, and dating partners—and will learn how we can better communicate with the people in our lives.
- Peer Ed. 3:** *(Holds up Postponing Sexual Involvement sign)* The first workshop we do with seventh graders is called *Let's Wait Awhile: Postponing Sexual Involvement*. In this workshop, we discuss sexual decision-making and how teens can use negotiation and refusal skills to get out of sexual situations they're not ready for.
- Peer Ed. 4:** *(Holds up Human Reproduction sign)* We provide a second workshop for seventh graders called *Where Did I Come From?: Human Reproduction* to better understand how our bodies work and how we can prevent unintended pregnancy.
- Peer Ed. 5:** *(Holds up Pregnancy Prevention sign)* With a great foundation in the first two years of middle school, eighth graders learn more about the dramatic toll teen pregnancy can have on their lives and will gain the knowledge and skills to prevent pregnancy in our two part series called *Later Baby: Pregnancy Prevention*.
- Peer Ed. 6:** We will now going to perform a skit for you, which shows what it can be like for a young person who is bombarded by sexual messages every day.

*(Peer educator step back into line.)*



## Opening Skit: Stop the Madness-Middle School

**Scene:** *The frame of a large television is set up facing a chair that is sideways to the audience. Peer educators will line up behind the TV and come up one by one, stand inside of the frame, and recite their line to Erica, who is sitting in a chair facing the television. After a peer educator speaks inside the frame, they move to the end of the line. Peer educators may have more than one line in the skit.*

*A peer educator walks across the stage holding the "Stop the Madness Skit" sign.*

**Erica:** I guess I've got a little time to watch TV before dinner. *("Clicks" on the TV. Erica says "click" and clicks after each peer educator speaks.)*

**Peer Ed. 1:** In today's episode of *Ask the Doctors*, we'll explore the changes young people go through during puberty...

**Erica:** Hmm... Nah, we have a Teen PEP-Bridge Workshop on that next month.

**CLICK!**

*(Peer Ed. 1 steps out and goes to the back of the line and the next peer educator is in place behind the frame.)*

**Peer Ed. 2:** Hip girl tampons...for the cool girl in you.

**Erica:** Oh no! *(turns head away; reaches out with the clicker to turn the channel.)*

**CLICK!**

**Peer Ed. 3:** Come on Erica, you know you're thinking about this all the time.

**Erica:** *(Jumps up and stares at TV)* Wait what?!

**CLICK!**

**Peer Ed. 4:** Grow up Erica.

**Erica:** *(Sits back down in chair)* That's fair I guess.

**CLICK!**

**Peer Ed. 5:** *(In a dramatic voice, like a soap opera)* Cammie, when you treat me that way, you make me feel so special and loved.

**Erica:** Ugh! *(rolls eyes)*

**CLICK!**

**Peer Ed. 6:** If you or someone you know is in an abusive relationship, dial 1-800...

**Erica:** Oh come on! *(smashes buttons)*

**CLICK!**

**Peer Ed. 7:** I don't understand why my daughter never talks to me anymore!

**Erica:** Ha! *(laughs hard and points at TV)*

**CLICK!**

**Peer Ed. 8:** I think we should take our relationship to the next level.

**Erica:** What does **that** even mean? *(shakes head)*

**CLICK!**

**A note on props:**

Peer educators should find their own props to make their character(s) inside the frame as humorous and expressive as possible. For example, Peer Educator 6 could hold fake flowers; Peer Educator 16, the teacher, could have granny glasses and a pointer; Peer Educator 17, the parent, could look over a newspaper, etc.

Peer Ed. 9: I love him, I mean her, I mean him. (*Spoken with a bit of embarrassment — as if not sure how the audience will respond*)

Erica: (*Leans forward looking confused*) That sounds tough!!

Peer Ed. 10: (*In a deep, serious voice*) Today, on National Geographic, we'll talk about the human reproductive system.

Erica: Ah. No thank you! (*covers eyes*)  
CLICK!

Peer Ed. 11: Okay class, today we're going to be talking about FERTILIZATION

Erica: Why is this happening to me?! (*tries to hide behind chair*)  
CLICK!

Peer Ed. 12: I told her if she loved me, she'd wait to have sex until I was ready.

Erica: (*Nods*) I mean that makes sense, right?  
CLICK!

Peer Ed. 13: Sex is a sin!

Erica: Hmmmm Yikes!  
CLICK!

Peer Ed. 14: Sex is something that only happens between two people who love each other very much.

Erica: Okay  
CLICK!

Peer Ed. 15: If you do it, you'll get a reputation!

Erica: Is that really true??  
CLICK!

Peer Ed. 16: Seriously, I think you have to be married to have sex.

Erica: That's what my mom says.  
CLICK!

Peer Eds.  
17 & 18 (*Say/sing a suggestive lyric to a popular song while dancing provocatively*)

Erica: (*Gets up and starts dancing with Peer Eds. 17 & 18, then sits back down and changes the channel*)  
CLICK!

Peer Ed. 19: (*In an announcer's voice*) Tonight's feature film: *She Was Too Young to be a Mom.*

Erica: Oh no, not again!  
CLICK!

Peer Ed. 20: I thought you couldn't get pregnant the first time!

Erica: Wait, you can? For real?  
CLICK!

Peer Ed. 21: Too embarrassed to buy a condom? Order online now and get a bonus gift!

Erica: I don't even have a credit card!  
CLICK!

Peer Ed. 22: Today on the Alex show...are you the baby's daddy?

Erica: (Groans) Nope not happening!  
CLICK!

Mom: *(Walks in from side)* Erica? *(Walks closer)* Erica!

Erica: *(Jumps)* Yeah, Mom.

Mom: Are you alright? You look a little confused; what's going on?

Erica: Uh, no Mom! I mean, I'm okay; it's nothing.

Mom: Okay, well dinner's ready.

*(Erica gets up and starts to follow their mother. All the peer educators fall in behind them, saying their lines all at once over and over.)*

Mom: *(Mom stops and turns around. Everybody freezes and stops talking.)* Are you sure? It doesn't look like everything is okay.

Erica: *(With irritation)* I just have a lot on my mind.

*(Mom, Erica, and the group of other peer educators keep walking. Peer educators continue saying their lines over and over, until they are off the stage area.)*

*(Erica comes back to face the audience)*

Erica: Many people don't realize just how many sexual messages young people are bombarded with every day. But that's where we come in! Teen PEP-Bridge works together with middle schoolers to sort through all these messages and give them the knowledge and skills they need to better understand their bodies and make healthy decisions.



## Skit: Homework

**Scene:** *A father and daughter are talking.  
A peer educator walks across the stage holding the "Homework" sign.*

**Dad:** I really think you should stay home tonight and study for your math test.

*(Lindsey freezes, Dad turns to audience)* I just can't believe that my little girl is growing up and becoming independent enough to go hang out with her friends. *(Dad pauses, shakes his head)* What do they do when they get together? Are they getting into trouble? Do kids her age even date? I have no idea how to talk with her about this. It makes me feel so uncomfortable.

**Lindsey:** Dad, I've done all the studying I can for the test; my grades are fine and I really want to go out with my friends tonight.

**Dad:** I just feel that you've been spending too much time out of the house, and it's really taking your mind off your school work.

**Lindsey:** What?! *(Dad freezes, Lindsey turns to audience)*

My friends and I have such a good time together. We don't do anything wrong...we just get together and walk around, or go to whoever's house because has the best gaming system. My father isn't worried about my math; he's afraid that I'm going to get into some kind of trouble. I'm really not, but I know he's worried. This is so awkward.

**Lindsey:** *(Turns back to Dad)* Dad, I know you're not really worried about my math homework. You need to trust me. *(Walks away)*



## Skit: Hanging Out

**Scene:** *A mother and daughter are talking.  
A peer educator walks across the stage holding the "Hanging Out" sign.*

**Mom:** I know what goes on over at Carrie's house. I wasn't born yesterday!

*(Michele freezes, and mom turns to audience)* I know that Carrie's parents are never home, so whatever Michele is doing over there is happening unchaperoned. There will be no supervision. I mean, what if someone brings over alcohol...or someone gets hurt? I'm really scared that something might happen to her...

**Michele:** But mom, everybody goes over there. I don't know what you're so worried about. Why can't you trust me?

**Mom:** It's not that I don't trust you. I don't trust a bunch of kids hanging out without adult supervision.

**Michele:** *(Mom freezes, and Michele turns to audience)* Carrie's parents are usually working and never home...but that's where **everybody** goes to hang out. If I don't go, then I'm going to be left out...I won't have any friends. I don't want to lie to her, but I'm gonna have to.

**Michele:** *(Turns back to mom)* Okay Mom; fine I won't go. *(Walk away)*



## **Skit: Privacy and Trust**

**Scene:** *A mother and son are talking.*

A peer educator walks across the stage holding the "Privacy & Trust" sign.

**Mom:** I didn't mean to read it, but your phone was lying right there in plain sight. I couldn't help it!

*(Michael freezes and Mom turns to audience)* I used to know everything about him—where he went, who he was with—he used to talk to me. We were so close; now, I feel like we're strangers. It's so hard to know how to let go.

*(Turns back to Michael)* I couldn't help reading it. Now I feel like you're hiding things from me and I can't trust you anymore.

**Michael:** *(Very angry)* You can't trust me? I can't trust you! You had no right to go into my room and look through my phone.

*(Mom freezes and Michael turns to audience)* My parents are asking me what I'm up to all the time—it's like they don't trust me at all. I know that they care about me, but there are just some things I don't want to talk to them about. I need my privacy.

**Michael:** *(Turns back to Mom)* My things are private. It's none of your business!

**Mom:** Young man! As long as you're under my roof, it is my business!

**Michael:** Fine—then I'll leave! *(Walks out)*



## **Skit: Slamming Doors**

**Scene:** *There are three scenes set on the stage. Peer educators remain frozen when not acting.*

1. *Carly is sitting in a chair doing homework.*
2. *Dave is standing on the other side of the stage.*
3. *Christina and their dad are standing in the middle of the stage, facing each other.*

A peer educator walks across the stage holding the "Slamming Doors" sign.

- Carly:** MOM, WILL YOU PLEASE GET THE DOG TO STOP BARKING? MOM!  
MOM!! I'M TRYING TO STUDY. (*Gets up and walks toward bedroom door*)
- What's wrong with her? MOM! ARE YOU EVEN LISTENING TO ME?  
(*Pantomimes slamming door; peer educator in the back of the room drops a book on the floor to sound like a door slamming.*)
- (*Carly freezes.*)
- Dave:** (*Pacing*) Why haven't they texted me? I texted them over an hour ago. Where are they? I'll bet they're hanging out with Jen and left their phone somewhere else. Always forgetting their phone!
- Sister:** (*Little sister peeks in*) Uhhhh, Dave....could I....?
- Dave:** GET OUT OF HERE!!  
(*Pantomimes slamming door; peer educator in the back of the room drops a book on the floor to sound like a door slamming.*)
- (*Dave and sister freeze*)
- Christina:** (*Gets up and walks toward center of stage*) Hey, Dad. Kira's mom is picking me up to go to the dance.
- Dad:** Whoa, young lady. You're going to a dance dressed like that? No, no, no, no, no... not my daughter. You go back to that room and put on a real shirt.
- Christina:** Dad, what are you talking about? Everyone dresses like this.
- Dad:** You're not everyone, Christina. Go change your clothes or you're not going.
- Christina:** DAD! I can't believe this. (*Turns and walks back into room.*) I HATE YOU!  
(*Pantomimes slamming door; peer educator in the back of the room drops a book on the floor to sound like a door slamming.*)
- (*Christina freezes.*)



## Bridge to Setting Up the Small Group Activity

- Peer Ed.:** We hope you've enjoyed our skits. Their purpose was to show some common conflicts that may happen between parents and teens. Perhaps you could identify with some of the situations. We didn't include solutions in the skits because there is often more than one way to work through a problem. Tonight, we will do some activities that explore adult-teen communication. To get started we will complete a task here together and then move you into small groups.



## Setting Up Small Group Activity: Where Do We Learn About Puberty?

### Step 1 *(in large group)*

One peer educator steps forward in the large group and gives instructions for this activity while referring to the poster. Other peer educators pass out index cards and pencils. All participants and peer educators fill out the cards.

**Peer Ed.:** This activity is designed to help us think about the messages we received about puberty while growing up. Please take your index card, and in the *top left* corner of the card, write three messages you received from your **parents/families** about puberty as you were growing up.

*(Participants should be given time to think about this, then write the messages individually on their cards. Remind participants that **silence or no message** is also a message.)*

Next, in the *top right* corner, write three messages you received from your **peers/friends** about puberty as you were growing up. *(Pause; give participants time to write their answers)*

In the *bottom left* corner write three messages you received from the **media/society** about puberty as you were growing up. *(Pause; give participants time to write their answers)*

In the *bottom right* corner write three messages you received from **school/other** about puberty as you were growing up. *(Pause; give participants time to write their answers)*

Finally, in the *center* of the card, write what messages you would like your **children/future children** to receive. *(Pause; give participants time to write their answers)*

**Note:**

*Where Do We Learn About Puberty* is a small group activity that is introduced in large group and conducted in small groups.

### ► Sample Poster/Card

3 Messages from  
Parents/ Family

3 Messages from  
Peers/Friends

What messages do you  
want your children to  
receive?

3 Messages from  
Media/Society

3 Messages from  
School/Other



## Bridge to Small Groups

**Peer Ed.:** Now that you have filled out your cards, we're going to break into \_\_\_ small groups so we can talk with one another about the different messages we have received about puberty. Count with me while I number you off. Then look for the peer educator that has your number and go with that peer educator to your small group location. None of you should be in the same group as your teen or other family members. Just join a different group if that happens.

**Note:**

Participants should stay in small groups to receive instructions for the next large group activity before taking their break.



## Small Group Activity:

### Where Do We Learn About Puberty?

#### Step 1 (In small group)

After introductions, Peer Ed. 1 places the *Where Do We Learn About Puberty?* handout in the middle of the circle.

**Peer Ed. 2:** The purpose of filling out the cards was to help us think about the messages we received about puberty while growing up. Since we are from different generations and backgrounds, it will be interesting to look at how messages have changed over time.

**Note:**

An ideal small group will have 2 peer educators and 8-10 participants. If the audience is large, peer educators can facilitate a small group by themselves. Teen PEP

#### Step 2

Start with *Messages from Parents/Family* and have each participant share **one** message that stands out to them, allowing for 5 minutes of conversation. Repeat this process for each of the other three corners.

#### Step 3: Discussion Questions

Discuss the following questions.

1. Which messages influenced you the most and why?
2. What messages have we heard that remained the same from generation to generation? What messages have changed?

#### Step 4

A peer educator instructs participants to take a look at the messages they wrote in the middle of their index card.

Discuss the following questions.

1. What are some of the messages you want your children to receive?
2. How are the messages you want your children/future children to receive different from the messages you received?

## Step 5

**Peer Ed. 1:** To close this activity, turn your card over and write one thing you discovered or learned from this discussion. Please hold onto your card. When we come back to the large group, we will ask a few volunteers to share their responses.

## Where Do We Learn About Puberty?



### Bridge to Break

*(A peer educator comes forward and gets the attention of all small groups by saying the following:)*

**Peer Ed.:** We hope you all had interesting conversations in your small groups. We're going to take a quick break and then move back to the large group. But first, we're going to give you an opportunity to write down a question or a concern that you would like the Teen PEP-Bridge members to address in our panel discussion. The questions should be about teens in general rather than personal questions directed to Teen PEP-Bridge members. *(Peer educators in each small group hand out 3x5 index cards to each participant.)* If you don't have a question you may begin your break now. Please give your card to an advisor and we'll reconvene in the large group in 10 minutes.



### Break (10-15 minutes)

Refreshments may be served.

At this time, advisors should collect all panel questions from participants. One by one, advisors should go through the questions, eliminating any questions that are too personal or inappropriate. Be sure to turn close-ended questions into open-ended questions. Advisors should feel free to sort questions in whatever way seems best. Group cards with similar questions together, and save questions regarding Teen PEP-Bridge to the end of the panel. Use the questions you rehearsed in class as needed.

#### **Note:**

If participants have questions for the peer educators, tell them that they will have a chance to ask those questions in the next activity.



### Large Group Activity:

### Processing Where Do We Learn About Puberty?

**Peer Ed.:** Welcome back! We hope you had a lot of fun in your small groups sharing what it **was** like—or **is** like—to be a young person. In the middle of your card we asked you to write down messages that you would like your children or future children to receive about puberty.

1. What are some of the messages you would like your children to receive?
2. What are some things you learned in this activity?

**Note:** Allow some participants to respond. This should be relatively brief to allow ample time for the panel discussion.



## Large Group Activity: Questions and Answers: Student Panel Discussion

This activity promotes understanding as parents/guardians are given an opportunity to ask questions and dialogue with students to get a better sense of what Teen PEP-Bridge is all about, and learn a bit more about issues teens face.

### Step 1

Using the index cards you sorted from participants at break, begin the panel discussion ensuring that no more than three peer educators respond to each question. Start by asking a couple of the rehearsed panel questions from the *Family Night Unit*. Then, continue with questions asked by participants related to parent/teen communication. Continue with the panel discussion until time is up. In the last five minutes, ask any questions on the cards that refer specifically to Teen PEP-Bridge, and then ask participants if they have any remaining questions about what the peer educators have gained from being in the program.

### Rehearsed Panel Questions

1. What can adults do to help their children feel more comfortable coming to them with questions?
2. What messages do teens want to hear from adults about puberty, relationships, and other sexual health issues?
3. How has being a part of Teen PEP-Bridge had an impact on you personally?
4. As a peer educator, what have you learned that you didn't know before?
5. What would students miss if Teen PEP-Bridge wasn't at the middle school?
6. What is your favorite part of Teen PEP-Bridge?



## Bridge to Teachable Moments

*(Two peer educators step forward)*

**Peer Ed. 1:** We want to leave you with some ideas about how you can start conversations with your teen about puberty, relationships, or even sex down the road. I think we all agree that these topics can be uncomfortable for everyone. Using everyday situations to start short conversations with young people is less embarrassing and more effective. *(Refer to poster)* These are called *Teachable Moments*.

### Teachable Moments

1. Identify current topic; ask teen what they think
2. Listen without judging
3. Briefly state your opinion
4. Follow teen's lead

*(Peer Ed. 1 points to each step on the poster as Peer Ed. 2 reads:)*

**Peer Ed. 2:** When a topic comes up, on TV, in the newspaper, something you've heard, ask your child what they think about it, listen to what they have to say, and then tell them your opinion without judging their answer. Sometimes that will start a conversation and sometimes it won't. But, you have opened the door to communication and you've let your child know your values.

**Peer Ed. 1:** Now we are going to show you an example of what a *Teachable Moment* might look like.



## **Skit: Just a Moment**

**Antoine:** Hey Mom. I'm starving! Is there anything to eat right now?

**Mom:** *(Preparing food)* Hi Antoine. Yes...top shelf. Make yourself a sandwich. *(Pause)* You know, I was watching the news today and heard about a student around your age who was arrested for sending an inappropriate picture from their phone to another student they liked. It's called sexting, right? Is that something that is happening with kids you know?

**Antoine:** *(Making a sandwich)* Uh...I don't really know. I guess maybe some people might do it. It's not a big deal.

**Mom:** Well, I think it's a really big deal. It's so important for kids to think about what they send and how it can affect all the people involved.

**Antoine:** Um, yeah, I guess. I gotta go see you later.

*(Peer educator walks across stage with sign: Two days later)*

**Antoine:** Hey, Mom. You know after we talked – I found out one of my friends got into trouble at school for texting a picture from the locker room to their boyfriend. Then, in this assembly, we learned about the laws and how much trouble you can get in for sending those kinds of pictures. It could even keep you from getting into college or getting a job. That's NEVER going to happen to me.

**Mom:** Sounds like a great assembly. I'm glad your school is teaching you all about this. Thanks for letting me know. That reminds me! I wanted to talk to you about...

*(Peer educators freeze)*

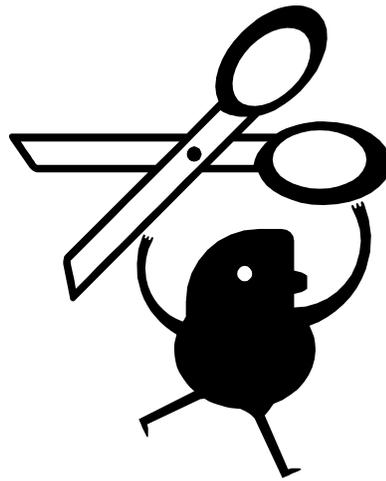
**Peer Ed. 1:** This is the perfect opportunity for Antoine's mom to share her values about this issue and how he can protect himself from making decisions that could affect his future. The first brief conversation made it easier for Antoine to come to his mom for more information. We know it's hard for both teens and parents to talk about sexual health issues, but it's worth a little embarrassment.

## Closure

*(Peer educators stand in a line across the stage.)*

**Peer Ed.:** We hope this workshop has given you a lot to think about and provided you with some ideas for talking with your own kids about these issues. Every moment is a teachable moment. Use this workshop as a teachable moment to start a conversation this week with the teens in **your** life. Before you leave, please fill out these evaluations and in return you will receive a handout on parent-teen communication. Thank you so much for coming out tonight.

FOR REVIEW ONLY



# Workshop Materials & Templates

FOR REVIEW ONLY



## It's Never Too Early; It's Never Too Late:

### *Talking With Your Children about Sexual Health*

Talking with our children about sexual health issues (puberty, reproduction, hygiene, etc.) may be uncomfortable but consider the alternative: information from friends, magazines, TV, music or the internet. These sources may be incomplete or incorrect and confusing. You are a great resource of information for your child and only you can filter the culture for them through your family's values.

Research shows that the majority of teens want to talk with their parents about these issues, but are too embarrassed. Research also shows that children whose parents talk with them about sex begin sexual activity later and are more likely to use protection when they become sexually active.

When your child asks you a question, take a deep breath and think of the **3-step response:**

1. Know **what** your child is asking. Say to your child, "Help me understand what you want to know." Try not to make assumptions about what your child is asking—find out.
2. Discover **why** your child is asking. Ask, "What made you think of asking this question?" Your child may want to know if they are normal, or is trying to test your knowledge, explore values, or satisfy curiosity. Knowing **why** will help you answer the question.
3. Keep answers **short and simple**. If your child wants more information they will ask for it.

## Tips

### ★ Respond immediately to your child's need to know

If your child asks a question at a difficult time, or if you're not sure how to answer, acknowledge that s/he has asked a good question and explain that you will discuss it later at a specific time.

### ★ Be sensitive to your expressions and gestures

The way you answer a question is sexuality education, too. Don't forget to smile and keep your sense of humor.

### ★ Take the initiative

Life events offer endless opportunities to share your values with your children. You can look for and use these *teachable moments* to start the conversations.

# Teachable Moments

There are **four guidelines** to *teachable moments*:

1. When a topic comes up, on TV, in the newspaper, something you've heard - **ask** your child what they think about it.
2. Listen to what your child has to say.
3. Acknowledge your child's opinion in a neutral, **non-judgmental** way and briefly say **what you think** about the topic.

Don't worry if you get very little response from your child. Even though this interchange may only last a few minutes, you will convey a lot of information:

- You know what's going on
- You are not afraid to say the words
- You are interested in what they have to say
- You are non-judgmental about their opinion
- You have your own values about the topic

Remember—it is never too early and never too late to use teachable moments. Eventually your children will know that you are a safe person to talk to and they will be more likely to incorporate your values into their lives.

# Round of Questions

FOR REVIEW ONLY

**6<sup>th</sup> Grade:**

**Puberty**

FOR REVIEW ONLY

**6<sup>th</sup> Grade:**  
**Healthy**  
**Relationships**

FOR REVIEW ONLY

**7<sup>th</sup> Grade:**  
**Postponing**  
**Sexual**  
**Involvement**

FOR REVIEW ONLY

# 7<sup>th</sup> Grade: Human Reproduction

FOR REVIEW ONLY

# 8<sup>th</sup> Grade: Pregnancy Prevention

FOR REVIEW ONLY

**Stop the  
Madness**

FOR REVIEW ONLY

# Homework

FOR REVIEW ONLY

**Hanggling**  
**Out**

FOR REVIEW ONLY

# Privacy & Trust

FOR REVIEW ONLY

# Slamming Doors

FOR REVIEW ONLY

**Two Days  
Later**

FOR REVIEW ONLY



# Let's Talk: A Middle School Family Night Workshop Evaluation

School/Organization Name: \_\_\_\_\_

Please indicate your role(s):

- Parent/Guardian  
 Student (Grade: \_\_\_\_\_)  
 Teacher  
 School Administrator  
 Other: \_\_\_\_\_

Please check (✓) one box for how much you agree or disagree with each statement below:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Because of this workshop, I feel more comfortable talking about puberty.				
This workshop has increased my understanding of ways I can initiate a conversation about sex and sexuality.				
The presenters clearly explained the directions for each activity.				
The presenters were well prepared and organized.				
The presenters were able to keep the group focused on the topic/task.				
<b>If you have a child:</b> Because of this workshop, I am more likely to initiate a conversation with my child about puberty and/or sexuality.				

What do you think is the most important information you learned during this workshop?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In what ways do you think Teen PEP is a resource for this school/organization?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Use the back of this survey for additional comments or suggestions. Thank you for completing this evaluation!

[Virtual Evaluation link available](#)

Teen PEP Advisors: Please fax to Teen PEP Administrative & Research Assistant, (609) 252-9393.

*Students Equipping Students with the  
Knowledge and Skills to Make Healthy Decisions*



**TEEN PEP**  
**CURRICULUM &**  
**WORKSHOPS HANDBOOK**

**2024-25 Edition**



**CENTER FOR SUPPORTIVE SCHOOLS**  
Tel: 609.252.9300  
Website: [www.supportiveschools.org](http://www.supportiveschools.org)  
Email: [info@supportiveschools.org](mailto:info@supportiveschools.org)

The Teen Prevention Education Program (Teen PEP) is a collaboration between the Center for Supportive Schools and the primary program sponsor, the New Jersey Department of Health.



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I understand that the *Teen PEP Course Curriculum* was created with funds from the New Jersey Department of Health (NJDOH) in collaboration with the Center for Supportive Schools (CSS) and HiTOPS, for educational purposes in conjunction with the Teen Prevention Education Program (Teen PEP).

By signing this agreement, I am declaring that:

- I have received a copy of the *Teen PEP Course Curriculum*.
- I agree to use the *Teen PEP Course Curriculum* only in conjunction with teaching the Teen PEP course by a Teen PEP trained facilitator unless permission is granted by the Center for Supportive Schools or NJDOH for another use.
- I understand that if I lose my copy of the curriculum, I must reimburse the Center for Supportive Schools for a replacement copy.
- I agree that I will photocopy pages from the curriculum ONLY for approved use in the Teen PEP course and Teen PEP outreach workshops.
- I understand that if my school and/or organization does not fulfill our program commitments and is disqualified from membership in the Teen PEP network, I must return the Course Curriculum, at my expense, to the Center for Supportive Schools.

\_\_\_\_\_  
Name of School and/or Organization

\_\_\_\_\_  
Your Name (please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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TEEN PREVENTION EDUCATION PROGRAM

# Curriculum & Workshops Handbook

## *Table of Contents*

★ **How to Use This Handbook**

★ **Course Pacing Guide** (coming soon)

★ **Workshop Planning Guide**

★ **Curriculum Units & Workshops**

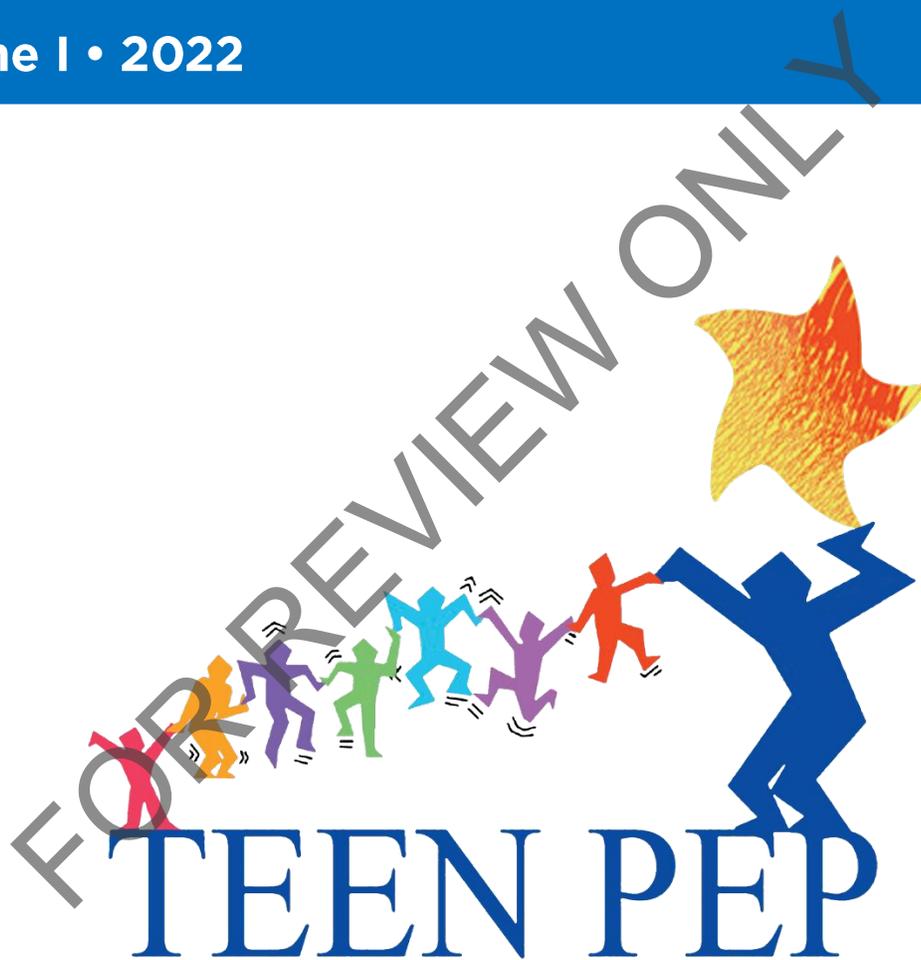
*\*Asterisks denote units that have corresponding workshops within the tab*

1. Building Our Foundation
2. Understanding Gender & Sexuality\*
3. Postponing Sexual Involvement\*
4. Puberty & Human Reproduction
5. Pregnancy Prevention\*
6. Preparing for Family Night\*
7. Understanding Risk Reduction & Prevention of STIs\*
8. Understanding and Preventing HIV\*
9. Alcohol, Other Drugs, and Sexual Decision-Making\*
10. Understanding & Preventing Dating Violence\*
11. Understanding Consent and Preventing Sexual Harassment and Sexual Assault\*
12. Closure & Celebration

# Course Pacing Guide

## Year-Long Scheduling with 45-Minute Class Sessions

Volume I • 2022



**TEEN PREVENTION EDUCATION PROGRAM**

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## Course Pacing Guide Tips



This document is a **guide** for how to move through the Teen PEP course curriculum. Although we have based the guide on the time allotted for activities in the curriculum, some activities may take less time and some may take more time. If an activity takes less time than allotted, take the opportunity to move on to the next activity. If it takes more time, be careful about letting the activity go on for too long. Use your best judgment. Contact a Teen PEP staff person or your TA Provider at CSS for assistance.

Throughout the guide, there are **13 Catch-Up Days** where no specific activities are scheduled. These days allow extra time to get through activities and account for days where other things may come up (*fire drills, snow days, assemblies, etc.*) that may change your class meeting time. If you come to a Catch-Up Day, but do not need that time to catch-up, instead move on to the next activity, rehearse for a workshop, or spend part of the class doing a special energizer or team building activity.



For each workshop topic, we have allotted at least 2 weeks of prep time. This allows for time to fully complete the **11-Step Workshop Preparation Process** as outlined in the Teen PEP *Workshop Planning Guide*. It is important that by the first day of rehearsal, students have their lines memorized. Keep this in mind when assigning memorization deadlines.

For each workshop, we have also allotted 2 days of class time to perform the outreach (2 periods to do 1 complete 90-minute workshop in 2 parts over two different 45-minute classes). Some groups may use this class time for workshops, and others may not, as they are reaching workshop participants outside of their Teen PEP class period. If you do not need this time, please continue on with the curriculum. If you need more class time to present workshops during your class period, you can utilize catch-up days as needed. Just be sure it doesn't send you too far off track. Contact a Teen PEP staff person or your TA Provider at CSS for assistance.



This guide is **180** days long, including the 13 catch-up days. This guide covers the full **12 Units** and **6 required workshop topics** in the curriculum. If you get to the end of a unit, and have already presented your workshops on that unit and have extra time left at the end of the year, feel free to cover some of the additional workshop topics in the Teen PEP Curriculum. Optional workshop topics include: *Let's Get Visible – Affirming Identities, Gender & Sexuality*; *Break the Cycle – Dating Violence Prevention*; and *Power Play – Consent and Preventing Sexual Harassment & Sexual Assault*. Then, as the year comes to an end, be sure to conclude by doing **Unit 12: Closure and Celebration**.



# Course Pacing Guide for a Yearlong Schedule

Insert Date(s)	Tasks to Complete
Prior to Day 1	<p style="text-align: center;"><b>Three-day Overnight Training Retreat</b> <i>(follow retreat packet agenda) / ENTRY SURVEYS &amp; OPT-IN CONTRACTS</i></p>
Day 1	<p><i>Debrief the retreat as needed</i></p> <p><b>Unit 1: Building Our Foundation</b></p> <ul style="list-style-type: none"> <li>• Since We Saw You Last (15 minutes)</li> <li>• Where Are We? (30 minutes)</li> </ul>
Day 2	<p><b>Unit 1: Building Our Foundation</b></p> <ul style="list-style-type: none"> <li>• Class Group Ground Rules &amp; Rituals (45 minutes)</li> </ul>
Day 3	<p><b>Unit 1: Building Our Foundation</b></p> <ul style="list-style-type: none"> <li>• Expectations &amp; Responsibilities (15 minutes)</li> <li>• Intent Vs. Impact (Activity 1; 30 minutes)</li> </ul>
Day 4	<p><b>Unit 1: Building Our Foundation</b></p> <ul style="list-style-type: none"> <li>• Intent Vs. Impact (Activity 2; 30 minutes)</li> <li>• A Snapshot of Our School (15 minutes)</li> </ul>
Day 5	<p><b>Unit 1: Building Our Foundation</b></p> <ul style="list-style-type: none"> <li>• 9 Styles of Leadership (45 minutes)</li> </ul>
Day 6	<p><b>Unit 1: Building Our Foundation</b></p> <ul style="list-style-type: none"> <li>• Peer Educators as Role Models (45 minutes)</li> </ul>
Day 7	<p><b>Unit 1: Building Our Foundation</b></p> <ul style="list-style-type: none"> <li>• Spread the Word: A School-Wide Campaign &amp; Homework (15 minutes)</li> </ul> <p>Catch-Up Day </p> <p><b>Unit 2: Understanding Gender</b></p> <ul style="list-style-type: none"> <li>• Understanding Gender &amp; Sexuality Overview (15 minutes)</li> </ul>
Day 8	<p><b>Unit 2: Understanding Gender</b></p> <ul style="list-style-type: none"> <li>• Gender Fishbowl (45 minutes)</li> </ul>
Day 9	<p><b>Unit 2: Understanding Gender</b></p>

	<ul style="list-style-type: none"> <li>Terminology Matchup (45 minutes)</li> </ul>
Day 10	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>What's in a Pronoun (15 minutes)</li> <li>Gender Boxes (30 minutes)</li> </ul>
Day 11	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>Gender Stereotypes: Agree/Disagree/Unsure (45 minutes)</li> </ul>
Day 12	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>Advertising &amp; Gender; Homework research (45 minutes)</li> </ul>
Day 13	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>Advertising &amp; Gender: Presentations (45 minutes)</li> </ul>
Day 14	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>Comfort Continuum (30 minutes)</li> <li>Make It Matter Part 1 (15 minutes)</li> </ul>
Day 15	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>Make It Matter Part 2 (15 minutes)</li> <li>Chalk Talk Reflections (30 minutes)</li> </ul>
Day 16	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>Gender &amp; Sexuality Unit Quiz (30 minutes)</li> <li>Spread the Word: A School-Wide Campaign &amp; Homework setup (10 minutes)</li> <li>Parent/Guardian-Teen Homework (5 minutes)</li> </ul>
Day 17	Catch-Up Day 
Day 18	<b>Unit 3: Postponing Sexual Involvement</b> <ul style="list-style-type: none"> <li>PPSI Unit Overview (15 min.)</li> <li>Virginity: What Does it Mean? (Steps 1-5; 30 minutes)</li> </ul>
Day 19	<b>Unit 3: Postponing Sexual Involvement</b> <ul style="list-style-type: none"> <li>Virginity: What Does it Mean? (Step 6 &amp; Reflections; 30 minutes)</li> </ul>
Day 20	<b>Unit 3: Postponing Sexual Involvement</b> <ul style="list-style-type: none"> <li>Abstinence: What Does it Mean? (25 minutes)</li> <li>Sexual Decision-Making: Why Teens... (20 minutes)</li> </ul>
Day 21	<b>Unit 3: Postponing Sexual Involvement</b> <ul style="list-style-type: none"> <li>Sexual Decision-Making: Characteristics of Responsible Couple (20 minutes)</li> </ul>

	<ul style="list-style-type: none"> <li>• Are They Ready? (25 minutes)</li> </ul>
Day 22	<p><b>Unit 3: Postponing Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• Understanding Consent (30 minutes)</li> <li>• School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 23	<p><b>Unit 3: Postponing Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• Every Time is a Decision (25 minutes)</li> <li>• Levels of Expressing Physical Affection (25 minutes)</li> </ul>
Day 24	<p><b>Unit 3: Postponing Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• Communicating Consent (45 minutes)</li> </ul>
Day 25	<p><b>Unit 3: Postponing Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• Postponing Sexual Involvement Unit Quiz (20 minutes)</li> <li>• Parent/Guardian-Teen Homework (5 minutes)</li> </ul> <p>Catch -Up Day </p>
Day 26	Catch -Up Day 
Day 27	<p><b>Prepare for Outreach #1</b> Workshop Preparation: Skill Building.</p> <ul style="list-style-type: none"> <li>• This section is found in the <i>Workshop Planning Guide</i> packet: <i>Presentation Skills</i> activity</li> </ul>
Day 28	<p><b>Prepare for Outreach #1</b> Workshop Preparation: Skill Building.</p> <ul style="list-style-type: none"> <li>• This section is found in the <i>Workshop Planning Guide</i> packet: <i>The Activity-Based Approach The Learning Cycle</i> activity</li> </ul>
Day 29	<p><b>Prepare for Outreach #1</b> Workshop Preparation: Skill Building.</p> <ul style="list-style-type: none"> <li>• This section is found in the <i>Workshop Planning Guide</i> packet: <i>Group Facilitation Skills</i> activity</li> </ul>
Day 30	<p><b>Prepare for Outreach #1</b> Workshop Preparation: Skill Building.</p> <ul style="list-style-type: none"> <li>• This section is found in the <i>Workshop Planning Guide</i> packet: <i>Get the Ball Rolling Open-Ended Questions</i> activity</li> </ul>
Day 31	<p><b>Prepare for Outreach #1</b> Workshop Preparation: Skill Building.</p> <ul style="list-style-type: none"> <li>• This section is found in the <i>Workshop Planning Guide</i> packet: <i>The Art of Active Listening</i> activity</li> </ul>

Day 32	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation: Skill Building. This section is found in the <i>Workshop Planning Guide</i> packet: <i>Red, Yellow, Green</i> activity</li> </ul>
Day 33	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Workshop Overview (Step 1) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 34	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 2-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 35	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles (Step 5) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 36	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Independent Small Group Preparation (Step 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 37	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 1 (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 38	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 2 (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 39	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 1 (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 40	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 2 (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>

Day 41	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 1 (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 42	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 2 (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Days 43-44	<p><b>Implement Outreach #1 - Conduct the Workshop (Step 10)</b> <i>(Let's Wait Awhile: Postponing Sexual Involvement Workshop Parts 1 &amp; 2)</i></p>
Day 45	<p><b>Debrief Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 4: Puberty &amp; Human Reproduction</b></p> <ul style="list-style-type: none"> <li>Human Reproduction Unit Overview (10 minutes)</li> <li>Puberty Pre-Tests (15 minutes)</li> </ul>
Day 46	<p><b>Unit 4: Puberty &amp; Human Reproduction</b></p> <ul style="list-style-type: none"> <li>Puberty with Sam &amp; Sydney (45 minutes)</li> </ul>
Day 47	<p><b>Unit 4: Puberty &amp; Human Reproduction</b></p> <ul style="list-style-type: none"> <li>Menstruation: How Does It Work? (20 minutes)</li> <li>Spermatogenesis: How Does It Work? (20 minutes)</li> </ul>
Day 48	<p><b>Unit 4: Puberty &amp; Human Reproduction</b></p> <ul style="list-style-type: none"> <li>It's All Normal (15 minutes)</li> <li>Revisit Puberty Pre-Tests (15 minutes)</li> <li>Introduce The Real Thing: Preparing for Construction of Pelvic Models (15 minutes)</li> </ul>
Day 49	<p><b>Unit 4: Puberty &amp; Human Reproduction</b></p> <ul style="list-style-type: none"> <li>Where Did I Come From? Human Reproduction Review (45 minutes)</li> </ul>
Day 50	<p><b>Unit 4: Puberty &amp; Human Reproduction</b></p> <ul style="list-style-type: none"> <li>Putting It All Together (45 minutes)</li> </ul>
Day 51	<p><b>Unit 4: Puberty &amp; Human Reproduction</b></p> <ul style="list-style-type: none"> <li>The Real Thing: Preparing for Construction of Pelvic Models (45 minutes)</li> </ul>

Day 52	<b>Unit 4: Puberty &amp; Human Reproduction</b> <ul style="list-style-type: none"> <li>Human Reproduction Video (45 minutes)</li> </ul>
Day 53	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>Pregnancy Prevention Unit Overview (15 minutes)</li> <li>Learning Contraceptive Methods – setting up <i>Homework</i> (15 minutes)</li> <li>School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 54	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>Pregnancy Prevention Barriers (20 minutes)</li> <li>Problem-Solving the Barriers (20 minutes)</li> </ul>
Day 55	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>Teen Pregnancy: The Real Deal + <i>Homework</i> (40 minutes)</li> </ul>
Day 56	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>The Price of Parenthood (10 minutes)</li> <li>Start Presenting Contraceptive Methods Day 1 (30 minutes)</li> </ul>
Day 57	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>Continue Presenting Contraceptive Methods Day 2 (45 minutes)</li> </ul>
Day 58	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>Finish Presenting Contraceptive Methods Day 3 (45 minutes)</li> </ul>
Day 59	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>A Day in the Life (45 minutes)</li> </ul>
Day 60	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>What is Abstinence? (30 minutes)</li> <li>Creating a Resource List of Local Clinics + <i>Homework</i> (15 minutes)</li> </ul>
Day 61	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>Pregnancy Prevention Unit Quiz (30 minutes)</li> <li>Parent/Guardian-Teen Homework (5 minutes)</li> </ul> Catch-Up Day 
Day 62	Catch-Up Day 
Day 63	<b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Workshop Overview (Step 1) in the <i>Workshop Planning Guide</i> packet.</li> </ul>

Day 64	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 2-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 65	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles (Step 5) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 66	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Independent Small Group Preparation (Step 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 67	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 1 (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 68	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 2 (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 69	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 1 (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 70	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 2 (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 71	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 1 (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 72	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 2 (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Days 73-74	<p><b>Implement Outreach #2 - Conduct the Workshop (Step 10)</b></p> <ul style="list-style-type: none"> <li><i>(Later, Baby: Pregnancy Prevention Workshop Parts 1 &amp; 2)</i></li> </ul>

Day 75	<p><b>Debrief Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 6: Preparing for Family Night</b></p> <ul style="list-style-type: none"> <li>Family Night Unit Overview (20 minutes)</li> </ul>
Day 76	<p><b>Unit 6: Family Night</b></p> <ul style="list-style-type: none"> <li>Preparing for Family Night (40 minutes)</li> </ul>
Day 77	<p><b>Unit 6: Family Night</b></p> <ul style="list-style-type: none"> <li>Spread the Word + <i>Homework</i> (25 minutes)</li> <li><i>Revisit</i> Where Do We Learn About Sex? (25 minutes)</li> </ul>
Day 78	<p><b>Unit 6: Family Night</b></p> <ul style="list-style-type: none"> <li>Preparing for the Family Night Panel (30 minutes)</li> </ul> <p>Catch Up Day </p>
Day 79	Catch Up Day 
Day 80	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Workshop Overview (Step 1) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 81	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 2-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 82	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles (Step 5) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 83	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Independent Small Group Preparation (Step 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 84	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 1 (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>

Day 85	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 2 (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 86	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 1 (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 87	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 2 (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 88	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 1 (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 89	<p><b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 2 (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 90	<p><b>Implement Outreach #3</b> - Conduct the Workshop (Step 10) <i>Talk to Me: A Family Night Workshop</i> for students in the outreach group, parents/caregivers of peer educators and outreach students, stakeholders, and other community members.</p>
Midway through program period	<p><b>Mid-Program Retreat</b> <i>(follow retreat packet agenda)</i></p>
Day 91	<p><b>Debrief Outreach #3</b> <i>Talk to Me: Family Night Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>STIs Unit Overview (15 minutes)</li> <li>Learning Sexually Transmitted Infections – setting up <i>Homework</i> (15 minutes)</li> </ul>
Day 92	<p><b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>Shake It (45 minutes)</li> </ul>
Day 93	<p><b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>Understanding Exposure (15 minutes)</li> </ul>

	<ul style="list-style-type: none"> <li>• Condoms, Dental Dams &amp; Risk Reduction (30 minutes)</li> </ul>
Day 94	<b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• Start Presenting Sexually Transmitted Infections Day 1 (45 minutes)</li> </ul>
Day 95	<b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• Finish Presenting Sexually Transmitted Infections Day 2 (45 minutes)</li> </ul>
Day 96	<b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• What Gets In the Way? (45 minutes)</li> </ul>
Day 97	<b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• Myth Buster: Dispelling Protection Myths (30 minutes)</li> <li>• School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 98	<b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• How to Talk to a Partner (45 minutes)</li> </ul>
Day 99	<b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• Meeting with a Healthcare Provider (30 minutes)</li> <li>• Parent/Guardian-Teen Homework (5 minutes)</li> </ul> <p>Catch Up Day </p>
Day 100	<b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• Local Health Clinic: Field Trip or Presentation (45 minutes)</li> </ul>
Day 101	<b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• What's Your Decision? (30 minutes)</li> <li>• Risk Reduction &amp; Prevention of STIs Unit Quiz (20 minutes)</li> </ul>
Day 102	Catch Up Day 
Day 103	<b>Prepare for Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Workshop Overview (Step 1) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 104	<b>Prepare for Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 2-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 105	<b>Prepare for Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles (Step 5) in the <i>Workshop Planning Guide</i> packet.</li> </ul>

Day 106	<p><b>Prepare for Outreach #4</b>  <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Independent Small Group Preparation (Step 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 107	<p><b>Prepare for Outreach #4</b>  <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 1 (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 108	<p><b>Prepare for Outreach #4</b>  <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 2 (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 109	<p><b>Prepare for Outreach #4</b>  <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 1 (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 110	<p><b>Prepare for Outreach #4</b>  <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 2 (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 111	<p><b>Prepare for Outreach #4</b>  <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 1 (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 112	<p><b>Prepare for Outreach #4</b>  <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 2 (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 113-114	<p><b>Implement Outreach #4 - Conduct the Workshop (Step 10)</b>  <i>(Don't Pass It On: Preventing Sexually Transmitted Infections Workshop)</i></p>
Day 115	<p><b>Debrief Outreach #4</b>  <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 8: Understanding &amp; Preventing HIV</b></p> <ul style="list-style-type: none"> <li>HIV Unit Overview (15 minutes)</li> </ul>

Day 116	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• HIV Pre-Test (10 minutes)</li> <li>• Start HIV Questions and Answers (25 minutes)</li> </ul>
Day 117	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• Finish HIV Questions and Answers (<i>continued</i>) (40 minutes)</li> </ul>
Day 118	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• Risk Reduction Review (10 minutes)</li> <li>• External Condom Lineup (10 minutes)</li> <li>• Jessica's Story (20 minutes)</li> </ul>
Day 119	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• HIV Positive Guest Speaker (40 minutes)</li> </ul>
Day 120	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• HIV Basics (30 minutes)</li> <li>• School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 121	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• Text from Chris (30 minutes)</li> <li>• Parent/Guardian-Teen Homework (5 minutes)</li> </ul> Catch Up Day 
Day 122	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• Living with HIV (45 minutes)</li> </ul>
Day 123	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• Living with HIV (15 minutes)</li> <li>• What Would You Say? (30 minutes)</li> </ul>
Day 124	<b>Unit 8: Understanding &amp; Preventing HIV</b> <ul style="list-style-type: none"> <li>• Know Your Status (15 minutes)</li> <li>• Revisit the HIV Pre-Test (20 minutes)</li> </ul> Catch Up Day 
Day 125	Catch-Up Day 
Day 126	<b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i>

	<ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Workshop Overview (Step 1) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 127	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 2-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 128	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV/AIDS Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles (Step 5) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 129	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Independent Small Group Preparation (Step 6) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 130	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 1 (Step 7) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 131	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 2 (Step 7) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 132	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 1 (Step 8) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 133	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 2 (Step 8) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Days 134	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 1 (Step 9) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 135	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 2 (Step 9) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 136-137	<b>Implement Outreach #5 - Conduct the Workshop (Step 10)</b>

<i>(Break the Silence: HIV/AIDS Prevention Workshop)</i>	
Day 138	<p><b>Debrief Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 9: Alcohol, Other Drugs and Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>Alcohol/Drugs and Sexual Decision-Making Overview (15 minutes)</li> <li>Introduce Message in the Music and setup Homework (5 minutes)</li> </ul>
Day 139	<p><b>Unit 9: Alcohol, Other Drugs and Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>Quick Facts (20 minutes)</li> <li>What Do You Have to Lose? (20 minutes)</li> </ul>
Day 140	<p><b>Unit 9: Alcohol, Other Drugs and Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>Presenting the Message in the Music (20 minutes)</li> <li>Think It Through (25 minutes)</li> </ul>
Day 141	<p><b>Unit 9: Alcohol, Other Drugs and Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>The Text From Last Night (45 minutes)</li> </ul>
Day 142	<p><b>Unit 9: Alcohol, Other Drugs and Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>Just Say No (20 minutes)</li> <li>School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> <li>Parent/Guardian-Teen Homework (5 minutes)</li> </ul> <p>Catch Up Day </p>
Day 143	<p>Catch Up Day </p>
Day 144	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Workshop Overview (Step 1) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 145	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 2-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 146	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles (Step 5) in the <i>Workshop Planning Guide</i> packet.</li> </ul>

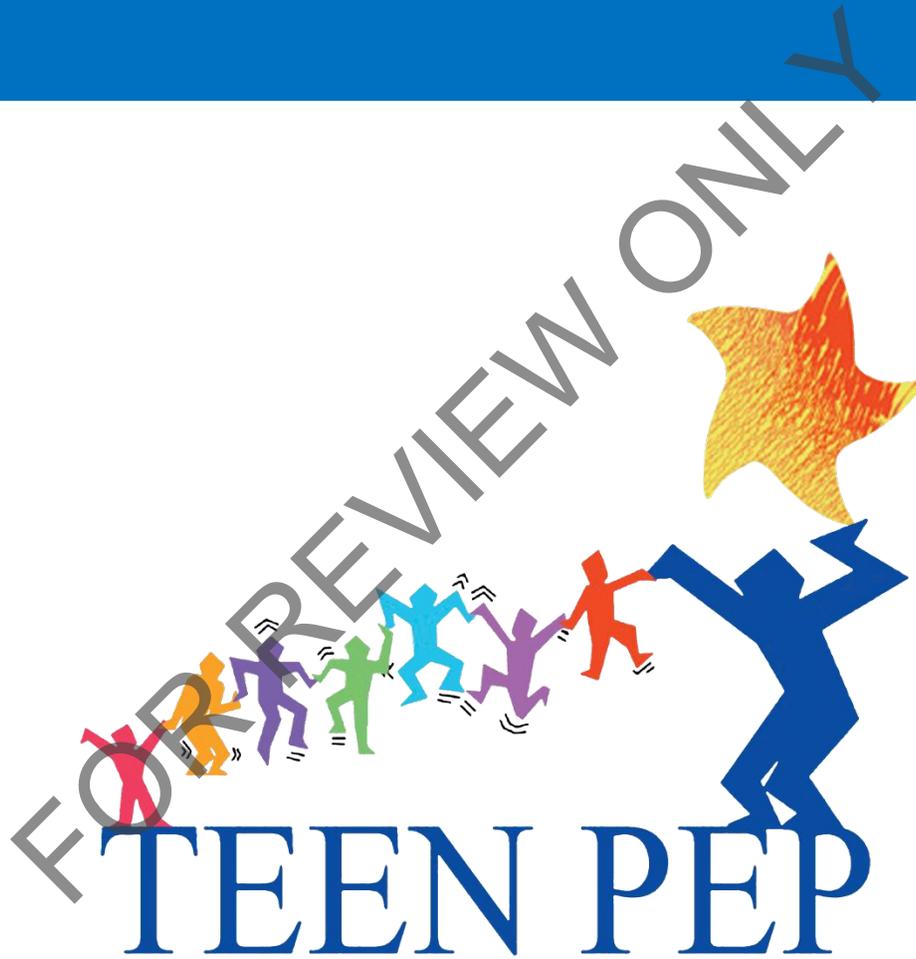
Day 147	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Independent Small Group Preparation (Step 6) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 148	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 1 (Step 7) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 149	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice Day 2 (Step 7) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Days 150	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 1 (Step 8) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 151	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal Day 2 (Step 8) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Days 152	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 1 (Step 9) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 153	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal Day 2 (Step 9) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 154-155	<p><b>Implement Outreach #6 - Conduct the Workshop (Step 10)</b> <i>(Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop)</i></p>
Day 156	<p><b>Debrief Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p>Catch Up Day </p>
Day 157	<p><b>Unit 10: Understanding &amp; Preventing Dating Violence</b></p>

	<ul style="list-style-type: none"> <li>Dating Violence Unit Overview (15 minutes)</li> <li>Understanding Dating Violence (30 minutes)</li> </ul>
Day 158	<b>Unit 10: Understanding &amp; Preventing Dating Violence</b> <ul style="list-style-type: none"> <li>Cycle of Abuse (30 minutes)</li> <li>School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 159	<b>Unit 10: Understanding &amp; Preventing Dating Violence</b> <ul style="list-style-type: none"> <li>Breaking the Cycle (45 minutes)</li> </ul>
Day 160	<b>Unit 10: Understanding &amp; Preventing Dating Violence</b> <ul style="list-style-type: none"> <li>Power &amp; Control Wheel (15 minutes)</li> <li>Red Flags (25 minutes)</li> </ul>
Day 161	<b>Unit 10: Understanding &amp; Preventing Dating Violence</b> <ul style="list-style-type: none"> <li>Dating Violence &amp; the Law and Homework setup (20 minutes)</li> <li>Joanna's Story (15 minutes)</li> <li>Parent/Guardian-Teen Homework (5 minutes)</li> </ul>
Day 162	<b>Unit 10: Understanding &amp; Preventing Dating Violence</b> <ul style="list-style-type: none"> <li>How to Help a Friend (45 minutes)</li> </ul>
Day 163	Catch Up Day 
Day 164	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>May I See Your Pencil? Communication and Personal Boundaries (20 minutes)</li> <li>Consent, Sexual Harassment &amp; Sexual Assault Unit Overview (15 minutes)</li> </ul>
Day 165	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>Revisiting Real Talk (45 minutes)</li> </ul>
Day 166	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>PEPper, May I? (20 minutes)</li> <li>Diving Deeper &amp; Getting Clearer on Consent (30 minutes)</li> </ul>
Day 167	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>How to Help a Friend (45 minutes)</li> </ul>
Day 168	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>Sexual Harassment Definitions (25 minutes)</li> <li>Sexual Assault Definitions (20 minutes)</li> </ul>
Day 169	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>Consent Flowchart (20 minutes)</li> </ul>

	<ul style="list-style-type: none"> <li>• Sexting: Think Before You Click Send (25 minutes)</li> </ul>
Day 170	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>• Know the Law: Homework &amp; Presentations (25 minutes)</li> <li>• Impact of Sexual Harassment &amp; Sexual Assault (15 minutes)</li> </ul>
Day 171	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>• CARES: Strategies for Intervening (30 minutes)</li> <li>• Response to Sexual Assault: What Can We Do? (15 minutes)</li> </ul>
Day 172	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>• The Other Side of Consent: Power and Control – <i>Knowledge, action, Power</i> (45 minutes)</li> </ul>
Day 173	<b>Unit 11: Consent and Preventing Sexual Harassment &amp; Sexual Assault</b> <ul style="list-style-type: none"> <li>• School-Wide Campaign Check-In &amp; Homework setup (15 minutes)</li> <li>• Parent/Guardian-Teen Homework (5 minutes)</li> </ul> Catch Up Day 
Day 174	Catch Up Day 
Day 175	Catch Up Day 
Day 176	Catch Up Day 
Day 177	Catch Up Day 
Day 178	Catch Up Day 
Day 179* *Unit 12 can also be done as a special 2 hour event outside of class	<b>Unit 12: Closure and Celebration</b> <ul style="list-style-type: none"> <li>• An Evaluation of Teen PEP (20 minutes)</li> <li>• Our Stages of Group Development (15 minutes)</li> <li>• Certificates (10 minutes)</li> </ul>
Day 180* *Unit 12 can also be done as a special 2 hour event outside of class	<b>Unit 12: Closure and Celebration</b> <ul style="list-style-type: none"> <li>• What I'll Miss Most About You (20 minutes)</li> <li>• What I'll Miss Most About Teen PEP (20 minutes)</li> <li>• Spiral Out (5 minutes)</li> </ul>
By the Last Day	<b>EXIT SURVEYS</b>

# Course Pacing Guide

## Year-Long Block Scheduling with 90-minute Class Sessions



**TEEN PREVENTION EDUCATION PROGRAM**

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# Block Schedule Course Pacing Guide Tips



This document is a **guide** for how to move through the Teen PEP course curriculum. Although we have based the guide on the time allotted for activities in the curriculum, some activities may take less time and some may take more time. If an activity takes less time than allotted, take the opportunity to move on to the next activity. Use this to catch up, do an energizer with your group, or move on in the curriculum in a way that works for your class. If an activity takes more time than is allotted in this guide, be careful about letting it go on for too long. Use your best judgment. Some activities could also be assigned as homework. Contact a Teen PEP staff person or your TA Provider at CSS for assistance.

Throughout the guide, there are **6 Catch-Up Days** where no specific activities are scheduled. These days allow extra time to get through activities and account for days where other things may come up (*fire drills, snow days, assemblies, etc.*) that may change your class meeting time. If you come to a Catch-Up Day, but do not need that time to catch-up, move on to the next activity, rehearse for a workshop, or spend part of the class doing a special energizer or team building activity.



For each workshop, we have allotted at least **5 days** of prep time. This allows for time to fully complete the **11-Step Workshop Preparation Process** as outlined in the Teen PEP *Workshop Planning Guide*. It is important that by the first day of rehearsal, students have their lines memorized. Keep this in mind when assigning memorization deadlines.

For each workshop, we have also allotted **2 days** of class time to perform the outreach (1 period to do 1 complete 90-minute workshop). Some groups may use this time for workshops, and others may not, as they are reaching workshop participants outside of their Teen PEP class period. If you do not need this time, please continue on with the curriculum. If you need more class time to present workshops during your class period, you can utilize catch-up days as needed. Just be sure it doesn't send you too far off track. Contact a Teen PEP staff person or your TA Provider at CSS for assistance.



This guide is only **90 days** long, including **6** catch-up days. This guide covers the **10 required Units** and **6 required workshop topics** in the curriculum. If you get to the end of a unit, and have already presented your workshops on that unit and have extra time left at the end of the year, feel free to cover some of the additional units and workshop topics in the Teen PEP Curriculum. Optional workshop topics include: *Let's Get Visible – Affirming Identities, Gender & Sexuality; Break the Cycle – Dating Violence Prevention; and Power Play – Consent and Preventing Sexual Harassment & Sexual Assault*. Then, as the year comes to an end, be sure to conclude by doing **Unit 12: Closure and Celebration**.



# Course Pacing Guide for a Block Schedule

Insert Date(s)	Tasks to Complete
Prior to Day 1	<b>Three-day Overnight Training Retreat</b> <i>(follow retreat packet agenda) / ENTRY SURVEYS &amp; OPT-IN CONTRACTS</i>
Day 1	<i>Debrief the retreat as needed</i>  <b>Unit 1: Building Our Foundation</b> <ul style="list-style-type: none"> <li>• Since We Saw You Last (15 minutes)</li> <li>• Where Are We? (30 minutes)</li> <li>• Class Group Ground Rules &amp; Rituals (30 minutes)</li> <li>• Expectations &amp; Responsibilities (15 minutes)</li> </ul>
Day 2	<b>Unit 1: Building Our Foundation</b> <ul style="list-style-type: none"> <li>• Intent Vs. Impact (60 minutes)</li> <li>• A Snapshot of Our School (15 minutes)</li> <li>• Spread the Word: A School-Wide Campaign &amp; Homework (15 minutes)</li> </ul>
Day 3	<b>Unit 1: Building Our Foundation</b> <ul style="list-style-type: none"> <li>• 9 Styles of Leadership (45 minutes)</li> <li>• Peer Educators as Role Models (45 minutes)</li> </ul>
Day 4	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>• Understanding Gender &amp; Sexuality Overview (15 minutes)</li> <li>• Gender Fishbowl (45 minutes)</li> <li>• Gender Boxes (30 minutes)</li> </ul>
Day 5	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>• Terminology Matchup (45 minutes)</li> <li>• What's in a Pronoun? (15 minutes)</li> <li>• Advertising &amp; Gender; Homework research (30 minutes)</li> </ul>
Day 6	<b>Unit 2: Understanding Gender</b> <ul style="list-style-type: none"> <li>• Gender Stereotypes: Agree/Disagree/Unsure (45 minutes)</li> <li>• Advertising &amp; Gender: Presentations (45 minutes)</li> </ul>

Day 7	<p><b>Unit 2: Understanding Gender</b></p> <ul style="list-style-type: none"> <li>• Comfort Continuum (30 minutes)</li> <li>• Make It Matter (30 minutes)</li> <li>• Chalk Talk Reflections (30 minutes)</li> </ul>
Day 8	<p><b>Unit 2: Understanding Gender</b></p> <ul style="list-style-type: none"> <li>• Spread the Word: A School-Wide Campaign &amp; Homework setup (10 minutes)</li> <li>• Parent/Guardian-Teen Homework (5 minutes)</li> </ul> <p>Catch-Up Day </p>
Day 9	<p><b>Unit 3: Postponing Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• PPSI Unit Overview (15 min.)</li> <li>• Virginity: What Does it Mean? (45 minutes)</li> <li>• Abstinence: What Does it Mean? (30 minutes)</li> </ul>
Day 10	<p><b>Unit 3: Postponing Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• Sexual Decision-Making: Why Teens... (20 minutes)</li> <li>• Sexual Decision-Making: Characteristics of Responsible Couple (20 minutes)</li> <li>• Sexual Decision-Making: Are They Ready? (30 minutes)</li> <li>• School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 11	<p><b>Unit 3: Postponing Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• Understanding Consent (30 minutes)</li> <li>• Every Time is a Decision (30 minutes)</li> <li>• Levels of Expressing Physical Affection (30 minutes)</li> </ul>
Day 12	<p><b>Unit 3: Postponing Sexual Involvement</b></p> <ul style="list-style-type: none"> <li>• Communicating Consent (45 minutes)</li> <li>• Postponing Sexual Involvement Unit Quiz (20 minutes)</li> <li>• Parent/Guardian-Teen Homework (5 minutes)</li> </ul> <p>Catch -Up Day </p>
Day 13	Catch -Up Day 
Day 14	<p><b>Prepare for Outreach #1</b> Workshop Preparation: Skill Building.</p> <ul style="list-style-type: none"> <li>• This section is found in the <i>Workshop Planning Guide</i> packet: <i>Presentation Skills</i> and <i>The Activity-Based Approach The Learning Cycle, Group Facilitation Skills</i>, activities</li> </ul>

Day 15	<p><b>Prepare for Outreach #1</b> Workshop Preparation: Skill Building.</p> <ul style="list-style-type: none"> <li>This section is found in the <i>Workshop Planning Guide</i> packet: <i>Get the Ball Rolling Open-Ended Questions, The Art of Active Listening, Red, Yellow, Green</i> activities</li> </ul>
Day 16	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Workshop Overview, Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 1-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 17	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles, and Independent Small Group Preparation (Steps 5 &amp; 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 18	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 19	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 20	<p><b>Prepare for Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Days 21-22	<p><b>Implement Outreach #1 - Conduct the Workshop (Step 10)</b> <i>(Let's Wait Awhile: Postponing Sexual Involvement Workshop)</i></p>
Day 23	<p><b>Debrief Outreach #1</b> <i>Let's Wait Awhile: Postponing Sexual Involvement Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 4: Human Reproduction</b></p> <ul style="list-style-type: none"> <li>Human Reproduction Unit Overview (10 minutes)</li> <li>Puberty Pre-Tests (15 minutes)</li> <li>Puberty with Sam &amp; Sydney (45 minutes)</li> </ul>
Day 24	<p><b>Unit 4: Human Reproduction</b></p>

	<ul style="list-style-type: none"> <li>• Menstruation: How Does It Work? (20 minutes)</li> <li>• Spermatogenesis: How Does It Work? (20 minutes)</li> <li>• It's All Normal (15 minutes)</li> <li>• Revisit Puberty Pre-Tests (15 minutes)</li> <li>• Introduce The Real Thing: Preparing for Construction of Pelvic Models (15 minutes)</li> </ul>
Day 25	<b>Unit 4: Human Reproduction</b> <ul style="list-style-type: none"> <li>• Where Did I Come From? Human Reproduction Review (45 minutes)</li> <li>• Putting It All Together (45 minutes)</li> </ul>
Day 26	<b>Unit 4: Human Reproduction</b> <ul style="list-style-type: none"> <li>• The Real Thing: Constructing Pelvic Models (90 minutes)</li> </ul>
Day 27	<b>Unit 4: Human Reproduction</b> <ul style="list-style-type: none"> <li>• Human Reproduction Video (30-60 minutes)</li> </ul> Catch up time 
Day 28	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>• Pregnancy Prevention Unit Overview (15 minutes)</li> <li>• Learning Contraceptive Methods – setting up <i>Homework</i> (15 minutes)</li> <li>• Pregnancy Prevention Barriers (20 minutes)</li> <li>• Problem-Solving the Barriers (20 minutes)</li> <li>• School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 29	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>• Teen Pregnancy: The Real Deal + <i>Homework</i> (40 minutes)</li> <li>• The Price of Parenthood (10 minutes)</li> <li>• What is Abstinence? (30 minutes)</li> <li>• Parent/Guardian-Teen Homework (5 minutes)</li> </ul>
Day 30	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>• A Day in the Life (45 minutes)</li> <li>• Start Presenting Contraceptive Methods Day 1 (45 minutes)</li> </ul>
Day 31	<b>Unit 5: Pregnancy Prevention</b> <ul style="list-style-type: none"> <li>• Finish Presenting Contraceptive Methods (90 minutes)</li> </ul>
Day 32	<b>Unit 5: Pregnancy Prevention</b>

	<ul style="list-style-type: none"> <li>• Creating a Resource List of Local Clinics + <i>Homework</i> (15 minutes)</li> <li>• Pregnancy Prevention Unit Quiz (30 minutes)</li> </ul> <p>Catch-Up Day </p>
Day 33	Catch-Up Day 
Day 34	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Workshop Overview, Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 1-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 35	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles, and Independent Small Group Preparation (Steps 5 &amp; 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 36	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Round-Robin Facilitation Practice (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 37	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Large Group Rehearsal (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 38	<p><b>Prepare for Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 39-40	<p><b>Implement Outreach #2</b> - Conduct the Workshop (Step 10)</p> <ul style="list-style-type: none"> <li>• (<i>Later, Baby: Pregnancy Prevention Workshop</i>)</li> </ul>
Day 41	<p><b>Debrief Outreach #2</b> <i>Later, Baby: Pregnancy Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 6: Preparing for Family Night</b></p> <ul style="list-style-type: none"> <li>• Family Night Unit Overview (15 minutes)</li> <li>• Spread the Work + <i>Homework</i> (25 minutes)</li> <li>• <i>Revisit</i> Where Do We Learn About Sex? (25 minutes)</li> </ul>
Day 42	<b>Unit 6: Family Night</b>

	<ul style="list-style-type: none"> <li>• Preparing for Family Night (40 minutes)</li> <li>• <i>Preparing for the Family Night Panel</i> (30 minutes)</li> </ul> Catch Up Day 
Day 43	Catch Up Day 
Midway through program period	<b>Mid-Program Retreat</b> <i>(follow retreat packet agenda)</i>
Day 44	<b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Workshop Overview, Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 1-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 45	<b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles, and Independent Small Group Preparation (Steps 5 &amp; 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 46	<b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Round-Robin Facilitation Practice (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 47	<b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Large Group Rehearsal (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 48	<b>Prepare for Outreach #3</b> <i>Talk to Me: Family Night Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 49-50	<b>Implement Outreach #3</b> - Conduct the Workshop (Step 10) <i>Talk to Me: A Family Night Workshop for students in the outreach group, parents/caregivers of peer educators and outreach students, stakeholders, and other community members.</i>
Day 51	<b>Debrief Outreach #3</b> <i>Talk to Me: Family Night Workshop</i> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b> <ul style="list-style-type: none"> <li>• STIs Unit Overview (15 minutes)</li> </ul>

	<ul style="list-style-type: none"> <li>Learning Sexually Transmitted Infections – setting up <i>Homework</i> (15 minutes)</li> </ul> <p>Catch Up Day </p>
Day 52	<p><b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>Shake It (45 minutes)</li> <li>Understanding Exposure (15 minutes)</li> <li>Condoms, Dental Dams &amp; Risk Reduction (30 minutes)</li> </ul>
Day 53	<p><b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>Presenting Sexually Transmitted Infections (90 minutes)</li> </ul>
Day 54	<p><b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>What Gets in the Way? (45 minutes)</li> <li>Myth Buster: Dispelling Protection Myths (30 minutes)</li> <li>School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 55	<p><b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>How to Talk to a Partner (45 minutes)</li> <li>Meeting with a Healthcare Provider (30 minutes)</li> <li>Parent/Guardian-Teen Homework (5 minutes)</li> </ul>
Day 56	<p><b>Unit 7: Understanding Risk Reduction &amp; Prevention of STIs</b></p> <ul style="list-style-type: none"> <li>Local Health Clinic: Field Trip or Presentation (40 minutes)</li> <li>What's Your Decision? (30 minutes)</li> <li>Risk Reduction &amp; Prevention of STIs Unit Quiz (20 minutes)</li> </ul>
Day 57	<p><b>Prepare for Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Workshop Overview, Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 1-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 58	<p><b>Prepare for Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles, and Independent Small Group Preparation (Steps 5 &amp; 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 59	<p><b>Prepare for Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 60	<p><b>Prepare for Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p>

	<ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 61	<p><b>Prepare for Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Days 62-63	<p><b>Implement Outreach #4 - Conduct the Workshop (Step 10)</b> <i>(Don't Pass It On: Preventing Sexually Transmitted Infections Workshop)</i></p>
Day 64	<p><b>Debrief Outreach #4</b> <i>Don't Pass It On: Preventing Sexually Transmitted Infections Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 8: Understanding &amp; Preventing HIV</b></p> <ul style="list-style-type: none"> <li>HIV Prevention Unit Overview (15 minutes)</li> <li>HIV Pre-Test (10 minutes)</li> </ul> <p>Catch Up Day </p>
Day 65	<p><b>Unit 8: Understanding &amp; Preventing HIV</b></p> <ul style="list-style-type: none"> <li>Questions and Answers (60 minutes)</li> <li>Risk Reduction Review (10 minutes)</li> <li>External Condom Line-up (10 minutes)</li> </ul>
Day 66	<p><b>Unit 8: Understanding &amp; Preventing HIV</b></p> <ul style="list-style-type: none"> <li>HIV Positive Guest Speaker (40 minutes)</li> <li>Jessica's Story (20 minutes)</li> <li>HIV Basics (30 minutes)</li> </ul>
Day 67	<p><b>Unit 8: Understanding &amp; Preventing HIV</b></p> <ul style="list-style-type: none"> <li>Text from Chris (30 minutes)</li> <li>Living with HIV (60 minutes)</li> </ul>
Day 68	<p><b>Unit 8: Understanding &amp; Preventing HIV</b></p> <ul style="list-style-type: none"> <li>What Would You Say? (30 minutes)</li> <li>Know Your Status (15 minutes)</li> <li>Revisit the HIV Pre-Test (20 minutes)</li> <li>School-Wide Campaign Check-In (5 minutes)</li> <li>Parent/Guardian-Teen Homework (5 minutes)</li> </ul>

Day 69	Catch-Up Day 
Day 70	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Workshop Overview, Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 1-4) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 71	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles, and Independent Small Group Preparation (Steps 5 &amp; 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 72	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Round-Robin Facilitation Practice (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 73	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Large Group Rehearsal (Step 8) in the <i>Workshop Planning Guide</i> packet</li> </ul>
Day 74	<p><b>Prepare for Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 75-76	<p><b>Implement Outreach #5 - Conduct the Workshop (Step 10)</b> <i>(Break the Silence: HIV/AIDS Prevention Workshop)</i></p>
Day 77	<p><b>Debrief Outreach #5</b> <i>Break the Silence: HIV Prevention Workshop</i></p> <ul style="list-style-type: none"> <li>Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p><b>Unit 9: Alcohol, Other Drugs and Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>Alcohol/Drugs and Sexual Decision-Making Overview (15 minutes)</li> <li>Introduce Message in the Music and setup Homework (5 minutes)</li> <li>Quick Facts (20 minutes)</li> <li>School-Wide Campaign Check-In &amp; Homework setup (10 minutes)</li> </ul>
Day 78	<p><b>Unit 9: Alcohol, Other Drugs and Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>The Text From Last Night (45 minutes)</li> </ul>

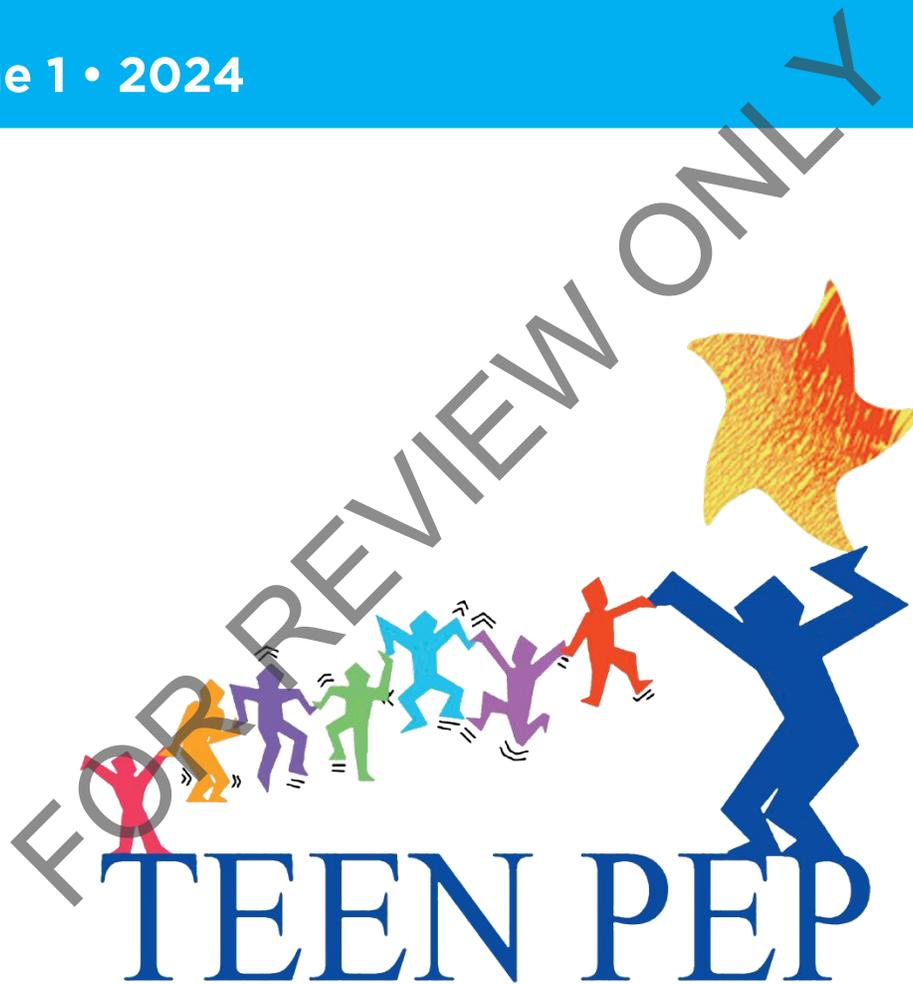
	<ul style="list-style-type: none"> <li>• What Do You Have To Lose? (20 Minutes)</li> <li>• Think It Through (25 minutes)</li> </ul>
Day 79	<p><b>Unit 9: Alcohol, Other Drugs and Sexual Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Presenting the Message in the Music (20 minutes)</li> <li>• Just Say No (20 minutes)</li> <li>• Parent/Guardian-Teen Homework (5 minutes)</li> </ul> <p>Catch Up Day </p>
Day 80	Catch Up Day 
Day 81	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <p>Workshop Preparation 11-Steps: Workshop Overview, Look &amp; Learn, Assign Parts Large Group, Identify ABLC (Steps 1-4) in the <i>Workshop Planning Guide</i> packet.</p>
Day 82	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Review Small Group Activities &amp; Assign Roles, and Independent Small Group Preparation (Steps 5 &amp; 6) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 83	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Round-Robin Facilitation Practice (Step 7) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Days 84	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Large Group Rehearsal (Step 8) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Day 85	<p><b>Prepare for Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Full Large &amp; Small Group Rehearsal (Step 9) in the <i>Workshop Planning Guide</i> packet.</li> </ul>
Days 86-87	<p><b>Implement Outreach #6 - Conduct the Workshop (Step 10)</b> <i>(Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop)</i></p>
Day 88	<p><b>Debrief Outreach #6</b> <i>Sex on the Rocks: Alcohol, Other Drugs &amp; Sexual Decision-Making Workshop</i></p> <ul style="list-style-type: none"> <li>• Workshop Preparation 11-Steps: Process the Workshop (Step 11) in the <i>Workshop Planning Guide</i> packet.</li> </ul> <p>Catch Up Day </p>

Day 89	Catch Up Day 
<p>Day 90*</p> <p>*Unit 12 can also be done as a special 2 hour event outside of class</p>	<p><b>Unit 12: Closure and Celebration</b></p> <ul style="list-style-type: none"> <li>• An Evaluation of Teen PEP (15 minutes)</li> <li>• Our Stages of Group Development (15 minutes)</li> <li>• What I'll Miss Most About You (30 minutes)</li> <li>• What I'll Miss Most About Teen PEP (20 minutes)</li> <li>• The Web (30 minutes)</li> <li>• Spiral Out (5 minutes)</li> <li>• Certificates (5 minutes)</li> </ul>
By the Last Day	<i>EXIT SURVEYS</i>

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# Workshop Planning Guide

Volume 1 • 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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# TEEN PREVENTION EDUCATION PROGRAM

## Workshop Planning Guide

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## WORKSHOP PLANNING GUIDE

# Advisor Planning Checklist

### Before Your First Workshop

- Confirm your decision to use one or two performance teams.** The number of performance teams will depend on a number of factors. Please see the *Peer Educator Selection Packet* or your TA provider for more information.
- Select co-educator pairs.** Peer educators will work in teams of two to facilitate small group activities in workshops throughout the year. Keep the co-educator pairs the same throughout the year for the small group activities. Using the following considerations, select co-educator pairs that are in the same performance team (*if applicable*) and mix gender when possible:
  - Pair students who you think will work well together, but do not pair best friends or romantic couples together, or an extremely shy person with a very dominant person
  - Ensure that the qualities of peer educators in each pair complement each other
  - Consider diversity, including race, ethnicity, gender, and social group
- Meet with the teachers of your workshop participants** to plan dates, and back-up dates, for all of the workshops. Put these dates in writing and hand in to your department supervisor and scheduler.
- Post workshop dates in the classroom** and make students aware of the timeline. Do not push a workshop date back because the peer educators are not ready. Students often wait until the last minute to prepare, so more time is not likely to result in a better performance. A less than perfect workshop can also motivate peer educators to dedicate themselves to making the next workshop better.
- Prepare workshop materials.** Gather workshop props and make small group packets for each workshop. Have a different carrying case (small suitcase or fabric bag) to hold materials for each workshop, so that materials can be used year after year.
- Anticipate possible disruptions or last-minute changes** based on the audience, the time of year, peer educators' other commitments, etc. Plan for these contingencies by scheduling an alternate date.

### Before Each Workshop

- Notify/remind the teachers of your outreach participants** of the scheduled date and back-up date for the next workshop.
- Repost or update workshop dates in the classroom** as necessary.
- Prepare and organize all materials needed** for the workshop at hand.



## TEEN PREVENTION EDUCATION PROGRAM Workshop Planning Guide

# Skill Building

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# Skill Building:

## Bridging into Workshop Prep

### Bridging into This Guide

The purpose of the skill-building section of this packet is to prepare peer educators with the **organization and facilitation skills they need to conduct effective outreach workshops**. It's important to provide an overview of what the peer educators are going to do in preparation for their first workshop.

Explain to students that in the classroom, they have participated in activities and discussion in order to master a sexual health topic. Now it is time for them to prepare a workshop and teach this material to their peers. In order for peer educators to conduct effective workshops, they must learn the components of a workshop, use effective presentation skills, understand the Activity-Based Learning steps for conducting an activity, and master effective facilitation skills.

Further explain that students will be participating in the following activities in order to learn the presentation and facilitation skills that they will need to present their workshops:

- Eleven Essential Workshop Components
- Presentation Skills
- The Activity-Based Approach for Small Group Facilitation
- Facilitation Skills
- The Art of Active Listening
- Get the Ball Rolling (*Open-Ended Questions*)
- Red, Yellow, Green

**Note:** You should have done some of these activities, such as the Art of Active Listening, on retreat. If so, you can choose to do them again before your first workshop, in order to build skills for your group or can revisit them later in the year to continue to work on a particular skill as needed.

# The Eleven Essential Workshop Components

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to understand the essential components of every Teen PEP workshop.

## Directions

1. Display the *Eleven Essential Workshop Components* poster and explain that all workshops will follow this format. Review each step in the process using the following talking points:
  - The first 6 components of a workshop are performed in front of the large audience of participants to get the attention of the audience and give factual information about the topic of the workshop. Peer educators will need to learn **Presentation Skills** in order to effectively teach the information.
    1. Attention-Getting Activity
    2. Presenter Introduction
    3. Workshop Introduction
    4. Bridge to Skits
    5. Skits
    6. Bridge to Small Groups
  - Point out that participants will move between large group and small group activities. During small group activities, peer educator pairs lead 10-14 participants through an experiential activity to deepen their understanding of the workshop topic. Peer educators will participate in skill building activities throughout the year to sharpen their **Facilitation Skills** to successfully lead small group activities.
    7. Small Group Activities
    8. Large Group Activity
  - To end the workshop, peer educators conclude with summary points in closure, solicit feedback from participants with written evaluation forms, and distribute parent-teen homework for students to continue conversations with caregivers at home.
    9. Closure
    10. Evaluation
    11. Parent-Teen Homework



**Total Time:**  
5 minutes



## Materials

- A poster with the *Eleven Essential Workshop Components* posted in room (see provided Template that follows directions)

## Reflections

Discuss the following questions:

1. What are you most excited about as you think about your role in workshops?
2. Why do you think it's important for us to pause and review this process before we start preparing for each workshop?
3. What questions do you have about the 11-step workshop process?

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template

# **ELEVEN ESSENTIAL WORKSHOP COMPONENTS**

- I. Attention-Getting Activity
2. Presenter Introduction
3. Workshop Introduction
4. Bridge to Skits
5. Skits
6. Bridge to Small Groups
7. Small Group Activities
8. Large Group Activity
9. Closure
10. Evaluation
- II. Parent-Teen Homework

# Presentation Skills

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help students present themselves in a way that helps gain attention and trust of their audience.

## Directions

1. Explain to students that the following activity will help them to develop effective **Presentation Skills** for the large group presentation.
2. Hand out *Presentation Skills Checklist* and have everyone take turns reading each question aloud.

Pause after each question is read to ask them **how** they accomplish that task and **why** it is important. Use the *Facilitator's Guide* to review each skill.

## Reflections

Discuss the following questions:

1. Why is it important for us to pause and consider presentation skills?
2. What are you walking away thinking about that you weren't before?



### Total Time:

45 minutes



### Materials

- Presentation Skills Checklist* handout for each peer educator

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handout

## Presentation Skills Checklist

- Are you prepared?
- Are you wearing your Teen PEP t-shirt or uniform?
- Are you focused?
- Have you set the stage?
- Do you look directly at your audience and make good eye contact?
- Do you speak slowly, clearly, and loudly?
- Do you pay attention and are you observant?
- Do you utilize the resources on your team and in your audience?
- Are you relaxed, friendly, and calm? Are you enjoying what you are doing?



# Presentation Skills Checklist:

## Facilitator's Guide

### Are you prepared?

**How:** Memorize your lines; know the timing and order of the workshop.

**Why:** The quickest way to lose the respect of an audience is to fumble lines or look like you don't know what you're doing.

### Are you wearing your Teen PEP t-shirt or uniform?

**How:** Wear group t-shirts, casual pants or other agreed upon uniform.

**Why:** When the group is dressed in their agreed upon workshop attire, it communicates a message to the audience that you are all ready and care about the message you're delivering.

### Are you focused?

**How:** Gather together before the workshop to focus the group. It could be a chant, song, or physical activity.

**Why:** Focusing pulls the group together, raises the energy level and helps members concentrate on the common goals of the workshop.

### Have you set the stage?

**How:** Clear the stage area and have needed furniture in position and props readily available. Plan where students will go for small group discussions.

**Why:** The workshop will appear more professional and will run more smoothly if those details are taken care of ahead of time.

### Do you look directly at your audience and make good eye contact?

**How:** Face your audience when performing or speaking. Those not "on stage" should have backs turned, or off to the side, frozen in place.

**Why:** You are more likely to keep the group interested and deliver your message if you look directly at them. Avoid body language on-stage that implies you don't care about what you are saying. Lying on the floor, hanging on or talking to one another off-stage is distracting to the audience.

**Do you speak slowly, clearly, and loudly?**

**How:** Practice. Have someone stand at the front of the room to be sure they can hear each group member.

**Why:** You are giving a lot of information and it is critical that the audience be able to process what you are saying. This seems obvious, but it is one of the hardest things for peer educators to do. If the audience can't hear or understand you, they will miss the message.

**Do you pay attention and are you observant?**

**How:** Listen to what your co-educators are saying, and the audience response. Notice the body language of the participants.

**Why:** If one of your co-educators forgets a line or gives inaccurate information, you need to be able to step in and help out. If participants are acting confused or bored, you can re-direct the discussion or ask a question.

**Do you utilize the resources on your team and in your audience?**

**How:** If someone asks you a question you don't know, ask for help from your co-educators or the audience.

**Why:** It is much better to get help with an answer rather than fake it and give misinformation or ignore the question. Getting help with an answer shows you have questions (just like them) and aren't afraid to get help for the purpose of learning.

**Are you relaxed, friendly, and calm? Are you enjoying what you are doing?**

**Why:** If you are enjoying what you are doing, your participants will too. You can be prepared and command respect and still create a fun and a relaxed atmosphere for your audience.

# The Activity-Based Approach: The Learning Cycle

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to learn about the five steps of the activity-based learning cycle and observe each of the steps in action.

## Directions

1. Hand out *Activity-Based Learning Cycle* and have everyone take turns reading each section aloud. Pause after each section to paraphrase or clarify information as needed.

**Note:** Explain that peer educators will use this 5-step approach in each and every outreach that they facilitate for the 9<sup>th</sup> graders.

2. Using the facilitator’s guide *Sending a Message: Freeze*, lead peer educators through the activity *Sending a Message*, pausing where indicated to review each step of the cycle.

## Reflections

Discuss the following questions:

1. Why do you think these 5 steps of the *Activity-Based Learning Cycle* are so critical for facilitating group activities?
2. What might be lost if a facilitator skips any of the steps in the cycle?

**Note:** Take time to ask about each of the steps.

3. What do you think might be hard for you when learning to use the *Activity-Based Learning Cycle*? What do you think will come more easily?



**Total Time:**

35 minutes



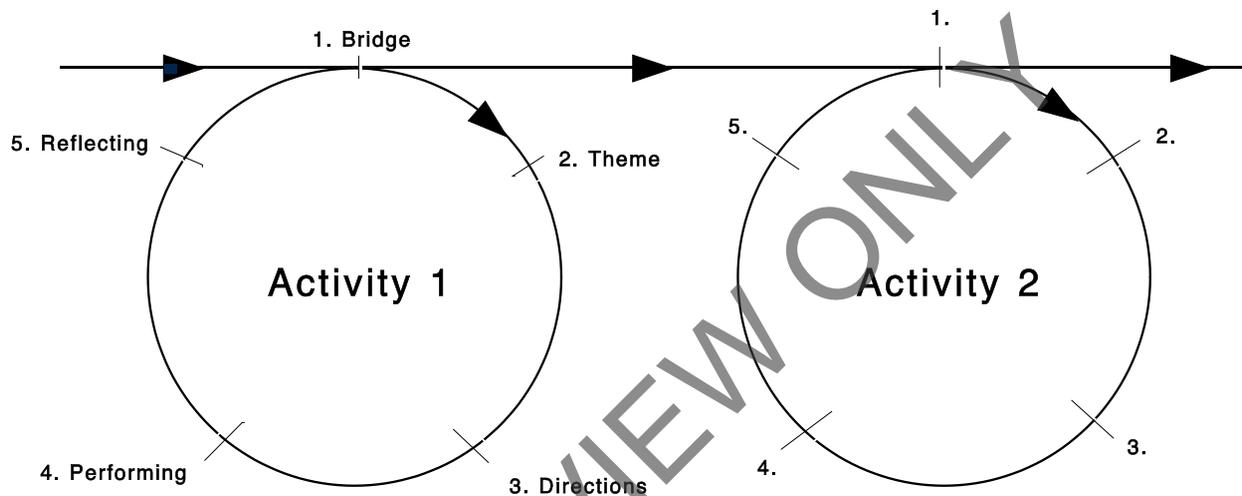
## Materials

- Activity-Based Learning Cycle* handout for each peer educator
- A Facilitator’s Guide – *Sending a Message: Freeze* for each advisor
- Sending a Message* activity materials:
  - o Cards 1 through the number of students in the group, minus 1 (Example: If there are 19 peer educators in the group, you need card numbers 1-18.)
  - o 2 paper bags (half of the numbers in one bag, and half in the other)



# The Activity-Based Learning Cycle: A Guide to Facilitation

Using a *consistent approach* to facilitating group activities makes the experience easier for both facilitators and their groups. **Five facilitation steps** help to ensure that you effectively facilitate each activity. In the diagram below, you'll notice that there are 2 activities and that you would move through all 5 steps of the first activity before moving to the second activity:



## 1. Build a bridge to link where you have been (in the last activity or outreach) and where you are going (in the next activity).

- You can bridge between the previous activity or outreach and the one you are about to begin:  
*We've been talking about the pressure that high school students experience. Now we'll focus on ways people have of coping with the pressure.*
- You can bridge from something relevant that a group member said:  
*Earlier, some participants said that they never know how to deal with their parents when they want something different from them. In this activity, we'll be practicing communication skills to use when you're in a tough situation.*
- Some common words and phrases you might hear when a bridge is being offered include:  
*Earlier, we... now we are going to... | In the last activity we... in this activity we will... | Before we... next we will...*

## 2. Introduce the theme for participants to see why the activity they're about to do is meaningful and relevant to their lives and experiences.

- By using information and/or questions, the facilitator sets the theme to help participants understand why the activity will be important for them to experience.



### 3. Give Clear Directions about what you are asking people to do.

- Make sure your directions are clear and short.
- Break down directions into small parts – participants should complete the first thing you ask them to do before you give them directions for the second thing, and so on.
- Model relevant steps to set an example of how other group members can participate.
- After giving directions, ask the group something like, “What questions do you have about the directions we just gave?”

### 4. Perform & Participate in the Activity. You are a facilitator AND a participant—and the way you participate will affect the group.

- Show your interest in the activity by participating but remember that you are also leading the group.
- Monitor the group to ensure everyone understands, answering questions and clarifying directions as needed.
- Give group members who “pass the first time around” another opportunity to take part once others have participated.
- Make sure no one is left out but avoid putting any participants “on the spot.”

### 5. Ask Reflection Questions. Reflecting allows people to talk about what they have learned and what they are feeling.

- Ask the reflection questions provided at the end of the activity, adding your own open-ended questions as needed.
- Don't just stop after one person responds. Ask, “What do other people think?” or “Does anyone have a different response/reaction?”

## FACILITATOR'S GUIDE

# Sending a Message: Freeze

### Demonstration of the Activity-Based Learning Cycle



Before you start, prepare materials using the following specifications to ensure a successful activity:

- Prepare cards numbered from 1 through the number of people in your group, minus 1. (e.g. If there are 19 people in the group, you will need card numbers 1 through 18.)
- Have 2 paper bags prepared with half the numbers in each bag to help quickly distribute numbers around the circle

### BRIDGE

Say something like:

*So far, we've experienced a variety of activities that have helped us see the value of effective verbal communication for groups. Now, we are going to experience an activity that helps us see the importance of our nonverbal communication skills, too.*

### Freeze!



Once the facilitator has finished **bridging** into this activity and has called "freeze," ask the following questions. Record answers on flipchart paper.

- What step in the cycle did you just hear?
- What led you to know it was a bridge? (*It connected what we did previously to what we are doing now*)
- What key words/phrases might a bridge contain? (*Before, in the last, now, in this, earlier*)

### THEME

Let peer educators know that, since nonverbal communication will be so useful when they are facilitating outreaches with 9<sup>th</sup> graders, we are going to play a game that will help us practice this skill as a group. Briefly discuss the following questions:

- What are some examples of nonverbal skills? What does nonverbal communication look like?
- How are you able to tell what others might be thinking or needing, if they aren't directly telling you?

## Freeze!



Once the facilitator has finished setting the **theme**, and has called “freeze,” ask the following questions. Record answers on flipchart paper.

- What step in the cycle did you just hear?
- What strategy did the facilitator use to establish a theme?  
*(Asked open-ended questions; explained why the activity will be useful to participants)*
- What is the value in having bridged and themed so far?  
*(Participants know how the activity builds on skills from the previous activities and the purpose of what they are about to do)*

### DIRECTIONS

1. Ask participants to gather in a circle, standing shoulder to shoulder. Next, have everyone take 3 steps back.
2. Pass the 2 bags containing the numbers in opposite directions around the circle, and have each participant take a number *without sharing* the number with anyone else.
3. Move to the center of the circle (do not take a number for yourself) and read the following instructions:
  - You each have a number. Please don't share your number with anyone else, but be sure you remember it.
  - I will stand in the middle of this circle and call out 2 numbers. The goal for the group is to have those 2 people to run across the circle and trade places without me taking one of their spots. They must accomplish this without ANY talking and have 2 minutes to do so.
  - The group can help by trying to distract me, without leaving the circle or speaking, while the 2 number holders try to exchange places.
  - If I'm successful in getting one of the spots, the player whose place I take goes into the center, and everyone will get a new number.
  - If I'm unsuccessful, we'll redistribute the numbers, I'll call out 2 new numbers, and we'll repeat the round.
  - If I'm stuck in the center for more than 2 rounds, I can ask for a volunteer to replace me in the center.
  - We'll play several rounds, but first we'll give it a try with a practice round. What questions do you have?
4. Once everyone understands the task, do a practice round with the group.



The simplest way to make sure everyone has a new number for each round is for the person in the middle to ask everyone to hold their numbers face down and quickly pass their number to the right, and to continue to do so for a few seconds, until the person in the middle says, "stop." Participants should look at the new number and then the next round begins game continues.

## Freeze!



Once the facilitator finishes giving **directions and modeling**, and has called "freeze," ask the following questions. Record answers on flipchart paper.

- What step in the cycle did you just hear?
- What strategies did the facilitator use to give clear directions? (*Short steps, clear language, asked open-ended questions to ensure clarity, modeled, practiced*)

## PERFORM

5. Play the game along with peer educators while encouraging them to take risks and establish good nonverbal contact before switching places. Continue for several rounds as time allows.

## Freeze!



Once the facilitator is finished **performing**, and has called "freeze," ask the following questions. Record answers on flipchart paper.

- What step in the cycle did you just experience?
- What did the facilitators do while you performed? (*Ensured the group was on task, served as a timekeeper if needed*)

## REFLECTIONS

End with a round of applause and ask peer educators to take a seat. Discuss the following questions:

- What are some of the ways we communicated with one another in the circle?
- What was challenging about this way of communicating?

- What was difficult about making yourself understood? What was difficult about understanding others?
- What have you learned about the value of good eye contact in a group?
- How can we become better observers of what others are thinking or doing in a group? What makes this important for your work as peer educators?

## Freeze!



Once the facilitator is finished **reflecting** with the group, and has called “freeze,” ask the following questions. Record answers on flipchart paper.

1. What step in the cycle did you just experience?
2. What is the value in reflecting? *(It ensures participants are able to talk about what they experienced and what they are feeling to help solidify learning)*
3. What might be lost from this activity if you didn't leave time to reflect? *(The true learning happens in reflections, so you would risk participants walking away without understanding the takeaways of the activity)*

***Remember to return to the Activity-Based Learning Cycle activity for final reflections!***

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>

# Group Facilitation Skills

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to increase peer educators’ ability to use the skills necessary for facilitating activities with peers.

## Directions

1. Have the group brainstorm a short list of differences between being a facilitator and being a lecturer or presenter. Record responses on newsprint.
2. Display Teen PEP’s definition of facilitator on newsprint:  
A facilitator enhances learning by asking questions and helping individuals in the group come to their own understanding.
3. Hand out *Group Facilitation Skills* to everyone. For each of the 5 sections on the handout, complete the following two steps:
  - Go around the circle and have a volunteer read each skill in that section aloud.
  - Ask the following question: Of the skills listed, what are examples you have observed advisors demonstrate in the classroom or on the retreat?

## Reflections

Discuss the following questions:

1. What did you learn about group facilitation from this activity?
2. What skill(s) do you think will come most naturally to you?
3. What skill(s) do you think you’ll need to work harder to accomplish?
4. What are some strategies that can help you draw quieter group members in? (*Try a “four before more” rule where four people in the group need to answer a question before you move on to the next one. To help regulate more dominant group members, try “three before me” where you task everyone in the group to wait for three new people to respond before they raise their hand again.*)
5. If a facilitator responds negatively to a member’s view, how can that affect that person? The group? (*The person can feel shut down and it can make group members more reluctant to offer their own views*)



**Total Time:**

30 minutes



## Materials

- ☐ One set of *Group Facilitation Skills* posters
- ☐ *Group Facilitation Skills* handout for each participant
- ☐ *Facilitator Definition* printed largely on newsprint or a PowerPoint slide

# Group Facilitation Skills

## To make sure your group members:

## Try these skills!

### Are engaged in an activity or discussion

- Ask open-ended questions to keep the conversation moving.
- After a question has been answered, ask other group members for different points of view.
- If a member asks a question, ask the group to respond instead of answering it yourself.
- Make sure everyone in the group participates. Invite responses from group members who haven't spoken and don't allow a few people to dominate.

### Get the most learning from an activity or reflection

- Ask group members to elaborate on their responses to get more information and clarify what's being said.
- Rephrase or reflect back what was said to ensure you understood what was being said.
- Be aware of *the group's* non-verbal communication so you can gauge how the group is feeling in order to respond to their needs.
- Keep the group focused on the topic.

### Feel heard and appreciated

- Acknowledge all *questions* from group members.
- Acknowledge and appreciate all *responses* from group members.

### Feel safe and supported

- Appreciate members' views without judgment.
- When there is a disruption in the group, call a "Time Out" and ask several group members to describe what is happening. You may need to ask your advisor for help.

### Have accurate factual information

- Respectfully correct inaccurate factual information given by a member.

# Get the Ball Rolling: Open-Ended Questions

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to practice the art of asking open-ended questions to help “get the ball rolling.”

## Directions

### ACTIVITY 1: From Closed to Open

1. Discuss the difference between a closed-ended question and an open-ended question. Write the following examples of closed-ended and open-ended questions on a chalkboard or flipchart:

**Closed-ended question:** *Do you think it is important to be a role model for younger students?*

**Open-ended question:** *What makes it important to be a role model for younger students?*

2. Discuss the following questions:
  - What is the difference between these two questions?
  - Which question is more likely to foster a rich and lively discussion? Why?
3. Hand out *Open Up!* to everyone and have them sit next to their co-educator.
4. Read the first *Open Up!* question aloud. Have pairs re-write that close-ended question into an open-ended question that could better elicit a meaningful response.
5. Have a few volunteers read their responses.

**Note:** Try to elicit different responses from the group to illustrate the multiple ways a question can be phrased.

6. Repeat steps 4 and 5 until all the questions have been rewritten.

 **Total Time:**  
30 minutes

 **Materials**

- Newsprint & markers
- Open Up* handout for each peer educator

## ACTIVITY 2: Get the Ball Rolling

7. Bridge from the previous activity.
8. Have pairs join other pairs to form groups of 6-8 people.
9. Review the following directions:
  - This activity will take place in a series of 6-minute rounds, with the first 3 minutes being a *Facilitated Group Discussion* and the second 3 minutes being a *Group Debrief on Facilitation Strategies*.
  - To begin each round, one person from a co-facilitator pair holds a ball and the other asks the group one of the questions from the previous activity. That co-facilitator pair facilitates a 3-minute discussion on that topic.
  - As you facilitate, keep the discussion about the original question flowing by asking open-ended follow up questions. Toss the ball around to whomever is speaking during the discussion.
  - Advisors will keep time for the group and once we call time, we will give the next set of instructions.
10. Have the groups begin their 3-minute discussions. Once time is up, review the following directions for the second part of the round:
  - Co-educator facilitators should answer the question: *What did it feel like to facilitate this discussion?*
  - Then the rest of the group answers: *How did the facilitator use what was happening in the conversation to come up with open-ended questions?* and *What effect did the questions have on the group?*
11. Have the groups begin their 3-minute debrief. Once time is up, have the volunteer facilitators choose which co-educator pair will facilitate the next round by throwing the ball to them.
12. Repeat steps 10 and 11 until each co-educator pair has a chance to facilitate or time is up.

## Reflections

Discuss the following questions:

1. What was challenging about this process?
2. What can you do if you ask an open-ended question, and it falls flat?
3. What did you learn for facilitating your next outreach?

# Open Up!



1. Was there someone you looked up to when you were younger?

---

---

2. Do you know someone who has good leadership skills?

---

---

3. Is there a reason you decided to become a peer educator?

---

---

4. Do you think that students are capable of transforming the culture and climate of their school?

---

---

5. Can you imagine going to a school where students and teachers get to know each other better?

---

---

6. Do you have a vision for what our school should look like?

---

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FOR REVIEW ONLY

# The Art of Active Listening

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to practice the skill of active listening.

## Directions

### ACTIVITY 1. Thinking about Listening



Before you begin, create a 2-column chart either on the board or on chart paper. Write “What Active Listening Sounds Like” at the top of the left-hand column and “What Active Listening Looks Like” at the top of the right-hand column.

#### 1. Review the following points:

- Active listening is a way of communicating with others that invites them to tell you more, to keep talking, to open up.
- Active listening is an important skill that you will use every time you conduct outreaches with the 9<sup>th</sup> graders.
- In addition, active listening is a skill that you can use in all of your relationships—as a sibling, as a family member, as a friend, as a student, as a leader.

#### 2. Hand out blank paper to everyone and have them write a list of all the people they talk with the most each week.

#### 3. Have everyone go back and circle the person or people on their lists who listen in a way that makes them feel *most heard*. Have them keep these people in mind for Step 4.

#### 4. Display the 2-column chart. Discuss the following questions and chart students’ responses in the appropriate column:

- **What Active Listening Sounds Like**
  - What does active listening sound like?
  - What might a person say in order to show interest in what you are talking about?
  - What might someone say in order to encourage you to keep speaking?

#### Time:

**Activity 1:**  
15 minutes

**Activity 2:**  
40 minutes

**Reflections:**  
5 minutes

#### Materials

##### For Activity 1:

- Blank paper for everyone
- Pens for everyone
- Active Listening Guidelines* handout for everyone
- Flipchart paper with 2-column chart written on it

##### For Activity 2:

- Index cards for everyone
- 2 copies of *Active Listening Observation Chart* for everyone
- Active Listening Reflection* handout for everyone
- A timer

- **What Active Listening Looks Like**

- What does active listening look like?
- What are some examples of body language that you notice when someone is listening to you, or wants to encourage you to keep talking?

5. Discuss the following question (without recording responses):

- On the other hand, what are some things that a person could do or say that might stop you from talking?

**Note:** Explain that actions or words that keep people from talking are called active listening **traps**. As facilitators, we want to learn to avoid the active listening traps.

Active listening **skills** can be used to help others feel comfortable talking. These skills are the statements and actions that we want to practice and develop as facilitators.

6. Bridge to the next part of the activity.

7. Hand out *Active Listening Guidelines* to everyone. Read through the handout in the following manner:

- Ask a volunteer to read the text in the box on the right-hand side of the handout.
- Next, ask students to take turns reading the *skills* aloud, including examples. Encourage students to read the examples with fun energy, dramatically *acting out* what these examples can sound like.
- Pause after each skill is read to (a) clarify any definitions and answer questions and (b) ask a volunteer to offer one additional example of something someone can say when using this skill.

8. Discuss the following questions:

- Which of these skills are similar to the items listed in the chart we developed?
- How does it make you feel when someone uses these skills while they are listening to you?
- Why do you think the skills in this list might encourage a person to continue talking?

9. Return to the *Active Listening Guidelines* handout. Ask students to take turns reading the list of *traps* aloud, clarifying any definitions or examples that are not clear to the group. Again, encourage students to read the examples with energy and a bit of drama.

**Note:** When reviewing the traps, be sure to spend some time making sure peer educators understand why interjecting one's own story and giving advice are not ideal when practicing active listening.

10. When finished reading the traps, discuss the following questions:

- How might it make you feel if someone falls into one of these traps while listening to you?
- Which trap are you most likely to fall into when talking with others?
- What makes it easy to fall into the traps on this list?

**ACTIVITY 2. Practicing Listening**

11. Bridge from the previous activity.

12. Hand out index cards to everyone. Review the following directions:

- Everyone will write a short answer or jot notes to the following question:
  - When you think about being a Teen PEP educator and role model, what is a challenge you think you might face this year?

**Note:** You can also have students think about areas of strength they want to keep improving, or areas of challenge where they want to grow.

- Answer in ways that are real for you and that you're comfortable sharing in smaller groups later.

13. Give everyone 2-3 minutes to write their responses down.

14. Hand out one of the *Observation Charts* to everyone. Review the following directions:

- We advisors are going to model a conversation where the *Listener* will use as many active listening skills as possible, while the *Speaker* talks about a challenge or concern for 3 minutes.

**Note:** Make sure you and your co-facilitator determine ahead of time what challenge or concern the *Speaker* will model for the group. The *Listener* should be prepared to demonstrate at least 4 active listening skills.

- You all will be the *Observers*, writing down on the handout examples you see and hear of active listening *skills* and *traps*.

15. Model, as co-advisors, the active listening conversation.

16. Hand out *Active Listening Reflection* to everyone. Model the reflection process by answering the questions for the *Speaker* and the *Listener*. Then, have a few volunteers share their observations using questions for *Observers*.

**Note:** Speak for about one minute per question.

17. Hand out the second copy of *Observation Chart* to everyone.

18. Divide everyone into groups of 3, each sitting apart from other groups.

19. Review the following directions:

- There will be 3 rounds.
- For each round, someone will be the *Speaker* talking about their challenge or concern from their index card for 3 minutes.
- Another person will be the *Listener*, using active listening skills to listen to and support the *Speaker*.

- The third person will be the *Observer*, silently observing while writing notes on the *Observation Chart* about the skills the *Listener* is practicing, as well as any effect these skills may have on the *Speaker*.
- After 3 minutes, everyone will have one minute to gather some thoughts about the questions on the *Active Listening Reflection* handout.
- Next, in the order listed on the *Active Listening Reflection* handout, each person will respond to their questions for one minute (starting with the *Speaker*, then the *Listener*, and finally the *Observer*).
- We will repeat this process twice, so that each person in the triad has the opportunity to be in each role.
- For each round, we will help keep time and will observe groups, providing coaching where helpful and answering questions that might come up.

20. After all 3 rounds of practice and reflections, bring the group back together.

## Reflections

Discuss the following questions:

1. What did you notice about yourself, as either a speaker or a listener?
2. When active listening is happening, what are the benefits for the speaker? What are the benefits for the listener?
3. What might distract you or get in the way when trying to actively listen? How might you have to grow, in order to be a good active listener?
4. How will the 9<sup>th</sup> graders benefit if we use active listening skills during outreaches?
5. What can we gain by actively listening during conversations with our friends, teammates, or families?

# Active Listening Guidelines

Active listening allows you to:

- Do your best listening when another person is sharing a story or concern
- Pay full attention to what the speaker may need
- Encourage the person to continue speaking and sharing

Active listening can be used during outreaches, when listening to friends or family, or in any relationship where you would like to improve communication.

## ★ PRACTICE the following Active Listening SKILLS

Skill	Example
Paraphrasing (repeating what you've just heard someone say, but in different words, to make sure that you understood)	<i>"This is what I hear you saying...is that right?"</i>
Asking for more information	<i>"Could you say some more about that?"</i>
Giving nonverbal support by using positive body language	<i>Face the person speaking; make good eye contact; nod in understanding.</i>
Asking questions that clarify information	<i>"What do you mean by that?"</i>
Asking questions that ask about emotions	<i>"How did you feel when that happened?"</i>

## ★ AVOID the following TRAPS

Trap	Example
Giving your own opinions	<i>"If it were up to me, I would..."</i>
Interrupting with your own story	<i>"Oh, me too! I remember a time when I..."</i>
Agreeing or disagreeing with what the speaker is saying, including making judgments	<i>"I agree with you, they should (not) ..." OR "They never should have..!"</i>
Giving advice	<i>"You out to..." OR "Have you thought about doing...?"</i>
Being distracted	<i>Looking at your phone. Thinking about how you are going to respond before the person is finished speaking. Wondering what is for lunch.</i>

Adapted from Educational Media Corporation, Box 21311, Minneapolis, MN 55421-0311



# Active Listening Observation Chart

In the spaces below, write down comments and nonverbal cues that the active listener demonstrates as you observe the round. If you prefer, you can write notes on the back of this page and sort your observations into the table below once the Speaker's time has ended.

<b>Paraphrasing</b>
<b>Asking for Elaboration</b>
<b>Making Supportive Comments</b>
<b>Giving Nonverbal Support</b>
<b>Asking Probing Questions</b>
<b>Summarizing</b>

# Active Listening Reflection

In triads, each person, in the order listed below, shares responses to the following questions:

## Speaker

- What did the listener do or say to encourage you to keep speaking or to share additional information? Give some examples of the active listening skills you noticed.
- How did it feel to have the time to talk while someone really listened to you?

## Listener

- What was the easiest part of actively listening to the speaker? What was the most difficult? Provide an example of each.
- How difficult was it to avoid interrupting with your own opinions or stories while actively listening? What did you do if you were tempted to give advice to the speaker?
- What did you learn about the speaker that you did not know before this conversation?

## Observer

- What was easiest for you about being an observer of the conversation? What was the most difficult? Provide an example of each.
- Report a few observations you made of the listener using active listening skills or avoiding traps. Provide specific examples and avoid generalizations. Share the effect on the speaker you noticed as a result of the listener practicing active listening.

# Red, Yellow, Green

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to practice three types of facilitator responses to understand ways a facilitator can make a group feel safe and talkative or make it uncomfortable and disengaged.

## Directions



Before the activity begins, designate 3 tables or areas around the room and clearly label each one with RED, YELLOW, or GREEN, so that 3 groups can rotate among the tables or areas.

## Explore the Meaning of Red, Yellow, & Green

1. Explain that peer educators are in the role of group facilitators, leading their groups of students – and that in this role, the goal is to help a group feel safe enough to share what’s on their minds. Facilitators who aren’t careful can end up doing the opposite – they can create an environment in which people don’t want to speak up.
2. Discuss the following questions:
  - What do teachers do to help you to speak up in class?
  - What do teachers do that stop you from speaking up?
3. Hand out *Red, Yellow, Green* to everyone. Have volunteers take turns reading each key statement and the examples of each kind of statement, using the tone they think is required for each example.
4. Have co-educator teams brainstorm challenging statements that they have heard their peer group members offer in outreach groups – statements that tempt peer educators to offer *Red* responses.

### Example:



### Time:

**Activity:**  
35 minutes

**Reflections:**  
5 minutes



### Materials

- 3 tables or designated areas—each one should be labeled RED, YELLOW, or GREEN.
- Red, Yellow, Green* handout for each peer educator
- Paper for each of the 3 tables or areas
- A marker for every subgroup of 3-4 peer educators

- A peer group member might say, “This is really stupid,” or “Do we have to do this?”

**Note:** If you prefer to provide your own statements rather than have peer educators write them for use in the 3 rounds described below, here are some sample statements you can use:

- *I don't like working with other people. I like to work alone.*
- *The best part of this whole thing is getting out of class.*
- *They give us so much homework here. You have to copy off of other people to get it all done.*
- *Can we do something different today? I don't want to do another activity.*
- *I don't like talking about personal stuff.*
- *I never get a chance to talk in here.*
- *This is really stupid.*

Each co-educator team should write down at least one statement on a piece of paper and hand it to you; no one should share their statements aloud, as the next part of the activity relies on an element of surprise.

### Play 3 Rounds of Red, Yellow, Green

5. Divide everyone into 3 groups, bringing their handouts with them. Assign one group to start at the *Red* area, the second group to start at the *Yellow* area, and the third group to start at the *Green* area.

Within these 3 groups, have students get into subgroups of no more than 3-4 students per subgroup (this might mean that *Red* has 2 subgroups, *Yellow* has 2 subgroups, and *Green* has 2 subgroups).

6. Explain that you will be speaking as if you were a peer group member, using some of the challenge statements that your peer educators have just written (*or statements provided in the notes column*).
7. Each color team is to respond to the challenge statement as if they were the peer educators facilitating an outreach. They have just *one minute* to write down a facilitation response that reflects their team color.
8. Begin Round 1 with a student statement that is slightly less challenging than the others – you will scaffold up to a more challenging statement in Round 3.
9. After hearing the student statement, each subgroup thinks together and within one minute, writes down one response that reflects the color of their station. (*Note that as you go along, groups may need less time to complete their statements.*)

10. Once all groups have written down their responses:

- Read the student statement again and ask a reporter from one of the *Red* subgroups to share their response. If it's funny, that's great, as this activity can be really comical at moments! Ask the group:

*What would the effect on the group be, if you had given this Red response?*

**Note:** Because this activity works well if it's lively and fun, only ONE subgroup of each color gets to report out to everyone – so that the pace remains quick and interest remains high. At the same time, use your discretion – you don't want so many report-outs that it gets dull, but you also don't want to squelch sharing if the energy is up and group members are enjoying one another's responses.

- Use the guidance below as you hear a response from one *Yellow* subgroup and then one *Green* subgroup:
  - *Before* each response, re-read the student statement aloud so that their responses sound like real dialogue.
  - *After* each response, ask the group:
 

*What would the effect on the group be, if you had given this [fill in the color] response?*
  - Pay special attention to *Green* responses—you'll want to help your group hear when a strong *Green* statement can really help a group to share dialogue.
- After the process above is complete, give the subgroups that have NOT had a chance to share their statements a quick moment to share the response they wrote – but just at their own station.

11. After the first round, have color groups rotate to the next color. Repeat the process in steps 8-10 above for 2 more rotations:

- Use a new peer group member statement for Round 2 and a new statement for Round 3 – with the Round 3 statement being the most challenging one.
- Make sure to choose different subgroups within each color to report out each time.

## Reflections

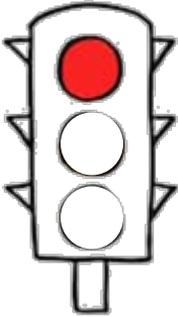
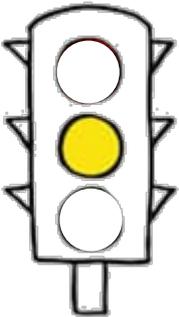
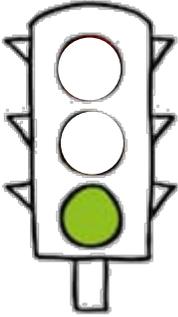
Discuss the following questions:

1. What's staying with you after participating in this activity?
2. If a facilitator made a *Red* response to something you shared in a group, how would it make you feel?
3. As you think about applying these ideas to your own outreach groups, what's on your mind?



# Red, Yellow, Green

Common facilitator responses can be broken down into 3 categories:

Red	Yellow	Green
<p>Brings productive conversation to a stop by ignoring, discouraging, or alienating the speaker</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Disagree and/or inject your own opinion <i>"Oh, that's not right. I think..."</i></li> <li>Ignore the comment <i>silence, and then move on</i></li> <li>Make generalizations <i>"Everyone knows that." or "That happens to everyone"</i></li> <li>Become defensive or judgmental <i>"I don't think you understand what we're talking about"</i></li> </ul> 	<p>Remains positive, but contributes little to keep the discussion moving in the right direction</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Respond frequently with only one word answers <i>"Yes;" "OK;" or "Uh-huh"</i></li> <li>Agree without following up <i>"That's good"</i></li> <li>Get caught up in one person's ideas and/or letting the discussion move off-track <i>"You're right, they should..."</i></li> </ul> 	<p>Enhances the discussion and maintains the flow of conversation</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Ask for clarification <i>"I'm not clear what you mean by that. Could you say a little more?"</i></li> <li>Play back what you have heard to check for accuracy <i>"It seems like you're saying...Is that right?"</i></li> <li>Ask the person to elaborate; ask specific questions for follow-up <i>"It would be helpful if we could hear more about..."</i></li> <li>Ask the group to respond <i>"What do other people think about that?"</i></li> </ul> 



## TEEN PREVENTION EDUCATION PROGRAM Workshop Planning Guide

# The Eleven-Step Workshop Preparation Process

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# The Eleven-Step Workshop Preparation Process

## Bridge

In the past few class sessions together, we spent time developing skills to help us effectively conduct workshops. Now, we are going to follow an *Eleven-Step Workshop Preparation Process* as we prepare to conduct our first workshop. We will follow this same preparation process for every workshop that we will conduct.

## Theme

The purpose of these activities is to prepare peer educators to conduct effective workshops.

**Reminder:** Before each workshop, be sure to do the following:

- Notify/remind the teachers of your outreach participants of the scheduled date and back-up date for the next workshop.
- Repost or update workshop dates in the classroom as necessary.
- Prepare and organize all materials needed for the workshop at hand.

## Directions

### Step 1: Overview of Workshop

(40-60 minutes)

1. Hand out the full workshop packet to everyone.
2. Review the *Workshop Objectives* and *Take Home Messages* and ask students to explain why they think each of the objectives and take home messages is important for their peers to learn.
3. Review the Workshop Agenda, ask students to identify the 11 essential workshop components, observe the timing of each component, and identify activities they participated in during class time.
4. As a group, take turns reading aloud all of the large group



### Total Time:

Number of class periods to complete workshop preparation:

- 10-12 for 45-minute class periods
- 8-10 for 60-minute class periods
- 5-6 for 90-minute class periods



### Materials

- A poster with the *Eleven Essential Workshop Components* posted in room
- A poster of the *Objectives and Take Home Messages* for the workshop you'll be conducting posted in the room
- A copy of the appropriate workshop for each peer educator
- Materials for small group activities as outlined in the workshop packet
- How Did We Do?* handout for each peer educator
- Look and Learn DVD

components of the workshop. Note the transitions between large group and small group activities. Do not review the small group activities at this point.

5. Ask for volunteers to state which objective or take home message each large group activity or skit addresses.
6. Encourage students to brainstorm potential changes to the skit language (e.g., character names, use of non-offensive slang, references to the current trends). Changes should not modify the core message of a skit and must be approved by the advisors.

## Step 2: View & Discuss Look & Learn DVD

(15-20 minutes)

*Look & Learn* is a video tool that helps prepare peer educators for the large group components of workshops. It includes all of the workshops in the Teen PEP Core Curriculum except for *Don't Pass It On: Preventing Sexually Transmitted Infections* and *Sex on the Rocks: Alcohol, Other Drugs, and Sexual Decision-making*. While some of the skits have changed since it was created, viewing the DVD helps students get an idea of the presentation skills that are required for an effective workshop.

The remainder of this section provides questions you can ask for each of the workshops featured on the DVD.

## Let's Wait Awhile: Postponing Sexual Involvement Workshop

### Group Entrance

Pause the video and discuss the following:

- How did the group enter the room? (*From outside the room where the workshop will take place, in a line, moving quickly, without talking*)
- Why is it important that the group come to the “stage” in a quick and orderly fashion? (*The peer educators set the tone of the workshop in the first 30 seconds of their presentation. Entering the space in this way commands respect from the audience and helps them get ready to listen.*)

### Attention-Getting Skit: Casey at Bat

Pause the video and discuss the following:

- What did the group do well?
- What could they have done better?

### Presenter Introduction

Pause the video and discuss the following:

- What needs to be included in the presenter introduction? (*Who the group is, some information about Teen PEP, names of the peer educators*)
- What could they have done to make the presenter introduction better? (*They could have moved*)

*through names of peer educators quicker, with more animation. It is important to set the tone with high energy and excitement about the workshop.)*

## Workshop Introduction

Pause the video and discuss the following:

- Why is it important that there be a quick transition between the presenter introduction and the workshop introduction? *(The students are excited to see what will happen next; if there is a lag before it starts, the energy will drop.)*
- What did you notice about how the peer educators spoke? *(They spoke slowly, clearly, and loudly enough to be heard.)*
- Why is it important to make eye contact with the audience? *(The audience will be more engaged if they feel the presenter is speaking directly to them.)*
- What did you notice about the group behind the speakers? *(The group stands silently behind them without moving.)*
- Why is standing still important? *(When the group remains on the stage during a skit or introduction they must be still and quiet so as not to distract from the message.)*

## Bridge to Skits

Pause the video and discuss the following:

- What did you notice about how this bridge was delivered? *(The peer educator was animated, clear and made good eye contact. She made you want to see the skit.)*

## Skits: Help! The Last Virgin, Monologues

Pause the video and discuss the following:

- What presentation skills did you notice? *(Lines memorized but did not seem stiff, spoke clearly, slowly, and loudly enough, came close to audience, good eye contact, used animation, quick transitions)*
- Why did peer educators pause in position for a few seconds before they began speaking? *(To get the attention of the audience and/or to wait for the effect of what they said)*
- What factors can make one performance more effective than another? *(Facial expression, eye contact, timing—pausing for effect, becoming the character rather than just reciting lines)*



## Later, Baby: Pregnancy Prevention Workshop

### Attention-Getting Skit: Monologues

Pause the video and discuss the following:

- What do you notice about how the couples are standing? *(Three separate couples face one another, look at floor, and stand still. The first couple turns smoothly to their right so that the actor is facing the audience before pausing and then speaking.)*
- What differences do you notice in the delivery styles of the 2 actors in the first couple? *(The*

*actress says her lines correctly but there is little expression. The actor is animated and connects with the audience to deliver his message.)*

- After watching the three couples, what factors make one performance more effective than another? *(Facial expression, eye contact, asking questions, timing/pausing for effect)*

### Workshop Introduction

Pause the video and discuss the following:

- What do you notice about the posters? *(They are big enough for the audience to read, they are all alike, they are colorful and attractive, the peer educators are holding them still in a uniform manner)*
- What do the peer educators holding posters do to get the audience's attention? *(Say "FACT!" before they say their particular fact)*
- What could they do to make their fact come alive? *(Say it with animation and enthusiasm; to convey the importance to the audience)*

### Skit: Talk About It

Pause the video and discuss the following:

- What do you first notice about the props in this skit? *(One person is missing his halo. It is important to be uniform if you are using props – otherwise it is distracting.)*
- What did the actors do well? *(The couple delivered their lines with enthusiasm, as if they meant them; they paused for effect; they all used the freeze technique)*
- Which conscious was most effective? What did the actor do? *(Leaned in to talk to the couple; used props; got excited and used humor)*

### Activity: Why Some Teens Don't Use Condoms, Birth Control, or go to the Clinic

Pause the video and discuss the following:

- Why were the signs effective? *(Big enough to see; were held still)*
- What did the peer educator do well in facilitating this discussion? *(Repeated what the audience member said so everyone could hear; paraphrased—made the point clear; moved around, used hand gestures, and kept audience engaged)*



### Talk to Me: Family Night Workshop

After watching the whole video, pause it and discuss the following:

- Which skits do you think are the most effective? Why?
- Why are the peer educators who are not involved in a skit standing at the back of the stage with their backs to the audience? *(Transitions between skits can then go quickly, without having to wait for characters to walk on and off stage).*
- Why are signs with names of skits so important in this workshop? *(The skits are short and move*

*quickly from one to the next. Signs and introductions help differentiate between skits, showing when one begins and one ends.)*

*Note that the Stop the Madness skit can be found in the Let's Wait Awhile: Postponing Sexual Involvement Workshop portion of the DVD.*



## **Break the Silence: HIV Prevention Workshop**

### **Pre-Workshop Energizer**

Pause the video and discuss the following:

- What is the purpose of peer educators doing an energizer before their workshop? *(Gets the group focused, raises the energy of the group, which will translate to the audience.)*

### **Attention Getting Activity: Faces of HIV**

Pause the video and discuss the following:

- What do you notice about how the peer educators place themselves? *(They walk in silently in masks, place themselves on different levels in a tight knit group, and face different directions)*
- What is the purpose of the masks? *(The mask symbolizes the anonymous nature of the Virus; HIV has no symptoms for many years and many people do not know they are infected; others do not disclose their status)*
- What do you notice about how the statements are delivered? *(Loud, slowly, with emphasis on "I")*
- What do the peer educators do with the last phrase to increase impact? *(After the peer educator says, "If you don't", the rest turn their faces toward the audience and say in unison: "I (pause) may be there.")*
- Why do they freeze briefly at the very end? *(Freezing allows the audience to feel the impact of the words.)*

### **Skit: As the Virus Churns**

Pause the video and discuss the following:

- What makes the couple, Mark and Carrie, engaging and funny? *(They are very animated and exaggerate their movements and reaction to the story.)*
- Why do peer educators playing HIV, T-cell, antibody, and diseases use the freeze technique after speaking? *(The skit is complex and if everybody keeps moving it is distracting from the information being taught.)*
- What was effective about the signs and how they were used? *(Signs were colorful, consistent and big enough to read. Peer educators held them up, then down in front of their bodies, and held them still.)*

### **Skit: Condom Man (Now called Capitan Condom)**

Pause the video and discuss the following:

- What did the peer educators do well? (*Good use of props: phones, penis model, condom, outfit for condom man; animated, used humor to give information, paused in dialogue for effect*)

### Step 3: Assign Roles for Large Group Components

(10 minutes)

Assign roles (in separate performance teams if applicable) by reviewing the large group components one at a time and asking for volunteers for each role. Explain that students are expected to memorize their role(s) by the date of the large group rehearsal (Step 8). It is strongly recommended that students receive a grade for memorization.

### Step 4: Identify Components of Activity Based Learning Cycle

(10 minutes)

Explain that the next activity will help them review the steps of the Activity-Based Learning Cycle by identifying examples from the small group activities in the workshop.

#### Bridge

- Direct students' attention to the Eleven Essential Workshop Components poster. Point out that after large group introductions and skits is the Bridge to Small Group Activities. Have students turn to the Bridge to Small Group Activities in the designated workshop. Ask for a volunteer to read the bridge aloud.
- Note that the bridge is the first step in the Learning Cycle. Bridges are used in the workshop to connect large group activities, small group activities, and skits in a variety of ways. Discuss the following question:
- What is the purpose of this bridge? (*To connect the large group skits to the small group activities*)

#### Theme

- Direct students to the first small group activity in the workshop. Ask for a volunteer to locate the theme of the activity and read it aloud.

#### Directions

Discuss the following question:

- Why is it so important that directions be simple and clear? (*If participants don't understand the directions, they will not be able to participate and learn from the activity.*)
- Ask for a volunteer to find the first directions for this activity and read them aloud.

#### Performing

Discuss the following question:

- Where in the workshop can you find description of how to perform the activity?
- Note that each activity in every workshop has very clear guidelines for leading the activity.

#### Reflecting

Discuss the following question:

- Why is it important to reflect on the activity? (Reflecting is a way of looking back at an activity)

to summarize lessons and make sure the exercise accomplished its purpose.)

Ask for a volunteer to read an example of reflection at the end of the activity.

Ask students what comes after reflection. (*Bridge to Part 2*) Note that the bridge will lead them right into the second small group activity.

*Note: Prior to class make a note of the page numbers where the following components of the Activity Based Learning can be found in the workshop you are preparing.*

## **Step 5: Review Small Group Activities and Assign Roles**

(30-60 minutes)

With co-educator pairs sitting beside one another and sharing a packet of small group materials, review each small group activity step-by-step.

- Point out how much time is allotted for each activity, review the mechanics of the activity and discuss key points to communicate when your students facilitate the activity. At the end of each activity, pause and give peer educators time with their co-educator to decide who will facilitate each portion of the activity.
- Repeat this process for each small group activity in the workshop. By the end co-educators will know their role for each activity.

*Note: If there is only one performance team, and you have a large class with two or more performance teams, it may be more effective to divide the class in half with one advisor in each group for this step.*

## **Step 6: Independent Small Group Preparation**

(30+ minutes)

- During remaining class time after completing Step 5, co-educators should sit with one another and talk through the small group activities as if they have a group of participants around them (i.e., each doing their parts and using the materials). They should pay attention to how much time they have for each part, so they will be able to complete all the activities in the time allotted.
- Describe the “Round-Robin” small group facilitation practice for the next class period and explain that they will be graded on their preparation. During the round robin, they should be able to provide a bridge, establish the purpose/theme, and give clear directions for the activity without reading verbatim from the packet. The packets should be used only as a guide and for discussion questions. Any preparation that cannot be done by the end of this class period should be done as homework.

## Step 7: Round-Robin Small Group Facilitation Practice

(60-90 minutes)

- In large group (or in separate performance teams if applicable) with all co-educator pairs sitting across the circle from each other, an advisor randomly chooses one pair to begin facilitating as if they just sat down with a small group of workshop participants. The rest of the peer educators play the role of participants.
- After a few minutes of allowing the first pair to facilitate and at a good place to transition, the advisor randomly chooses another pair to pick up facilitation of the activity where the previous pair left off. This pair facilitates until the advisors call another pair take over.
- This process continues until all of the small group activities for the workshop have been completed. Advisors and students should note how much time is allotted for each activity.

## Step 8: Large Group Rehearsal

(90 minutes)

- Rehearse the large group components of the workshop. Students should be able to recite their lines from memory as the advisors coach them on the logistics of the presentation (i.e., stage set-up, use of materials and props, movement, clarity of voice, acting in skits).
- Determine what props will be needed to liven up the workshop. Be creative and encourage your peer educators to get involved in the process of designing and creating workshop props. Costume shops and dollar stores can be a great source for fun, inexpensive items.
- After the logistics are worked out during the first run-through, continue rehearsing as your pacing guide allows in order to fine tune the large group presentation to be as sharp as possible. Groups with more than one performance team should consider performing for each other at this point.

*Note: Depending on when your workshops are scheduled to be conducted, you may need to move on to the next unit in the curriculum before performing the workshop while setting aside class time prior to the workshop for Step 9.*

## Step 9: Full Large and Small Group Rehearsal

(90 minutes)

A day or two before the workshop is to be conducted for the first time, practice the whole workshop from beginning to end, including large group rehearsal and a round-robin practice of small group facilitation.

## Step 10: Conduct the Workshop

(90 minutes)

## Step 11: Process the Workshop

(20 minutes)

Reflect on a workshop as soon as possible after it is conducted (i.e., immediately afterwards or during the next class period).

1. Distribute copies of the *How Did We Do?* handout to each peer educator and have them take a few minutes to write down a response to each question. Discuss the workshop, encouraging peer educators to offer self-reflection, as well as feedback to the group. They should be specific in giving examples and offering suggestions about how to improve.
2. Have students meet with their co-educator for 3 minutes to give feedback regarding their facilitation and discuss any changes needed for the next workshop.

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# How Did We Do?

## Group Processing Questions

*Provide specific examples to answer the following questions:*

1. What worked well?

2. What do you need to work on for next time?

3. How did the small groups go? What worked; what didn't?

4. What group facilitation skills did you use; what traps did you fall into?

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# Processing Each Workshop: A Structure & Tools for Debriefing Success

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help peer educators process the strengths and weaknesses of their presentation.

## Directions

1. Explain that immediately after **each** workshop, or the next class period, they will convene to reflect on their performance.
2. Hand out *Tips for Giving & Receiving Feedback* and have volunteers read one tip at a time.
3. Discuss the following questions:
  - a. Why is it important to process each workshop? (*it helps to improve our skills and do better next time*)
  - b. Give an example of general vs specific feedback.
  - c. Why is specific feedback more helpful? (*it gives the person concrete things they can do to improve*)
4. Hand out *How Did We Do?* and explain that this is the format they will use to process each workshop. Note that small group co-educators will also have an opportunity to give feedback to one another.

 **Total Time:**  
20 minutes

-  **Materials**
- Tips for Giving & Receiving Feedback* handout for each peer educator
  - How Did We Do?* handout for each peer educator

**NOTE:** Based on the areas of strength and areas for growth that peer educators surface at this debrief session, select activities from the skill-building section of this packet to build facilitation skills, or select a teambuilder or energizer from the Advisor Resources Handbook to reform and reenergize the group before starting the next unit.

## Reflections

Discuss the following questions:

1. What was the value in pausing to debrief today?
2. How are you feeling now as opposed to when we started?

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# Tips for Giving & Receiving Feedback

## TIPS FOR GIVING FEEDBACK

**Share specific observations**

Describe exact behaviors that you saw, things that were said, and the effect that the facilitators had on the participants. Avoid making general comments that cannot be supported by an example.

**Avoid making judgments**

**Be clear, concise, and caring**



## TIPS FOR RECEIVING FEEDBACK

**Listen without reacting or becoming defensive**

Let the person who is giving feedback speak without interrupting.

**Decide what information will be useful to you**

Make note of the feedback; let go of any feedback that will not be helpful to you.

**Share what you heard**

Make sure that you understood the feedback once the speaker is finished. (For example, summarize what you heard by saying, "It sounds like we need to make the transitions faster to keep the 9<sup>th</sup> graders engaged.")

**Thank the feedback giver**





# How Did We Do?

## Group Processing Questions

*Provide specific examples to answer the following questions:*

1. What worked well?

2. What do you need to work on for next time?

3. How did the small groups go? What worked; what didn't?

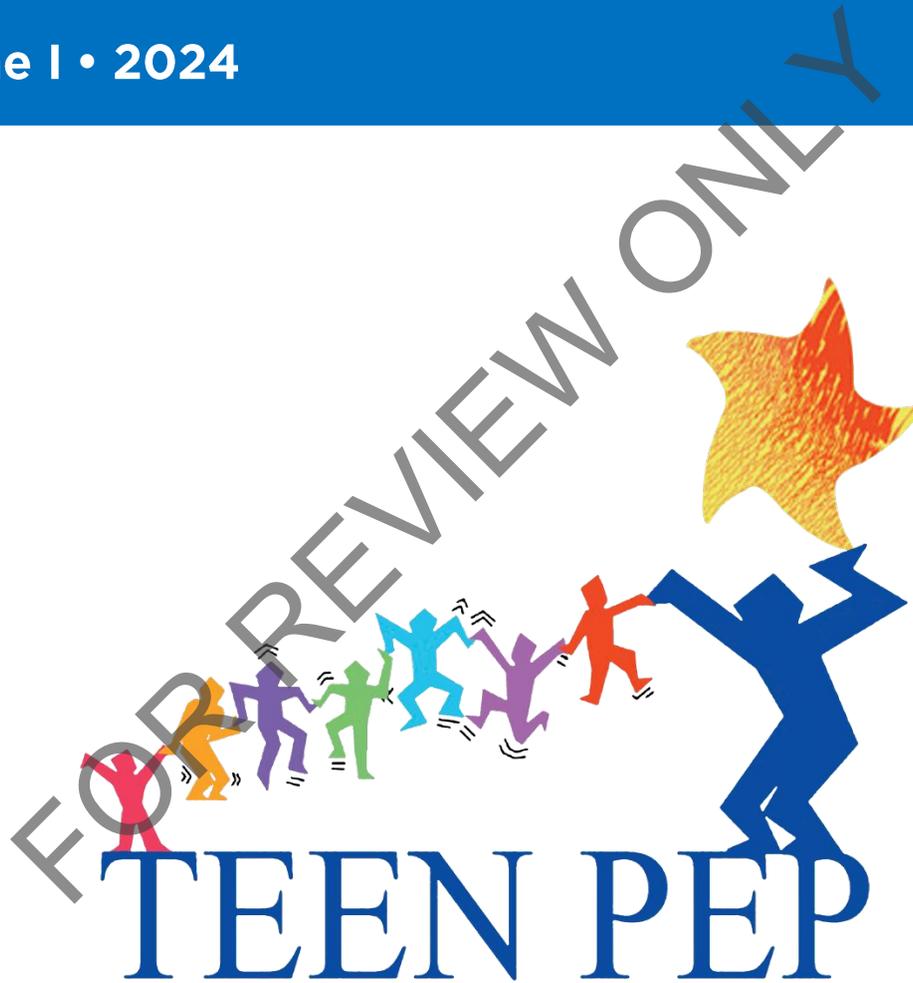
5. What group facilitation skills did you use; what traps did you fall into?

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# Unit One

## Building Our Foundation

Volume I • 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Unit One

## Building Our Foundation

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*(45 minutes)*

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*(15 minutes)*

## Important Introduction for Advisors

Welcome to Teen PEP! During this year, continue the training you began on the retreat with your team of peer educators, who will then conduct educational workshops addressing a wide range of sexual health and sexuality issues with their peers as well as a workshop for parents/guardians and other adults in the community. Through these workshops, your peer educators will be seen as valuable resources and role models in your school. You will find that your peer educators will learn and develop tremendously over the year. While the information and skills they gain are critical to the success of the program, their ultimate goal is to make sure the workshop participants walk away with the correct information, skills, and motivation necessary to have healthy relationships, understand how to give and seek enthusiastic consent, make healthy decisions, and behave in ways that prevent unintended pregnancy, HIV, and other sexually transmitted infections.

It's important that you consider group stages—forming, norming, performing, storming, and mourning/morning—as you facilitate your peer educator group through the year. Thus, this unit provides critical activities to help the group continue to form and norm from what was started on the retreat. These activities will also help set leadership, role modeling, and academic expectations for the peer educators in your group, while providing information and context for the content of the program.

By the end of this unit, your peer educators should be able to:

- Re-form as a group, building on the foundations started in the retreat
- Understand the ground rules they'll use throughout the year
- Describe the seven areas on which they will be graded
- Articulate what the responsibilities and commitment of being a peer educator look like
- Distinguish between leadership and role modeling as concepts, and understand how they can manifest in those important aspects of peer education
- Create and commit to a standard Code of Ethics

### Important!



If you have not yet gone on retreat, ensure you start with your retreat activities before starting this unit. We believe that it's imperative that all retreat activities are completed before beginning this Unit to set your group up for success. At minimum, before diving into Unit 1, you should have experienced the following activities with your peer educators:

- All of the Day 1 activities PLUS
- On Day 2, *Name It!*, *Group Stages*, and *Real Talk*

# Since We Saw You Last

## Bridge

Build a bridge from the retreat. For example, “As you might remember from the retreat...” or “the last time we were together we...” and connect it to the theme.

## Theme

The purpose of this activity is to **reestablish our Teen PEP team and reconnect as a group.**

## Directions

1. For this activity, and all activities this year, sit in a circle with advisors positioned across from one another to model co-facilitation.
2. Hand out index cards and have everyone take 60 seconds to write down their favorite memory from the retreat on one side, and one thing they'd like to share with the group that's new for them since the last time the group was together on the other side.
3. Starting with an advisor to model, go around the circle and have each group member share their favorite retreat memories first.
4. After everyone has shared, go back around the circle and share the thing that's new for them since the retreat.

## Reflections

Discuss the following questions:

1. What was it like to reconnect with your peers?
2. What commonalities did you notice in our group?
3. Is there anything else you would like to say to the group before we dive into the unit activities?



**Total Time:**

15 minutes



**Materials**

- Index cards
- Pens/Pencils

# Where Are We?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to check in about our experiences since the retreat and to prepare for the year ahead

## Directions

1. Post the printed pieces of newsprint around the room.
2. Divide everyone into 3 groups. Each group rotates among each of the three posters. While at each poster, peer educators **individually** complete the sentence stems on each list.

## Sample responses

By the end of the retreat, I felt...

- Excited
- Optimistic
- Scared
- Happy
- Sad

As we start the first week of school, I feel...

- Excited
- Anxious
- Depressed
- Eager
- Tired

As a graduate of Teen PEP, I will feel...

- Excited
- Proud
- Empowered
- Grateful
- Informed

 **Total Time:**  
30 minutes

## Materials

- 3 pieces of newsprint
- The 3 sentence stems below written on newsprint – one per sheet:
  - *By the end of the retreat, I felt...*
  - *As we start the first week of school, I feel...*
  - *As a graduate of Teen PEP, I will feel...*
- Markers

## Reflections

Discuss the following questions:

1. What do you notice about how people are feeling?
2. Think back to how you felt at the beginning of the retreat compared to now. What is different?
3. Let's compare how you feel now with what you anticipate feeling as a Teen PEP graduate. What do you notice? What is it going to take to get you to that place?

Close by informing peer educators that with practice and teamwork they are going to be well-prepared facilitators...and have fun in the process!

FOR REVIEW ONLY

# Group Ground Rules & Rituals

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **work together to create ground rules for all members of the Teen PEP class.**

## Directions

1. Discuss the following questions:
  - a. Why do you think ground rules are important?
  - b. What do you think our group would be like if we didn't have any rules to follow? Our school? Our community?
  - c. Why do you think it's important that a group establishes ground rules together?
2. Place the *Group Ground Rules Scenarios* cards face down in a pile in the center of the group.
3. Have one person select a card, read it aloud, and suggest a rule or guideline that would prevent this situation from occurring. Then open the situation up to the rest of the group to work together and reach consensus on the ground rule that's needed.
4. Once consensus is reached, write the ground rule down on the poster board.
5. Repeat this process until the group has discussed all the cards.
6. Compare the group's list with the list of suggested ground rules below. Decide together if there are any from the list that are missing.



**Total Time:**

45 minutes



**Materials**

- One set of *Group Ground Rules Scenarios* cards
- Poster board
- Newsprint
- Markers

## Suggested Ground Rules

- Show up to class on time.
- Participate fully and give your best in the group.
- Ask questions when you don't understand something.
- Respect confidentiality. Don't talk about the people in your group to those who are not in your group. In other words, don't gossip.
- No "put-downs"—either verbally or through facial expressions or gestures. "Put-ups" - compliments to or praise for your group members - are always welcome.
- Share verbal space - be aware of how much you're talking in comparison to others, and don't interrupt when others are speaking.
- Treat everyone in the group with respect.
- Group members have the right to "pass" or choose not to answer a question.
- Use medically accurate and affirming terminology.
- Do not ask for or share personal sexual information.
- Have fun!

7. After the group has decided upon all of their ground rules, have each person sign the poster board with the ground rules on it, indicating that they agree to abide by these guidelines.
8. Remind students that group rituals are practices that are valued and used by a group whenever they are together. Discuss the following questions:
  - a. What rituals were used in the retreat? (*Sitting in a circle, advisors across from one another, attending all activities on time, cleaning up the campsite each day*)
  - b. What daily rituals can we agree upon for our class?
9. Note that some of those rituals will be the same for the class. Have students brainstorm rituals they would like to have in the classroom. Write answers on the second piece of poster board.

## Suggested Group Rituals

- First people to class begin to move desks into circle
- Advisors sit in circle, across from one another
- Check in before beginning the day's activity
- Raise hands to speak
- Put desks back in rows at the end of class / Help clean up
- Special group cheers, handshakes, etc.
- Recognize and celebrate special events (birthdays, holidays)

10. Hang the ground rules poster and rituals poster in the classroom in a place where everyone can see them for the entire year.

## Reflections

Discuss the following questions:

1. Which ground rule is most important to you? Why is it so important?
2. In what ways was it helpful to establish rules for our work together?
3. Which rule do you think is most important for our group to keep in mind? Why?
4. Why do you think rituals are important to discuss at the beginning of the year?
5. Which ritual are you most excited about participating in this year?

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### **Group Ground Rules Scenarios**

When we arrive for Teen PEP, we sit down in pairs or small groups, talking with our friends.

### **Group Ground Rules Scenarios**

While someone is sharing a personal story, two of us are whispering to each other and laughing.

### **Group Ground Rules Scenarios**

One of the louder members of our group often interrupts or talks over others.

### **Group Ground Rules Scenarios**

A group member shared about a parent who was in rehab, and heard some of us joking about it at lunch.

### **Group Ground Rules Scenarios**

While talking about abstinence, one of the group members asks the group how many people have had sex.

### **Group Ground Rules Scenarios**

One of us asks inappropriate questions, just to make other peer educators uncomfortable.

### **Group Ground Rules Scenarios**

Some of us always wander in late to class.

### **Group Ground Rules Scenarios**

A Teen PEP activity runs over the time limit and many of us are late to our next class.

### **Group Ground Rules Scenarios**

Some of us talk negatively about others outside of the group, using their names.

### **Group Ground Rules Scenarios**

There are a couple of us who always disagree with each other - loudly. Our discussions turn into arguments.

### **Group Ground Rules Scenarios**

Some of us tease others in the group, and a few of us roll our eyes when we disagree with what has been said.

### **Group Ground Rules Scenarios**

When learning about the reproductive organs, one of the group members keeps using slang to describe the different body parts.

# Expectations & Responsibilities

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide peer educators with an understanding of what will be expected of them in this program.

## Directions

1. Hand out *Introduction to Teen PEP for Peer Educators*. Have students read it aloud, one paragraph at a time.
2. Discuss the following questions.
  - a. At this moment, which of the topics are you most interested in learning about and why?
  - b. What skills are you looking forward to developing and why?
3. Hand out *Overview of the Peer Educator Role*. Have volunteers read each section aloud, pausing after each is read to discuss the expectations and answer any questions.

## Reflections

Discuss the following questions:

1. What are you left thinking about?
2. What questions do you still have, at this point?



**Total Time:**

15 minutes



## Materials

- ☐ The following handouts for each peer educator:
  - *Introduction to Teen PEP for Peer Educators*
  - *Overview of the Peer Educator Role*

# Introduction to Teen PEP for Peer Educators

Thank you for choosing to be a sexual health advocate and making a difference in your school and community. As a Teen PEP peer educator, you are now part of a network of thousands of young people taking an active role in educating your peers about sexual health issues. The Teen Prevention Education Program (Teen PEP) began in New Jersey in 1995 as a way to get students all over the state talking to each other about the dangers of risky sexual behavior and how to stay safe. Teen PEP has since expanded outside of New Jersey and continues to grow each year, and so have our goals to promote positive youth development. Our focus has shifted from just talking about risk to examining personal and family values, developing appreciation for differences among peers, and increasing communication around sexuality with parents/guardians, friends, and partners. You'll have the chance to be a positive role model for your peers and help equip them with the knowledge and skills they need by encouraging them to make healthy decisions and form healthy relationships.

Throughout the year, you will build on the positive working relationships you began to develop on your retreat and continue to discover the skills, talents, and knowledge each person brings to the team. The activities in this course will help you become an effective facilitator, gaining vast knowledge of sexual health information and developing communication, listening, and problem-solving skills so you can conduct successful workshops with your peers. In a role that will be challenging and rewarding, you will find that by the end of the year you will become skilled at facilitating inclusive and engaging group discussions with your peers while helping them explore their values about sex, gender, and sexuality and learn factual information to guide healthy decision-making.

The topics advisors may select for you to consider may include (*items marked with an asterisk (\*) have corresponding workshops, and **bolded** topics are mandatory for all Teen PEP schools*):

- Building Our Foundation
- Understanding Gender & Sexuality\*  
(unit is required, workshop is optional)
- Postponing Sexual Involvement\*
- Puberty & Human Reproduction
- Pregnancy Prevention\*
- Parent/Teen Communication\*
- Risk Reduction\*
- Understanding & Preventing HIV\*
- Alcohol, Other Drugs, and Sexual Decision-Making\*
- Dating Violence Prevention\*
- Understanding & Preventing Sexual Harassment & Sexual Assault\*
- Closure & Celebration

# Overview of the Peer Educator Role

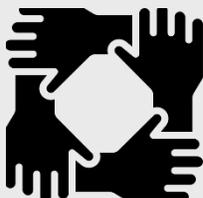
*To most effectively assess the progress of a peer educator, seven areas have been targeted as crucial to this observation. These areas include:*

## Attendance



- Attend class/group meetings (or provide advance notice of absences)
- Arrive on time for class/group meetings (or provide advance notice of absences)
- Attend outreach workshops and other special performances (or provide advance notice of absences)

## Teamwork & Participation



- Work effectively with other team members to perform presentations
- Communicate openly with others on team
- Accept other team members
- Resolve conflicts constructively
- Give and receive constructive feedback (Real Talk)
- Complete assigned tasks on time
- Participate in class discussions

## Role-Modeling & Leadership



- Follow school rules
- Use good judgment both within and outside of school
- Assist peers who need help and show compassion for others
- Respect individuality and avoid prejudging others
- Take responsibilities seriously and advocate responsible decision-making
- Maintain confidentiality
- Commit to the Code of Ethics you establish in this unit

## Content Knowledge



- Demonstrate an understanding of course topics
- Serve as a factual resource to other peers
- Answer participants' questions with accurate information
- Refer students to the appropriate resources, especially when you don't have an answer to a question asked

## Facilitation Skills



- Begin small group activities with brief introduction of group members
- Ask open ended questions and make clarifying statements
- Use active listening skills and give positive feedback to participants
- Encourage all group members to speak
- Share facilitation responsibilities with co-facilitator
- Sit in a circle with the group and across from co-facilitator
- Demonstrate a clear understanding of each activity and its steps
- Pay attention to timing, and pace small group activities appropriately
- Utilize the activity-based approach (bridge, establish theme, give directions, perform activity, reflect on activity)

## Presentation Skills



- Perform with high energy, animation, and expression
- Keep the audience/participants engaged
- Project voice loudly, clearly, and slowly
- Memorize lines and actions on time

## Self-Assessment



- Able to evaluate own participation and development
- Identify areas of personal strengths and areas in need of improvement
- Set goals and work toward addressing areas in need of improvement

# 9 Styles of Leadership

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to discuss how different styles of leadership can - be useful in different situations and name at least one leadership style we each have.

## Directions

### ACTIVITY 1. What Does Leadership Mean?

1. Discuss the following question:
  - a. What do you think of when you hear the word *leader*?
2. Hand out *9 Styles of Leadership*. Have volunteers read each style aloud and offer what they think it means.
3. Discuss the following questions:
  - a. Which of these styles are you surprised to think of as a leader? Why is it surprising?
  - b. What, if any, styles of leadership do you think are missing from this handout?

### ACTIVITY 2. 9 Leadership Styles

4. Bridge from the previous activity
5. Give each group member a token. Place the *9 Styles of Leadership Game Board* and the *Here's the Issue* cards in the center of the circle.
6. Have a volunteer draw a card from the deck and read it aloud to the group.
7. Ask the group:
  - If you were in that situation, which style of leader would you like to have in your corner to help you through?
8. Have group member silently choose their style of leader and, when you count to 3, place their token on that spot on the gameboard.



### Total Time:

45 minutes



### Materials

- 9 Styles of Leadership* handout for each peer educator
- One game board for *9 Styles of Leadership* - ideally the handout is blown up large and printed on cardstock, but the game board can also be an extra copy of the handout
- One chip or small token for each participant
- One deck of *Here's the Issue* cards

9. Ask the volunteer who drew the card to share why they chose that style of leader. Then have one representative from each of the other leadership styles that were selected describe their rationale.
10. Have everyone take their tokens back. Repeat the process described in steps 6-9 until there are 10 minutes left.



### Facilitation Tips

- Assure the group that there are no correct answers, only different perspectives.
- Limit how many people share in each round so that you can get through multiple rounds while also having depth of conversation for each.
- If after several rounds any leadership styles were not yet selected, try to offer how that style could be valuable for one of the scenarios.

### ACTIVITY 3. What's Our Style?

11. Bridge from the previous activity.
12. On their handouts, have everyone silently circle one of the 9 *Styles of Leadership* they think is closest to their personal style of leadership.
13. On your count of 3, have everyone place their handouts face out, so that others in the circle can see each person's selection.
14. Discuss the following questions:
  - a. What do we observe about the leadership styles in our group? Do we have a wide variety of styles, or are a lot of us similar to one another?
  - b. What are the benefits of having different styles of leadership within our group?
  - c. How much do you think people can choose to develop certain styles of leadership, if they put their minds to it?
  - d. What can you actually do in order to keep developing yourself as a well-rounded leader?

### Reflections

Discuss the following questions:

1. What was it like to hear people talk about your leadership style? What did you learn about the different ways you can help people, given your own particular style?
2. What is a leadership style that you would like to develop further in yourself?
3. What are some opportunities we have for practicing leadership in our daily lives? As peer educators?
4. From participating in this activity, what have you learned about leadership?

# 9 Styles of Leadership

## The Helper

I am always willing to lend a hand. I work well with other people.



## The Team Player



I am comfortable with kids from all different social groups.

## The Rock

I may not talk a lot, but I am always there for you.



## The Lawyer

I speak up for my beliefs, even if other people disagree.



## The Rebel



I do my own thing, even if it's not popular.

## The Negotiator

I am good at solving conflicts between people.



## The Comeback Kid



I don't give up, even in the face of adversity.

## The Advocate

I am driven by strong feelings to right the wrongs of the world.



## The Planner



I am very organized and focused on the assignment at hand.

# Here's the Issue

You really meant to do last night's homework, but you must have forgotten to write it down, or maybe you forgot where you wrote it down, or something like that. Your teacher is going to be so frustrated with you.

**If you were in this situation, which style of leader would you like in your corner to help you through?**

# Here's the Issue

This one cashier at the drug store is always watching you when you come in to buy something. You've never done anything wrong, and it's really starting to get to you.

**If you were in this situation, which style of leader would you like in your corner to help you through?**

# Here's the Issue

You've had the same friends since second grade. They're great, but you're starting to get interested in making some new friends.

**If you were in this situation, which style of leader would you like in your corner to help you through?**

# Here's the Issue

You've had a big argument with your parent/guardian, and you're upset. You don't want to talk about it because you're afraid you're going to cry, but you don't want to be alone, either.

**If you were in this situation, which style of leader would you like in your corner to help you through?**

# Here's the Issue

You're really upset about the damage caused by the recent hurricane. You'd like to do something to help families in need, but don't know where to start.

**If you were in this situation, which style of leader would you like in your corner to help you through?**

You're in way over your head. You promised to watch your little cousin, pick up your sibling after school, and help a friend with homework. You meant well when you made these promises, but you just can't be everywhere at once!

**If you were in this situation, which style of leader would you like in your corner to help you through?**

# Here's the Issue

Some kids at the bus stop keep pushing you to smoke with them. You're just not interested - but you don't want to make any enemies, either. You just want the peer pressure to stop.

**If you were in this situation, which style of leader would you like in your corner to help you through?**

# Here's the Issue

A close relative of yours has been ill for what seems like forever. Most of the time you can handle it, but sometimes you feel like you can't.

**If you were in this situation, which style of leader would you like in your corner to help you through?**

# Peer Educators as Role Models

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to identify characteristics of a positive role model and consider some difficult choices that may arise with being a role model.

## Directions

1. Explain that earlier, we examined individual leadership styles as a way to start looking at what we bring to the peer educator role, and now we are going to take a look at an important aspect of our leadership—role modeling.
2. Discuss the following questions:
  - a. What is the difference between a leader and a role model?
  - b. What have you valued in having a role model to look up to, if you have had one? Who were those people for you? What made them good role models?
  - c. Why is it important for peer educators to also be role models?
3. Place the stack of *Role-Modeling Statements* cards in the center of the circle.
4. Explain that the rest of the activity will give the group an opportunity to talk through the possible challenges peer educators may encounter as role models. The quotes—which came from actual peer educators from other schools—were given in response to two questions:
  - a. In your opinion, what difficult choices might a peer educator have to make?
  - b. How do you anticipate handling the responsibility of being a role model?
5. Have volunteers take turns selecting a card and reading it as if they are the authors of that quote. Have them elaborate on why they are making the statement, as they continue to play the role of the quote’s author.

Once a volunteer has finished explaining, open it up to the rest of the group for discussion—asking for 1-3 other peer educators to add new

 **Total Time:**  
45 minutes

 **Materials**

- One set of *Role-Modeling Statements* cards
- Poster board and markers
- Contract of Commitments* handout for each peer educator

or different ideas to the conversation rather than repeating what has been already said, to ensure you can get through multiple cards.

6. Discuss the following questions:
  - a. Which statements resonated most with you? Which were the hardest to support? What made them difficult?
  - b. What, if any, topics related to role modeling were missing for you that you think the group should talk about?
  - c. How can the behaviors of peer educators, both in school and outside of school, affect the success of our program?
  - d. What agreements can we make regarding our own standards of conduct and reasonable expectations for behavior in and out of school?
7. Hand out the *Contract of Commitments* and remind participants that they signed a copy when they were selected. Explain that it's important they name, for themselves, the specific ways they will commit to being a role model as peer educators.
8. Hand out a poster board and give the group 10 minutes to come up with a **Code of Ethics**—a list of role-modeling behaviors or quotes that they can all agree to live by.
9. Once the list is complete, have everyone sign the poster and let them know you'll hang it up in the Teen PEP classroom for the school year.

### Sample Code of Ethics

1. Follow school rules
2. Keep confidentiality
3. Assist peers who need help
4. Resolve conflicts within the group
5. Remember that we are role models all the time—in and out of school
6. Be kind and compassionate with everyone
7. Try our best to lead by example
8. Share the knowledge you know and say "I'll have to get back to you" rather than spreading misinformation
9. Affirm peoples' identities
10. Stand up for what is right

## Reflections

Discuss the following questions with your group:

1. Which aspect of being a role model will come easiest to you? Which might be challenging?
2. What issues around role modeling were raised for you in this activity, which you hadn't thought about previously?
3. What are you looking forward to about being a role model in our school?

## ROLE-MODELING STATEMENTS

Peer educators must sacrifice most of their free time. A difficult choice, in my opinion, may be choosing between a Teen PEP function, writing a paper, or going to a party. The latter two may have to be sacrificed in order to meet the expectations of a peer educator.

## ROLE-MODELING STATEMENTS

There is a lot of confidentiality associated with the Teen PEP group which is not to be broken except in extreme cases where someone is in jeopardy.

## ROLE-MODELING STATEMENTS

The difficult choices in being a role model will be conflicts between what you want to do and what is the correct thing to do.

## ROLE-MODELING STATEMENTS

In our age group, there's tremendous pressure exerted on people to do things that are not intelligent. These include going out and drinking excessively, doing drugs, or just acting rowdy in the halls. But younger kids look up to us and even mimic our actions, so we must be in control.

## ROLE-MODELING STATEMENTS

Since a peer educator is a role model for the whole school, not just younger peers, a leader might have to advise a good friend to stop doing something at the risk of looking bossy.

## ROLE-MODELING STATEMENTS

Throughout the school, you'd have to follow the rules and you would definitely have to uphold the honor code. We'd also have to watch little things about our behavior like being courteous to everyone and not being condescending towards younger students.

## ROLE-MODELING STATEMENTS

I feel that as a role model it's important that I—or any other leader—should not smoke, use drugs, use alcohol, or use bad language.

## ROLE-MODELING STATEMENTS

I have to understand that people, especially the workshop participants, will take what I do as acceptable and correct.

## ROLE-MODELING STATEMENTS

To become a better role model, I will be more sociable and friendly to others who may dislike me.

## ROLE-MODELING STATEMENTS

I think the responsibility of being a role model could be somewhat of a burden, limiting your actions in certain situations. But also it would help in a way because you'd think more carefully about what you decide to do. Instead of just diving in, you might think not only about what the other person may think, but is this *really* what I want to do.

FOR REVIEW ONLY



# Teen PEP Contract of Commitments

## For Peer Educator:

1. I will make a commitment of time and dedication to Teen PEP from start to finish.
2. I will participate in the scheduled three-day overnight retreat experience or its equivalent.
3. I will attend all Teen PEP classes/weekly meetings and events.
4. I will attend all outreach workshops for which I am scheduled unless an emergency situation arises.
5. I will arrive on time for all Teen PEP functions, including classes, events, and workshops. I will talk to an advisor ahead of time if I am unable to attend or will be late to a program function.
6. I will participate in the one-day mid-program retreat to be scheduled after the program begins.
7. I will respect confidentiality regarding personal information disclosed by members of the group and by participants in workshops.
8. I will do my best to maintain my current level of academic performance, and I will abide by the attendance policy at my school.
9. I will do my best at all times to model responsible behavior within my school and community.

I, (print name), hereby **pledge my commitment** to the guidelines above and accept the position of Teen PEP Peer Educator.

I, (print name), hereby **DO NOT pledge my commitment** to the guidelines above and decline the position of Teen PEP Peer Educator.

## For Parent/Guardian:

- Check here - If you **give your consent** for your child to complete anonymous entry/exit surveys from The New Jersey Department of Health that include questions about knowledge, attitudes, and behaviors related to sexual health and the Teen PEP curriculum.*
- Check here - If you **do not consent** for your child to complete anonymous entry/exit surveys that include questions about knowledge, attitudes, and behaviors related to sexual health and the Teen PEP curriculum.*

Child First/Last Name: \_\_\_\_\_ Child Date of Birth: (mm/dd/yyyy)

Child's School: \_\_\_\_\_

X \_\_\_\_\_  
Signature of Peer Educator Date

X \_\_\_\_\_  
Signature of Parent/Guardian/Caregiver Date

X \_\_\_\_\_  
Signature of Teen PEP Advisors Date





## TEEN PEP

# Contract of Commitment Guide

### 2024-2025

**What is the Contract of Commitment?** Selected students complete this form to accept the role of Teen PEP Peer Educator. If a student is under age 18, the student's parent or guardian is also required to sign the form to give the student permission to complete Teen PEP surveys at the beginning and end of the year. Students who are at least 18 years old can sign their own survey consent form.

**Why is this Contract of Commitment necessary?** We need to obtain permission from students and parents (if a student is under 18) before we can distribute surveys to Peer Educators. This permission is needed to comply with both legal and ethical regulations. The Contract of Commitment is the form we use to request this permission.

**How will students receive the surveys?** Students who have a signed Contract of Commitment on file will receive their surveys at the email address they provided on the form. These surveys will be sent by the Center for Supportive Schools. Students who do not complete a Contract of Commitment, or whose parents do not consent for them to receive surveys (in the case of students under age 18), will not be sent any surveys.

**When is it appropriate to use a PDF form?** For Parent/Guardian/Caregivers who are unable to access an electronic Contract of Commitment form at home, a PDF form may be utilized. [Here is the link to the Parent Form PDF.](#) These printed forms must be collected, scanned and sent to <mailto:evaluation@supportiveschools.org>. Please store the physical file in case our program is audited.

# A Snapshot of Our School

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to begin thinking about the current school climate and discuss how Teen PEP can have an impact.

## Directions

1. Hand out *Snapshot of Our School*.
2. Ask students to imagine that they have taken a snapshot of our school to share with others in the group. In the left box on the handout, have students sketch signs and symbols that capture the essence of our school, including:
  - The way students, teachers, and administrators interact;
  - The general mood of the environment;
  - And attitudes and behaviors regarding teen sexual health issues
3. Have everyone imagine how the scene might differ after they have implemented Teen PEP at their school for this school year. In the right box, have everyone draw signs and symbols that capture the essence of their school after this year of Teen PEP:
  - How will the school be different?
  - What problems will Teen PEP help to solve?
4. Divide students into groups of 4 and have them share their snapshots.

## Reflections

Return to large group and discuss the following questions:

1. What similarities were present in your groups snapshots?
2. What stood out to you about what your peers offered in their snapshots?
3. What are you taking away from this activity related to the impact you can have as a peer educator in our school?

 **Total Time:**  
15 minutes

 **Materials**

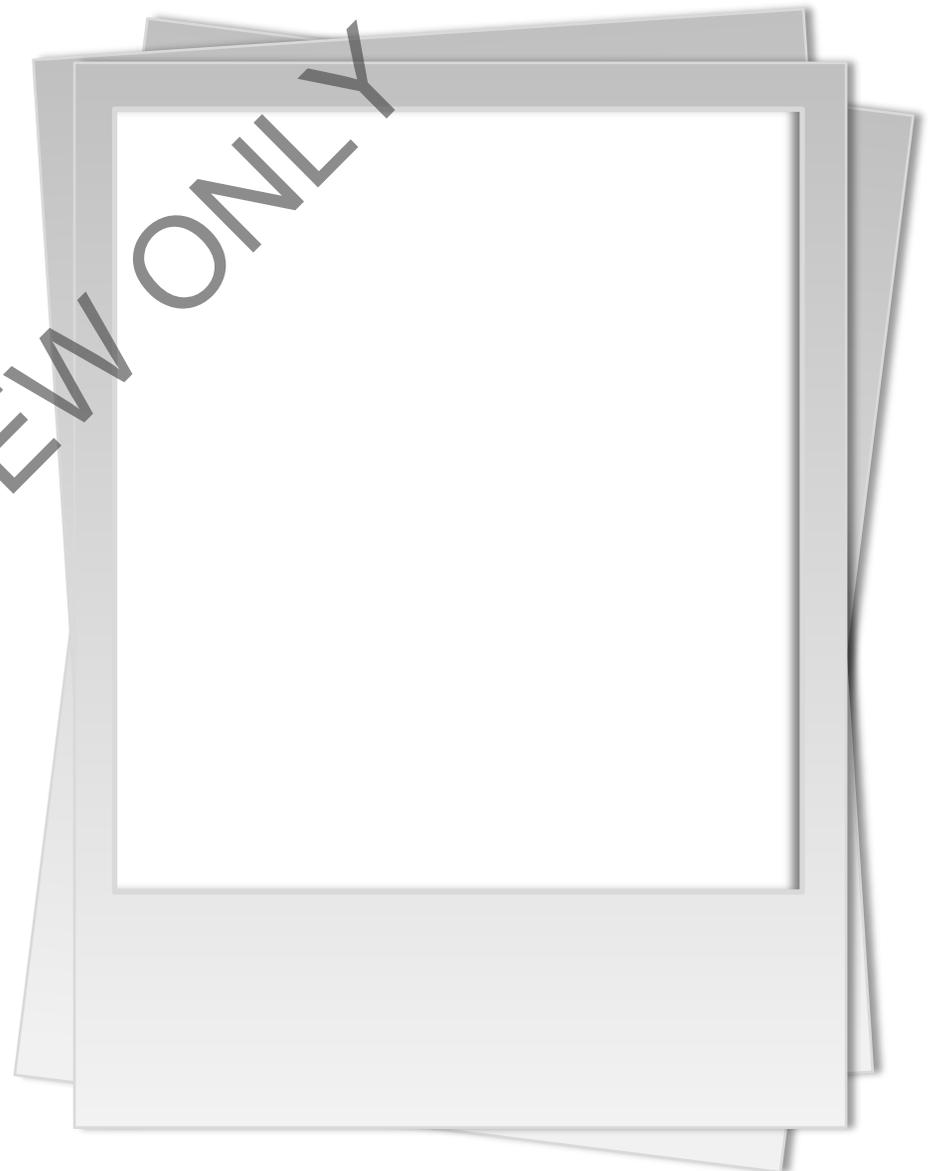
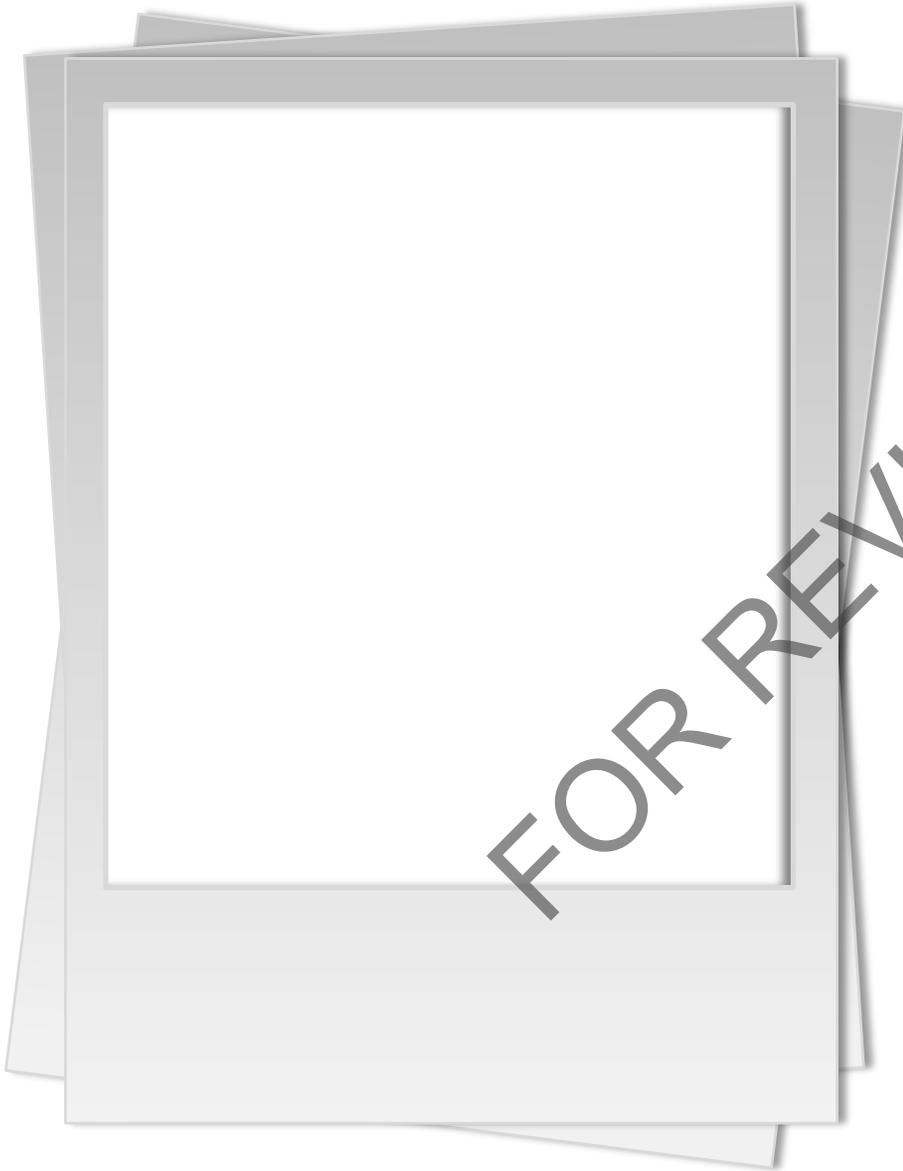
- Snapshot of Our School* handout for each peer educator
- Markers



# A SNAPSHOT OF OUR SCHOOL

*The essence of our school now:*

*Our school after having Teen PEP:*



FOR REVIEW ONLY

# Activity Preparation for Advisors

## Before You Begin

Discussing identity and equity with adolescents is important, powerful, and sometimes upsetting or retraumatizing. It is possible that you will have students who have experienced or know someone who has experienced prejudice and/or discrimination and participating in the following activities may bring up difficult memories. To ensure the most effective learning experience, consider the following suggestions before continuing with the remaining activities.

### Consider your own history

As advisors, and humans, we all have our own identities, personal histories, and lived experiences. Be sure you think through your own values, attitudes, and experience regarding equity work. If necessary, seek support and/or counseling if you have unresolved issues and ask your co-advisor to take the lead on activities.

### Read through each activity in entirety

Think through the activities and discussion questions carefully and consider how your students may react. Make sure you are well-prepared to handle issues that could arise.

### Prepare approval and support

Establish the necessary administrative approvals and support structure from the counseling department or school psychologist. Inform them of the content before beginning these activities and make sure someone is available during and after your class in case a student needs to talk to a counselor. These activities may be considered optional and advisors should follow district guidance and policies for implementing identity and equity content.

### Know the limits of confidentiality

Review your school's policy on confidentiality in case a student confides in you. Be sure to let students know ahead of time what you can and cannot keep confidential.

### Referrals

Ensure students will have access to a referral list of community-based organizations, therapists, and support groups in your area that have experience with trauma related to identity and equity work.

### Disclaimer at the beginning of the unit

Tell students about the content and scope of the reproductive and social justice activities. Explain that it is common in a group of this size for someone to have experienced or know someone who has experienced prejudice and/or discrimination. If at any time someone feels uncomfortable with the material or the conversation, they may leave the class and go to their school counselor. They may also speak with you privately after class.

### Student reactions

Be aware of student reactions and responses. Jokes, disruptive behavior, withdrawal, and silence are all possible examples of behaviors students may exhibit to indicate their discomfort with the topic. Address these issues with care. Be aware of any indications that a student is having difficulty, and seek assistance from a trusted colleague, counselor, or other mental health professional to decide how best to approach the student (privately) in a supportive way.

# Invitation to Create Necessary Space

*Adapted from Micky ScottBey Jones*

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

This activity offers a shared reading to reflect on the importance of each person in the group and how through relationships the group can build community and create a meaningful experience to see one another more fully.

## Directions

1. Hand out *Invitation to Create Necessary Space* to everyone and have them read the text silently, underlining words or phrases that stand out.
2. Choose between the following options:
  - Invite multiple student voices to read the text, with different volunteers reading each line.
  - You and your co-advisor take turns reading the stanzas, inviting all of the students to say the first and last lines in unison.

## Reflections

Discuss the following questions:

- Which line or lines stood out to you most? Why?
- What was it like to read this poem aloud?
- When you think about our work together this year, what does this reading offer that will be helpful to remember?



**Total Time:**  
15 minutes



## Materials

- Invitation to Create Necessary Space* handout for everyone

Make sure you have everyone read slowly and carefully, pausing between each stanza to look up from their handouts at the rest of the group.

# INVITATION TO CREATE NECESSARY SPACE

Together we will create "necessary" space. Because there is no such thing as a "safe space". We exist in the real world.

We all carry scars and we have all caused wounds.

In this space,



We seek to turn down the volume of the outside world.

We amplify voices that fight to be heard elsewhere.



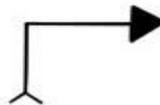
We call each other to more truth and love.



We have the right to start somewhere and continue to grow.

We have the responsibility to examine what we think we know.

We will not be perfect.



This space will not be perfect.



It will not always be what we wish it to be

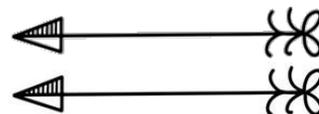
But

It will be our necessary space together



And

We will work on it side by side.



# Space for All: Social Identity Wheel

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **share understanding of our identities and lived experiences and those of others in our group to begin building a necessary space for all.** Additionally, we will use this lens to continually examine our unconscious biases and how they may show up in our Teen PEP programs and facilitation choices.

## Directions

Identity is the set of characteristics by which people define themselves. Exploring our individual identities can provide a window into understanding our experiences and those of others, giving us a starting point in engaging in equity work within comprehensive sexual health.

### 1. Define *Identity*

- As a group, review the definition of identity. As participants hear and read the words, they should highlight the words that feel important to them.
- A facilitator explains the connection between comprehensive sexual health and identity work in mitigating bias, which is essential to the success of an inclusive Teen PEP program.
- Discuss the group’s understanding of identity and bias in preparation for engaging in identity exploration.

### **Identity: an individual’s sense of self as defined by**

- ★ The set of physical, psychological, and interpersonal characteristics by which people define themselves
- ★ A range of group affiliations (such as family, ethnicity, cultural, religion, etc.) and social roles

Some aspects of our identity may be created or influenced by the world around us. Some of our identity characteristics are visible to others, while others are not. Aspects of our identity may evolve over time.

## Time

**Activity:**  
40-55 minutes

**Reflections:**  
5 minutes

## Materials

For your group, you will need:

- Key Terms & Definitions for the Social Identity Wheel* handout
- Holding Space* handout
- Social Identity Wheel* handout
- Pens/markers

**Some common identifiers, memberships, or group affiliations:**

- Ability
- Age
- Appearance
- Class/socioeconomic status
- Education
- Ethnicity
- Family
- Gender
- Income
- Language
- Mental & Physical Health
- Nationality
- Neighborhood
- Race
- Religion/Spiritual
- Sex
- Sexual Orientation
- Tribal
- Any and all additional things that are important to how you see yourself.

**Notes****2. Holding Space**

- Hand out *Holding Space* and have everyone take turns reading each section aloud. Consider the importance of holding space for ourselves and for others' identity. Then discuss the following questions:
  1. What stands out to you?
  2. What is the importance of pausing to consider the ways in which we show up as speakers and listeners?
  3. As we're getting ready to share our own social identities with one another, what do you think we should be mindful of as it relates to holding space?

**3. Social Identity Wheel - Considering Our Own Identity**

- Hand out *Social Identity Wheel* and have everyone think about their own identity and how these identities impact engagement with others, as well as how they navigate the world.
- Allow 15 minutes for group members to work individually to complete their own wheels first.



## Key terms and definitions for the *Social Identity Wheel*

- ★ **Race:** A social construct used to group people based on traits such as physical appearance, used to establish a social hierarchy.
- ★ **Ethnicity:** Ethnicity indicates groups that share a common identity-based ancestry, language, or culture (such as Portuguese, Taiwanese, or Sioux, etc.)
- ★ **Gender:** A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth.
- ★ **Sexual Orientation:** Emotional, romantic, or sexual attraction to other people, or non-attraction to others
- ★ **Religion or Spiritual:** Religion: organized system of beliefs and practices; Spirituality: personal experience of connection to something larger than oneself
- ★ **Age:** the length of time that a person has lived
- ★ **Ability:** includes Physical Ability, Mental Health Ability, Learning Ability, Developmental Ability
- ★ **Socio-economic Class:** the classification of social and economic standing of groups, often based on education, income, and occupation.

## ACTIVITY (continued)

## Notes

### 4. Small group share-out: Practicing Holding Space

- After completing your wheel, choose what you would like to share with those in your small group.
- Independently consider the following prompts for guidance in preparation of sharing. Each group member will have 2-3 minutes to share.

*My reality is ...*

- *I am.... (share what you believe are key pieces of your identity)*
- *For me that means...*

### Reflections

Return to large group and discuss the following questions:

1. What are you taking away from this opportunity to both share and listen to some aspects of your own and your groupmates' identities?
2. What have you discovered about the importance of holding space for others?
3. Why is it important to constantly explore identity?

FOR REVIEW ONLY

# How Do We HOLD SPACE for Sharing?



## GUIDING PRINCIPLE

We engage with honesty, open-mindedness, and vulnerability, and listen deeply to better understand

## Create Opportunities for HOLDING SPACE

start here



- Create formal and informal opportunities for engagement
- Ask for consent (e.g., *Do you want to share? Do you have the capacity to share now? When might you have the capacity to listen?*)
- Ask what the speaker needs and wants in the moment (e.g., *What do you need from me as you share? May I ask some follow up questions?*)
- Remain quiet to receive what is being offered rather than using quiet in order to hide
- Pause and acknowledge (internally) your biases and actively attempt to move them to the side
- Maintain confidentiality

## Consider how you will engage...

**CONSTRUCTIVIST LISTENING:** *used to listen deeply and better understand another's perspective*

- Based on two agreements:
  - To think about the person sharing for a fixed period of time knowing that each person will have equal time to share
  - Listening is for the benefit of the person sharing
- Receiver does not interpret, paraphrase, analyze, give advice, or break in with a personal story
- Receiver may choose to use supportive non-verbal cues.
- Speaker does not criticize or complain about a listener or about mutual colleagues/other people in the system. (They can and are invited to name behaviors or situations that involve the listener)

**ACTIVE LISTENING:** *used in dialogue to move thought process or conversations forward*

- Grounded in the ideas that the exchange is:
  - Looking to improve mutual understanding
  - A first step to defuse a situation and seek solutions to problems
- Receiver uses supportive non-verbal cues
- Receiver paraphrases
- Receiver plays back what is shared to check for understanding
- Receiver asks open ended questions
  - Asks clarifying questions
  - Asks for feelings
- Sharer pauses for these exchanges

## Avoid Gaslighting

Gaslighting is a strategy to discount others. It is a form of manipulation and control that involves denying someone's truth and making them question what they know to be true, often about themselves.

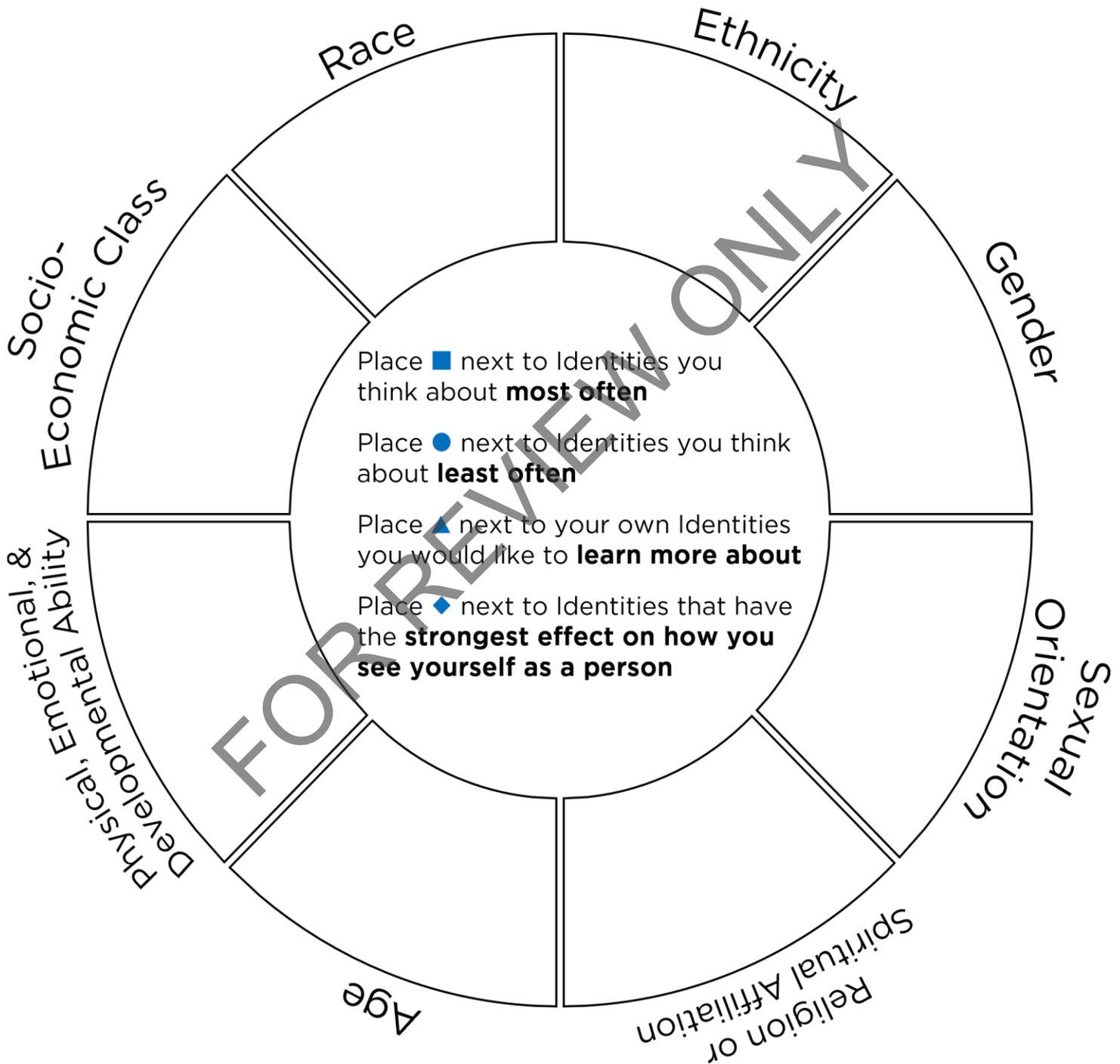
There can be a tendency for those receiving information to respond defensively, discredit, or provide evidence against the sharer's experience as a means of protecting oneself.



# Social Identity Wheel

(adapted from "Voices of Discovery", Intergroup relations center, Arizona State University)

**Directions:** Use the prompts inside the circle to think about your own identity. You are encouraged to complete it silently as a personal reflection. Upon completion, please decide what you would like to share with your small group using the "My Reality" prompts as a guide.



# Recognizing Power, Privilege, and Oppression

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to recognize the roles that power, privilege and oppression play in our communities as is essential in our goal of holding space and honoring identities for all people we seek to engage in Teen PEP.

## Directions

### 1. Key Definitions

- As a group, review the definitions:

**Oppression** refers to a combination of prejudice and institutional power that creates a system that discriminates against some groups and benefits other groups. It can also describe the feeling of people who are without power.

**Power** is having influence, authority, or control over people and/or resources.

**Privilege** is the societally granted, unearned advantages given to some people and not others. Privilege is systemic or structural advantages that impact people based on identity factors such as race, gender, sex, religion, nationality, disability, sexuality, class, body type, education, and other factors of social capital.

Privilege is linked to oppression, because, while systems, social norms, and biases are advantages for some people, others are disadvantaged by those same systems, norms, and biases.

*(Adapted from University of Michigan Racial Equity Toolkit)*



**Total Time:**

45 minutes



## Materials

- Journaling paper and pens
- Boulders that Get in the Way of Holding Space* handout
- Sometimes You're a Caterpillar* video

## 2. Boulders that get in the way – Handout & Journaling

- Before we start to unpack the definitions further, it can be helpful to first think to ourselves about what might get in the way of us showing up for one another. We'll refer to these as *boulders*.
- First independently read through and reflect on the *Boulders That Get in the Way of Holding Space* handout. Consider what boulders can get in the way and how they show up in shared spaces.
- Next, consider how pieces of our identities and lived experiences could lead to using boulders and or unconscious ways of approaching discussions. Spend 5 minutes journaling your reactions for yourself.

## 3. Sometimes You're a Caterpillar video

- Watch and discuss [Sometimes You're a Caterpillar](#). This short video is a cartoon -- it asks us to think beyond any specific category of identity and consider the role of power and privilege in our worlds. While watching, have participants consider:
  - What are the messages about privilege being showcased in this video?
  - Who or what do the caterpillar and snail represent? The fence?
  - What boulders may be getting in the way for the caterpillar and the snail?

## 4. Personal Journal Reflection

Consider the following questions, as you do, try to avoid the urge to deny privileges you hold. Just as everyone with a brain has bias, **everyone** also has some form(s) of privilege in relation to others.

1. When are you the caterpillar and when are you the snail? In what areas of identity do you have privilege? What areas do you **not** have privilege?
2. In areas you do have privilege how do you, or could you, use your privilege to assist others and/or work to help change systems of power and oppression?
3. What does acknowledging your privilege mean for you?

## Reflections

Discuss the following questions:

1. In what ways are humans both caterpillars and snails?
2. What important messages about power and privilege are raised in this activity?

## Notes

# Actively Avoid...

## *Boulders that Get in the Way of Holding Space*

Some of our words, actions, and behaviors are obstacles to holding space. These are our Boulders. Boulders can be automatic ways of responding that we must identify, acknowledge, and work to remove by unlearning and relearning ways of engaging. Read the following identifying boulders that get in the way for you. Examining our boulders assists us in tackling our biases.

<p><b>Defensiveness</b></p> <ul style="list-style-type: none"> <li>Perceiving constructive feedback as a threat</li> <li>Responding by listing with your personal merits</li> </ul>	<p><b>Checkbox Oriented</b></p> <ul style="list-style-type: none"> <li>Rigidly adhering to an agenda or checklist</li> <li>Prioritizing things that can be measured</li> </ul>
<p><b>Deflection</b></p> <ul style="list-style-type: none"> <li>Deviating or distracting from a discussion</li> </ul>	<p><b>Either/Or Thinking</b></p> <ul style="list-style-type: none"> <li>Sounds like <i>"I can't be racist/prejudiced because..."</i></li> </ul>
<p><b>Fear of Open Conflict</b></p> <ul style="list-style-type: none"> <li>Avoiding or punishing conflict when it's expressed</li> <li>Criticizing the person who raises the issue</li> <li>Emphasizing politeness over ideas</li> <li>Avoiding topics that may cause conflict</li> </ul>	<p><b>Objectivity</b></p> <ul style="list-style-type: none"> <li>Erasing diversity (e.g., "I don't see color.")</li> <li>Holding the idea that one can lift themselves out of circumstances related to systemic oppression</li> </ul>
<p><b>One-Directional Teaching</b></p> <ul style="list-style-type: none"> <li>Believing that those with power (such as adults in schools) are the only ones able to educate those with less power</li> </ul>	<p><b>Right to Comfort</b></p> <ul style="list-style-type: none"> <li>Believing or behaving as though those with power/privilege have a right to emotional and psychological comfort regardless of the impact on others</li> <li>Looking for validation as an ally</li> </ul>
<p><b>Resistance to Change</b></p> <ul style="list-style-type: none"> <li>Doing things the way they've always been done</li> <li>Refusing to believe that current systems in place can be harmful</li> </ul>	<p><b>Oppression Olympics</b></p> <ul style="list-style-type: none"> <li>Comparing oneself with others' marginalized identities, such that others feel disregarded or erased in their own specific identity experiences</li> </ul>
<p><b>Fear of Failure</b></p> <ul style="list-style-type: none"> <li>Not participating for fear of saying the wrong thing</li> <li>Seeking approval from others</li> </ul>	<p><b>Power Dynamics</b></p> <ul style="list-style-type: none"> <li>Leveraging power and distancing through positionality</li> <li>Remaining non-participatory unless you're in charge or at the center</li> </ul>
<p><b>Denial</b></p> <ul style="list-style-type: none"> <li>Using phrases like "I didn't feel that way"</li> <li>Remaining unable to accept duality of perception</li> </ul>	<p><b>Tone Policing</b></p> <ul style="list-style-type: none"> <li>Only being willing to listen to others if they share their challenges in a specific way that is most comfortable for the listener</li> </ul>

# Intent vs. Impact

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to understand the importance of considering our impact before we speak or act and provide a supportive protocol to acknowledge and repair harms that may happen within our group.

## Directions

### ACTIVITY 1: Intent vs. Impact

1. Handout paper and pens.
2. Have students recall a time they either:
  - Said or did something that they thought was harmless, but ended up finding the other person was hurt by it
  - or*
  - Were hurt by something someone said or did, even if the person defended their actions by saying they “*didn’t mean to hurt you.*”
3. Have everyone spend a few minutes thinking about the incident—what happened, how it felt, and what they are thinking about now.
4. Explain that what we are lifting up in this discussion is the difference between **Intent** and **Impact**.
5. Discuss the following questions:
  - a. What is **intent**? (*What someone meant to say or convey or do.*)
  - b. What is **impact**? (*The effect or consequence something that is said or done has on the listener or receiver.*)
  - c. In your own words, what is the difference?
  - d. In a situation where someone’s impact causes harm, regardless of their intent, what should matter more intent or impact? (*Oftentimes, when we talk about impact as it relates to creating a safe space to explore tough issues, we are talking about the harm caused to an individual or group. Because the lived experience in the moment for the person/group harmed is more important and*



**Total Time:**

60 minutes



**Materials**

- Journaling paper and pens
- Darts Scenario* slips
- Darts & Hearts* worksheet for the group
- Intent vs. Impact - CPR* handout for the group

*potentially long-lasting. The harmful impact felt requires more care and repair than the mistake that was made.)*

6. Review the following:

*No incident of harm is ever okay. One of the goals of Teen PEP is to create more inclusive, affirming environments in our classrooms and workshop spaces that help build connections amongst peers that contribute to a more positive school climate. However, it's important for us to recognize that sometimes harm will happen. Whether intentional or unintentional, when an incident of harm takes place within a relationship or group the impacts are felt by those involved. In this activity we'll refer to any hurtful comments and oppressive actions or behaviors as "darts" – an intention that lands harshly, and deeply impacts others.*

7. Pass out *Darts & Hearts Worksheet*.

8. Model the activity by going through one of the *Darts Scenarios* with the entire class, having the group brainstorm 3 potential impacts the speaker might have had on the recipients or community.

9. Divide everyone into pairs and give them each a *Darts Scenario Strip* to work through, using their handout to record responses in **Step 1: Darts - What's the Impact?**

10. Bring groups back together and have them report out by reading their scenario and choosing 2 possible impacts they recorded to share.

## ACTIVITY 2: Response to Harm/Impact

11. Explain that regardless of intent, harm can have a major impact on a person's mental, physical, or emotional health and can change how comfortable people feel in a given group or setting if it happens often.

12. Have the group brainstorm ways impact and its harmful effects can show up for a person who is on the receiving end.

### Sample Brainstorming Box:

#### Emotional Effects:

- Anger
- Fear
- Humiliation
- Shame
- Guilt
- Betrayal
- Violation
- Powerlessness and loss of control

#### Mental & Physical Health Effects

- Anxiety/Panic attacks
- Depression
- Difficulty concentrating or coming to school
- Substance abuse
- Headaches
- Stomachaches

13. Explain that when something is offered in the group that has a negative impact on a person or the group as a whole, it's appropriate for a group member to call the speaker in or out.

View the video, *Standing Up: Calling in Versus Calling Out* found at <https://www.youtube.com/watch?v=zYX2CHFT4EM>.

14. Discuss the following questions:

- a. Having watched this video, how would you define calling in and calling out? Why are they both valid responses for addressing negative impacts?
- b. Why do you think it's important that group members are able to call in/out words or behaviors that have negative impacts?
- c. How might our Teen PEP group be impacted if we don't embrace a culture of calling in and out?
- d. What else did you take away from this video?

15. Explain that the speaker bears the responsibility to make sure their words and actions don't harm the receiver ("throw a dart"), but we all can make mistakes. When that happens, it's important for us to pause, take responsibility for what happened, and try to repair the situation. The CPR strategy is one way to do that.

16. Pass out *Intent vs. Impact - CPR* handout and have volunteers take turns reading the sections aloud. Pause to answer any questions that come up.

17. Return the group to their original pairs with their *Darts & Hearts Worksheet* and *Scenario Strip* from Activity 1.

18. Read instructions for **Step 2: Hearts - Think It Through** of the *Darts & Hearts Worksheet* aloud and then have pairs use the directions to rework through their scenario together, writing down proposed CPR steps the offender could say/do to begin to repair and work toward resolution.

19. Bring everyone back to large group together and have them perform their CPR in action. For each scenario, give the large group a few minutes to provide feedback about what they did well and what they could have done even better.

## Reflections

Discuss the following questions:

1. Why is it so important to be mindful of how the impact our words, actions, and behaviors might have on others?
2. What did you find helpful about the CPR protocol structure?
3. What might you do differently as a result of this activity?
4. Which of our group ground rules help support us in having these courageous conversations? Are there any new ground rules that we'd like to add now? How can we use our group ground rules to hold each other accountable?

5. Why do you think Teen PEP strives to create spaces that foster open dialogue and healthy communication skills?
6. In what ways can this activity and discussion be helpful for our work together in Teen PEP class? What about during workshops with your peers?

FOR REVIEW ONLY

# Darts Scenarios

*Print and cut into strips*

---

A 12<sup>th</sup> grader smiles and looks one of the 11<sup>th</sup> graders up and down whenever they walk into the lunchroom. *The 11<sup>th</sup> grader calls out the dart.*

---

A person uses the wrong pronouns when talking about a classmate. *A group member calls out the dart.*

---

A person asks their male-identifying friend why they don't have a girlfriend yet. *The male-identifying friend calls out the dart.*

---

A teacher repeatedly mispronounces one of their student's names. *A student calls out the dart.*

---

A person asks a new classmate, "What do your mom and dad do for a living?" *The new classmate calls out the dart.*

---

A new student is asked, "Are you sure you're a 9<sup>th</sup> grader...you don't look like a 9<sup>th</sup> grader." *A teacher calls out the dart.*

---

Because of language differences, the same one classmate is repeatedly chosen last for group project work by their peers. *A group member calls out the dart.*

---

One of the group members schedules extra workshop practices every time there is a school closure for a Jewish holiday. *An advisor calls out the dart.*

---

In a group of classmates working on a science project, one student asks only the nonbinary peer what their pronouns are, and without offering their own pronouns. *The peer calls out the dart.*

---

After summer break, a student says to a classmate, "Wow, you lost a lot of weight!" *The classmate calls out the dart.*

---

When assigning acting roles for the workshop, the group always pressures the peer educator who uses a wheelchair to take supporting roles rather than main roles. *Another peer educator calls out the dart.*

---

FOR REVIEW ONLY

# Darts & Hearts Worksheet

In Teen PEP, we have many moments where we build our hearts – the things we do and experience that bring our group together. But we will also discuss difficult topics throughout the year, so it's likely that there will be some darts – damaging statements or actions – that can impact and cause hurt to groupmates or our group as a whole, regardless of our intent.

## Step 1: Darts - What's the Impact?

Using your dart scenario, write 3 possible impacts the statement could have on the person or group:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Step 2: Hearts - Think It Through

Fill in the chart, giving examples of what it might look, sound, or feel like for the person who caused harm. Remember that rebuilding the hearts could take a lot of time, and sometimes you cannot repair the dart in that moment!

After writing it down, choose someone to act it out for the large group, and be prepared to receive feedback from classmates for how you could do even better!

<b>C</b>	<b>p</b>	<b>R</b>
<u>Calm Yourself</u>	<u>Practice Humility</u>	<u>Repair</u>
Notes:	Notes:	Notes:
 <p>It'll cause more harm to say things like: <i>"It's not a big deal", "Chill out", "You're just being overly sensitive", "I didn't mean it."</i></p>		

# Intent vs. Impact - CPR Handout

If you've been made aware that your words or actions had a negative impact on another person, use the following steps to respond and begin repair:

<b>C</b>	<b>P</b>	<b>R</b>
<u>Calm Yourself</u>	<u>Practice Humility</u>	<u>Repair</u>
<ul style="list-style-type: none"> <li>• Take a <b>deep breath</b></li> <li>• <b>Don't defend</b> yourself</li> <li>• Keep an <b>open mind</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take responsibility</b> for your words/actions</li> <li>• <b>Focus on the impact</b> of your words or actions, not your intent</li> <li>• Remember, <b>the person harmed and how they feel is most important</b>, not your own feelings about your intent.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember the <b>relationship is the most important</b>, not your ego</li> <li>• <b>Ask</b> what you can do, if anything, <b>to help repair</b></li> <li>• Remember that <b>it is not the responsibility of the person harmed to educate you</b> on what you did wrong, or to teach you about the issue</li> <li>• Accept that <b>repair takes time</b> — this is just the start of the process</li> </ul>



It'll cause more harm to say things like: *"It's not a big deal"*, *"Chill out"*, *"You're just being overly sensitive"*, *"I didn't mean it."*

CPR model adapted from "AccessMatters", retrieved from

<https://www.accessmatters.org/cpr-the-racial-microaggressions-reparative-response-model/>

# A Teen PEP Introduction to Reproductive & Social Justice

## *Historical Timeline and Video*

### OPTIONAL ACTIVITY

#### Bridge

Build a bridge from the retreat. For example, “As you might remember from the retreat...” or “the last time we were together we...” and connect it to the theme.

#### Theme

The purpose of this activity is to inform peer educators about reproductive justice history, fostering empathy and awareness, to empower them in supporting their peers and addressing the historical impact on health access.

#### Directions

1. Hand out *Teen PEP Reproductive Justice Video Definitions* and read aloud the definition of reproductive justice at the top.
2. Explain that students can use the rest of the handout during the video to understand key terms they will hear, take notes as they view, and journal after the video ends.
3. Give everyone a few minutes to silently review the handout. Explain that the terms will be introduced during the video but answer any clarifying questions that may come up.
4. Play the *Teen PEP Reproductive Justice* video.
5. Give everyone 5 minutes to journal their response to the sentence stems on their handout.
6. **Optional Homework:** Advisors can choose (in addition to this activity or in place of the video) assign a project to peer educators, allowing them to choose a point from the timeline and write a short paper to more thoroughly understand that piece of history, and/or preparing a short presentation for an upcoming class.

#### Reflections

Discuss the following questions:

1. What was it like to watch this video?
2. What impression did this video have on you?

 **Total Time:**  
45 minutes

#### Materials

- Historical timeline handout
- Reproductive Justice video: <https://rb.gy/Ohhg4d> (NOTE: This is a Dropbox link.)
- Reproductive Justice video Timeline and Journaling handouts
- Pens/Pencils

3. Why should health educators learn about history? *(To build empathy, to better understand the people they serve, to build awareness of how past and current issues influence health access, etc.)*
4. How can you as peer educators apply this information as they serve in your role with ninth graders? *(Be empathetic to the peers you serve, understand the connection between history and current events, advocate for changes in your community)*
5. What questions do you still have? *(Note: advisors should parking lot questions they don't have answers to in the moment and come back to them at a later date)*
6. What do you need, if anything, as we close out this activity?

FOR REVIEW ONLY



RACIAL & REPRODUCTIVE JUSTICE  
**DEFINITIONS**

**REPRODUCTIVE JUSTICE**

Describes the human right for people to control their own sexuality, gender, work, and reproduction

**INTERGENERATIONAL TRAUMA**

The effects of trauma that are passed down from generation to generation

**CLINICAL TRIAL**

Research studies that test medicine, medical devices, surgeries, or other medical interventions in people

**COERCION**

When a person persuades someone to do something by using pressure, tricks, threats, or nonphysical force

**CONSENT**

Active permission a person gives for something to happen; consent must be given without pressure, coercion, intimidation, violence, or threats

**DURESS**

Threats or actions used to force a person to do something they would not otherwise do

**EUGENICS**

An old and unfounded belief that "perfect" human beings could be bred through selective genetics to eliminate so-called social problems using discriminatory practices such as sterilization, segregation, and social exclusion

**THE FOOD & DRUG ADMINISTRATION (FDA)**

A government organization responsible for protecting public health by assuring the safety and effectiveness of drugs, medical products, food, and cosmetics; also provides accurate, science-based health information to the public

**FISTULA**

An abnormal connection or passageway that connects two organs or vessels that do not usually connect  
*Example: a hole between the vagina and bladder/rectum, often caused by prolonged, obstructed labor (during childbirth) when proper medical treatment isn't provided*

**HYSTERECTOMY**

A surgical procedure that removes the uterus and eliminates the possibility of pregnancy

**RACISM**

The process by which systems and policies, actions and attitudes create inequitable opportunities and outcomes for people based on race

**STERILIZATION**

Surgery to make a person unable to reproduce



RACIAL & REPRODUCTIVE JUSTICE

# TIMELINE

As you view today's video, please take notes in the margins

**1** 1607  
**Colonization**  
First permanent English colony is settled in Virginia, United States.

**2** 1619  
**Enslavement**  
First Africans are kidnapped and brought to colonial Virginia, United States.

**3** 1787  
**John Brown**  
False public statements released by Dr. Thomas Hamilton about Black people's pain tolerance.

**4** 1830  
**Lands Seized**  
Indian Removal Act causes lasting harm to Indigenous peoples.

**5** 1845-1849  
**Experimental Surgeries**  
J. Marion Sims conducted experimental surgery without anesthesia or pain medication on 12 enslaved women. *Sims's medical ethics are complex and continue to be debated to this day.*

**6** 1883-1916  
**Eugenics**  
Eugenics introduced by Sir Francis Galton and popularized by Margaret Sanger in the United States.

**7** 1915  
**Midwives**  
Birth begins to become medicalized industry, shifting away from midwifery.

**8** 1927  
**Buck v. Bell**  
U.S. Supreme Court upholds a decision to allow states to permit forced sterilization of people they deemed unfit.

**9** 1932  
**Tuskegee Airmen**  
During 1932 through 1972, unethical clinical study of untreated syphilis, known as Tuskegee Experiment, conducted by U.S. Public Health Services.

**10** 1940s  
**Mass Sterilization**  
Mass sterilization of women of color in U.S. continues as a way to control sexuality, poverty, and unemployment.

**11** 1950  
**Birth Control Clinical Trials**  
Clinical trials of the early forms of birth control pill target women living in housing projects in Puerto Rico.

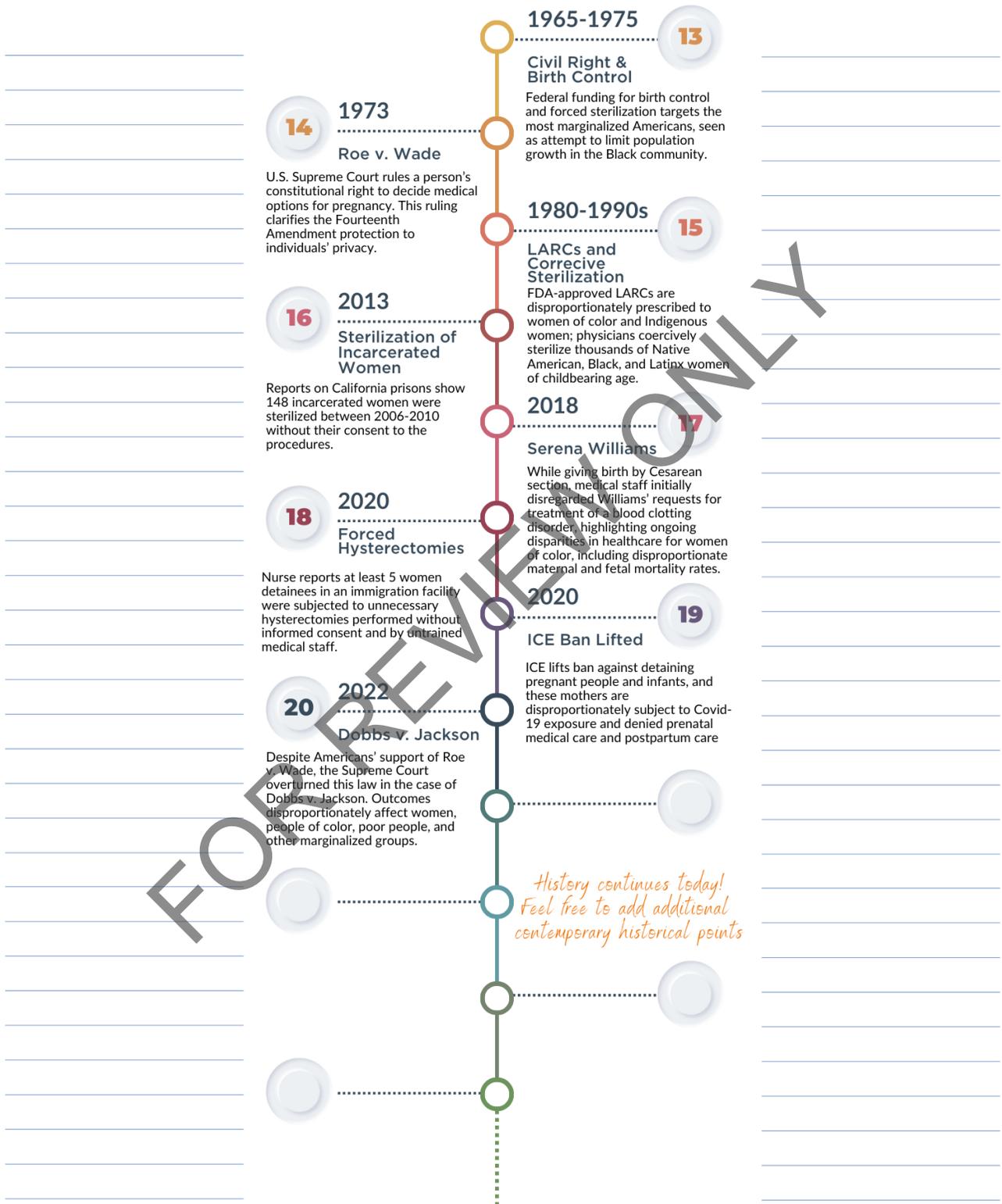
**12** 1951  
**Henrietta Lacks**  
Henrietta Lacks visited John Hopkins Hospital. Gynecologists remove tumor to study her cervical cells (HeLa cells) without consent or compensation.



RACIAL & REPRODUCTIVE JUSTICE

# TIMELINE

*continued from previous page*



handout



RACIAL & REPRODUCTIVE JUSTICE  
**JOURNALING**

AFTER WATCHING THIS VIDEO, I FEEL:

QUESTIONS OR THOUGHTS I STILL HAVE INCLUDE:

BEFORE THIS VIDEO I THOUGHT...

NOW I THINK

FOR REVIEW ONLY

# Spread the Word: Introduction to The School-Wide Campaign

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to brainstorm ideas for the school-wide campaign and create an implementation plan for the year.

## Directions

1. Discuss the following question:
  - Think about something you learned a while ago that you still remember. What helped you remember the information?
2. Explain to students that they will be doing workshops for the ninth graders throughout the year. As a class, they will be responsible for continuously reinforcing the take home messages and objectives from their workshops.
3. Have the group brainstorm creative ways to reach participants after each workshop to help them remember these messages. Write responses on newsprint.

### Sample List

- Door decorating contest
- Bulletin board
- Facebook page
- Advice column in school newspaper
- Announcements
- Text messages
- Instagram, Twitter, or other social media sites
- Themed days (HIV awareness, condom day, etc.)

4. Have the class vote for their favorite ideas and pick the top three. These are the structures that will be used throughout the year to spread the messages.
5. Divide the class into as many groups as workshop topics you will be covering and assign each group one the workshop topics for which they will be responsible



**Total Time:**

15 minutes



**Materials**

- Flip chart paper
- Markers
- School-Wide Campaign Guidelines* handout for each peer educator

(At minimum, you must assign *Postponing Sexual Involvement; Pregnancy Prevention; STI Prevention & Risk Reduction; Understanding & Preventing HIV; You may also choose to assign Alcohol, Other Drugs, and Sexual Decision-Making; Dating Violence Prevention; Understanding and Preventing Sexual Harassment and Sexual Assault; and Understanding Gender & Sexuality*).

6. Hand out *School-Wide Campaign Guidelines* and review the guidelines. Explain that groups are responsible for using these guidelines and the 3 structures they selected to disseminate the messages for their assigned workshop.



### Important Notes:

- Advisors need to get proper approvals for student plans. For example: reserve a bulletin board, get approvals for a social media (Facebook, Twitter, Instagram, etc.) page, and have announcements approved by appropriate school personnel.
- While the planning process happens early in the year, the messages will be reinforced throughout the year. At the end of each unit is a *School-Wide Campaign Check-In*. Advisors may assign grades for the campaigns that follow each workshop to ensure students continue to update their content.

FOR REVIEW ONLY

# SCHOOL-WIDE CAMPAIGN GUIDELINES



## Evaluation of peer educators is based on the following 5 areas:

1. Take home messages and workshop objectives from each workshop should be reinforced.
2. Each group must come up with a plan of how they will disseminate their messages and get it approved by the advisors the week before the workshop.
3. After each workshop, the responsible group will begin the campaign to reinforce the messages. This campaign can continue until the next workshop. Individual groups can decide frequency (*Once a week, twice a week, every other day, etc.*). For example, the first group will reinforce the messages and objectives from Let's Wait Awhile: Postponing Sexual Involvement until Later Baby: Pregnancy Prevention is presented. Then the second group will reinforce those messages until Don't Pass It On: Sexually Transmitted Infections is presented, and so on.
4. Messages must be accessible and visible to the majority of the 9<sup>th</sup> graders in the school.
5. Use "catch" phrases from workshops to help students remember the messages (*i.e. "No glove, no love" from the HIV Prevention workshop*)

If you submit successful workshop campaigns to the Teen PEP staff, you might be featured on our website or entered in contests! To submit, you can:

- Email your submission to [teenpep@supportiveschools.org](mailto:teenpep@supportiveschools.org) or
- Mail your submission to your local Center for Supportive Schools office or
- Call the Center for Supportive Schools for more information at 609.252.9300



# Curriculum Feedback Form

## Unit 1: Building Our Foundation

Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_

No. of class periods to complete unit: \_\_\_\_\_

Please indicate the month the unit was taught:

September

October

November

December

January

February

March

April

May

Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!

Please consider responding to any or all of the following questions in your feedback:

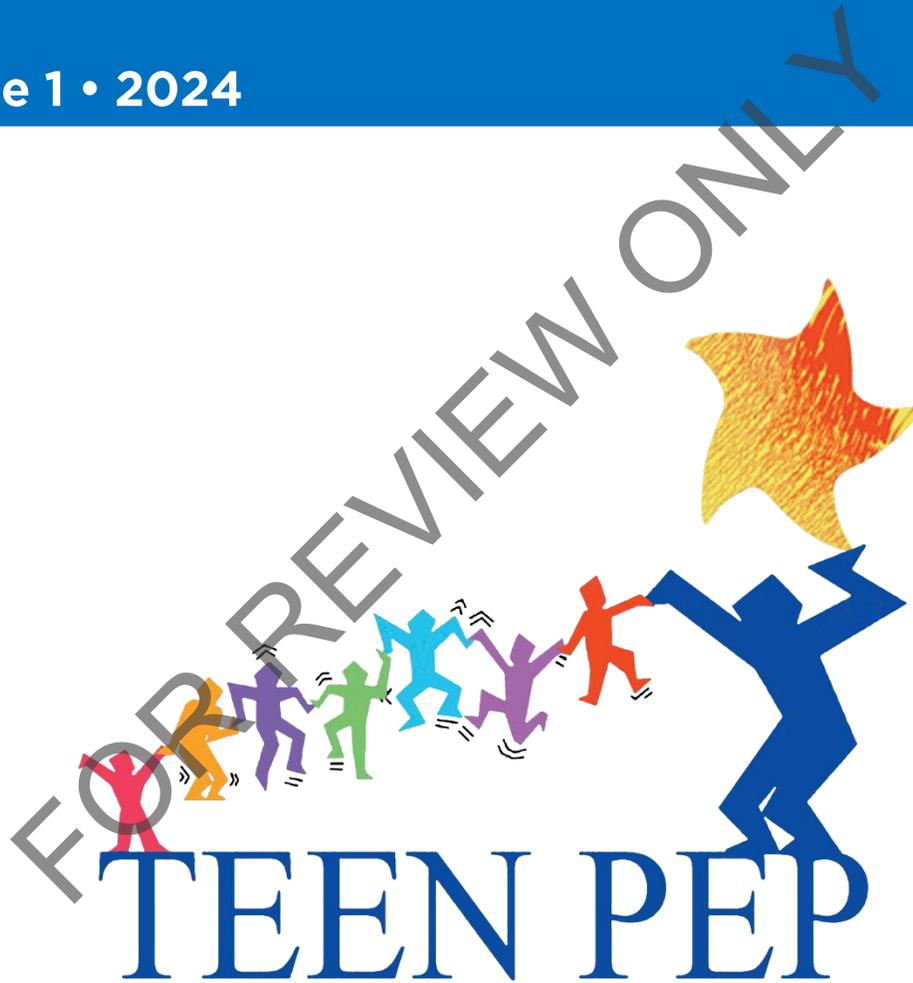
- How effective were the activities in increasing students' knowledge?
- How engaging were the activities for students?
- How clear are the objectives and directions for each activity?
- What, if anything, did you do differently for a particular activity? Why? What was the result for your group?

FOR REVIEW ONLY

# Unit Two

## Understanding Gender & Sexuality

Volume 1 • 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Unit Two

## Understanding Gender & Sexuality

★ Understanding Gender & Sexuality Overview.....	1
(15 minutes)	
★ Gender Fishbowl.....	3
(45 minutes)	
★ Terminology Matchup.....	6
(45 minutes)	
★ What’s in a Pronoun?.....	24
(15 minutes)	
★ Gender Boxes.....	26
(30 minutes)	
★ Advertising & Gender*.....	32
(30 minutes)	
★ Advertising & Gender: Homework Presentations*.....	35
(45 minutes)	
★ Make It Matter.....	37
(30 minutes)	
★ Reflecting on the Unit: Chalk Talk.....	51
(30 minutes)	
★ Gender & Sexuality Unit End Quiz.....	53
(30 minutes)	
★ School-Wide Campaign Check-In.....	58
(15 minutes)	
★ Parent/Guardian-Teen Homework.....	60
(5 minutes)	

FOR REVIEW ONLY

Homework

Homework

# Understanding Gender & Sexuality Overview



**Note:** When you went on your retreat, you should have completed two activities: Sex vs. Gender vs. Sexuality and Where Do We Learn about Sex, Gender, & Sexuality?

If you did not do these activities with your group, they must be done after the overview and before any other activities in this unit.

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide peer educators with a general overview of the topics to be discussed in the unit.

## Directions

1. Hand out *Understanding Gender & Sexuality: Overview*.
2. Have everyone take turns reading each paragraph aloud.

## Reflections

Discuss the following questions:

1. What feels familiar to you in what you just read?
2. What do you look forward to learning or exploring in this unit?



### Total Time:

15 minutes



### Materials

- Understanding Gender & Sexuality Overview* handout for each peer educator



# Understanding Gender & Sexuality Overview

Society often dictates the ways in which individuals are expected to behave in the world based on gender stereotypes. This can influence how we see and express ourselves in our relationships with parents/guardians, siblings, friends, and especially dating partners. Understanding these dynamics is an essential foundation for understanding human development and sexuality.

While gender roles have become somewhat less confining in the last 20 years, particularly for women and female identified people, gender bias and stereotyping still exists. In addition, our world is surrounded by heteronormative messages (a view that promotes heterosexuality as the norm). The activities in this unit open the door for critically evaluating societal gender roles, stereotypes, and the potential for bias, harassment, and violence.

The goal of this unit is to raise students' awareness about the issue of gender and sexuality and to discuss how gender role expectations, stereotypes, and the media shape our self-perception, behavior, and intimate relationships. While there are no right or wrong answers, Teen PEP promotes certain core values that are a part of healthy relationships, including equality and respect for one another's feelings, values, choices, gender identity, gender expression, sexual orientations, and sexual decisions. A healthy and mutually respectful relationship enables partners to communicate, set boundaries, and take responsibility for the sexual decisions they make with respect for all gender identities.

## Objectives



By the end of this unit, you should be able to:

- Build acceptance for oneself and one another inclusive of gender identity, gender expression, and sexual orientation
- Use appropriate terminology, inclusive language, and affirming pronouns
- Name at least five gender stereotypes and how they can influence expectations related to sexual behavior
- Describe three ways that gender boxes can be harmful
- Describe three ways that heteronormative views influence relationships
- Articulate why understanding gender and sexuality are critical foundational elements for sexuality education

## Take Home Messages



The essential messages from this unit, to take home:

- People are the experts in their own identities, gender and sexual orientation.
- Healthy and supportive communities are built upon mutual respect and understanding.
- Gender and sexuality are not binary - there are more than two genders and more than two sexualities.
- Every person has the right to be safe and free from harassment and violence.
- Individuals in any relationships have the right to equal decision making and treatment.
- Every person has the right to make sexual decisions regardless of societal norms and expectations placed upon them.

# Gender Fishbowl

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to **provide an opportunity for participants to listen and verbalize some feelings about gender related stereotypes and beliefs.**

## Directions

1. Explain the purpose of a fishbowl to participants by reading the following three bulleted items aloud:
  - This gender fishbowl activity will provide an opportunity for peer educators to speak to their own experience and to exchange ideas and feelings about issues related to gender, stereotypes, and beliefs.
  - It will also be an opportunity to listen to another point of view and to be heard by your peers.
  - We hope you can all place an emphasis on respect for one another and the importance of confidentiality. When we leave this room, you may want to talk about the ideas that are shared in this conversation. If you do, please keep in mind our ground rules and respect each other’s privacy by not attaching any names to those ideas.
2. Read the following directions:
  - Select for yourself which one of three groups you **personally identify with** – *Female Identified, Male Identified, or Gender Expansive*. Only join the group that you personally identify with.
  - Join the other members of your group and form a smaller circle.

### Important Notes:

1. Gender-expansive individuals include those with transgender and non-binary identities, as well as those whose gender in some way is seen to be stretching society’s gender norms.
2. If no peer educators identify as gender expansive, save that group for last in the fishbowl and use the videos provided in Step 6 to represent the missing identity.
3. It may be helpful to give peer educators a heads up prior to this activity so no one feels put on the spot or uncomfortable.



**Total Time:**

45 minutes



### Materials

- Newsprint and markers
- Gender Fishbowl Small Group Questions for Conversation* handout for each small group

3. Give each group 2-3 sheets of newsprint and markers. In their small groups, have students discuss the questions found in the *Gender Fishbowl Small Group Questions for Conversation* handout. Have a member from each group volunteer to be the reporter and write down responses to those questions on newsprint.
4. Create concentric circles. Have one group sit in a circle with the others in a larger circle surrounding them. Explain to the group that while the group in the inner circle is speaking, the members of the outer circle must remain silent and just listen. Once groups are settled and silent, have the members of the inner circle read and explain their answers to *Step 3*.
5. Switch the seating arrangements and repeat *Step 4* for the remaining groups. (*You will do this step twice so that all groups have the opportunity to be in the center.*) Then, return to large group circle.
6. To provide perspectives into the lives of teens who may not be represented in your group, watch one or both of the first two videos **AND** the third video.
  - *What's the Difference Between Gender & Sexual Orientation, Again?*
    - <https://www.youtube.com/watch?v=3RWWvO5SQqU>
  - *What It's Really Like to Go Through High School As A Trans Person*
    - <https://www.youtube.com/watch?v=EOP5gSUGAOk>
  - *These Activists Get REAL About Being Intersex*
    - <http://video.teenvogue.com/watch/these-activists-get-real-about-being-intersex>

## Reflections

Discuss the following questions:

1. What did you learn from this activity?
2. What surprised you about the experiences that were shared?
3. What, if anything, will you do differently now that you have this information?
4. How has this activity increased your empathy toward your peers?

# Gender Fishbowl Small Group Questions for Conversation

*In your small groups, discuss the following questions and have a recorder write down responses on your newsprint.*

1. What do those who identify as this gender like best about being a part of this group?
2. What myths/stereotypes about this group feel the most frustrating?
3. What accurate or less offensive information should replace the myths?
4. What do you wish others understood about members of this group?
5. How would you like others to treat this group differently than is normally the case? What would it look like if this group was treated with more empathy or respect?

# Terminology Matchup<sup>1,2,3</sup>

**Note: Preparation Needed!** Review the resources provided at the end of this activity for your own understanding. Having a well-rounded understanding of the terms in this activity will help you best facilitate it.

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide students with a language for discussing LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual) topics and to clarify their understanding of various terms and concepts regarding gender and sexuality.

## Directions

1. Divide the group into pairs and hand out at least 2 *Definition Cards* to each pair.
2. Review the following directions:
  - I will reveal a Word card in the center of the circle.
  - If a pair thinks they have the correct definition for that word, lay their card down in the center of the circle.
  - We will go over the term before moving on to the next word.
3. Starting with *Word Card #1*, and going in order for the activity, place the *Word* card face up in the center of the circle and begin the activity. Use your *Terminology Matchup Facilitator’s Guide*, to go over each term before moving on to the next one.

## Reflections

Be sure to leave time for the final activity reflection questions, which are also found in this *Facilitator’s Guide*.

## For additional information and further reading, consider:

- GLSEN Key Concepts and Terms:  
<https://www.glsen.org/sites/default/files/GLSEN%20Terms%20and%20Concepts%20Thematic.pdf>

 **Total Time:**  
45 minutes

 This activity appears in the workshop

 **Materials**

- 1 set of *Word Cards\** printed on one color paper, arranged in a pile in order from 1-18

(\**Word Cards* are color-coded by category. If possible, print these cards in color ink. If you cannot, it will not affect the activity.)

- 1 set of *Definition Cards* printed on a different color paper, shuffled

## Facilitation Note:

It is important to review the word cards in order since they build a foundation of knowledge needed to understand the separate concepts of sex, gender, and orientation. Completing the word cards out of order may cause unnecessary confusion. Some terms will be very familiar to group members and require little discussion. Other terms will need more clarification or explanation.

- GLAAD Glossary of Terms: <https://www.glaad.org/reference/LGBTQIA> (this link also includes discussion of why several terms are considered outdated)
- Gender Unicorn: <http://www.transstudent.org/graphics>

*These resources have not been created for or with Teen PEP, nor does Teen PEP explicitly endorse any of them. It is the responsibility of the advisors to ensure the appropriateness of information shared with their audience.*

FOR REVIEW ONLY

# Terminology Matchup: Facilitator's Guide

Use this guide to go over the terms one at a time with students *in the following order*.

## Consider the following points in leading an affirming discussion with your group:

- Explain how/why Teen PEP defines the terms
- Ask participants to clarify the terms they are comfortable using
- Be open to hearing other examples of terms people may use to self-identify
- Respect potential differences that may arise
- Watch out for potential confusion of terms and concepts – particularly with gender identity and sexual orientation
- Correct and replace outdated, offensive, or inaccurate language/information
- Validate questions that come up for the group
- Seek support from an advisor if unsure of correct answer or in need of resources
- Try to use gender-inclusive language wherever appropriate
- Model being open, non-defensive, patient, and kind

## 1. Have students match the following cards:

**1. Sex Assigned at Birth:** Assignment of babies at birth, by medical professionals and/or family, as either female, male, or intersex, usually based on their sexual anatomy and/or chromosomes.

**2. Intersex:** An umbrella term used to describe people who are born with chromosomes, or reproductive or sexual anatomy, that doesn't seem to fit the traditional definitions of female or male.

Then, discuss the **Sex Assigned at Birth** and **Intersex** cards using the following questions:

1. What physical characteristics are used to determine the label male at birth? (*Penis, scrotum and testes; XY chromosomes; testosterone.*)
2. What physical characteristics are used to determine the label female at birth? (*Vulva, vagina, uterus, and ovaries; XX chromosomes; estrogen.*)
3. Who typically determines these labels at birth? (*Doctors, parents, family; some may choose to make no determination at birth allowing the child to self-identify later in life.*)

4. How common do you think it is for someone to be born intersex (*with aspects of both sexes*)? (*1 per every 1,500-2,000 births*) **Note:** *Intersex individuals may be born with combination of chromosomes such as XXY; external genitals that don't match internal organs or hormones developed during puberty; or genitalia or internal sex organs that don't easily fit traditional definitions of female or male.*

## 2. Have students match the following cards:

<p><b>3. Gender Identity:</b> A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth.</p>	<p><b>4. Gender Expression:</b> How one expresses oneself, in terms of dress, appearance, and/or behaviors.</p>
<p><b>5. Cisgender (Cis):</b> A gender identity, role, and/or expression that matches the person's assigned sex at birth.</p>	<p><b>6. Transgender (Trans):</b> An umbrella term that describes a wide range of identities of people whose gender identity and/or expression differs from society's norms based on their assigned sex at birth.</p>
<p><b>7. Gender Non-Conforming (GNC):</b> Anyone whose gender in some way is seen to be stretching the surrounding society's idea of gender.</p>	<p><b>8. Gender Fluid:</b> A person whose gender identification and expression shifts among gender-based expectations. Being fluid in motion between two or more genders.</p>

**Then, discuss the** Gender Identity, Gender Expression, Cisgender, Transgender, Gender Non-Conforming, **and** Gender Fluid **cards using the following questions:**

1. In what ways do people express their gender? (*Clothing, hairstyle, makeup, speech, body language, pronouns, etc.*)

**Note:** How a person expresses their gender is not necessarily an indication of sexual orientation. Gender and sexuality are separate concepts. All people have a gender identity, gender expression, and sexual orientation that are separate parts of what make them who they are.

2. What is the "gender binary"? What is the "gender spectrum"? (*Gender binary: The idea that gender can only be an either/or option of male/masculine or female/feminine based on sex assigned at birth; Gender spectrum: the continuum or spectrum of gender identities and expressions.*) Why might it be valuable to consider gender as something that can be fluid rather than binary?
3. What are other examples of terms included on the gender spectrum? (*Cisgender, transgender, non-binary, gender non-conforming, gender fluid, genderqueer, agender*)

4. What are some ways a transgender person might express their gender in a way that feels true for them? (*Social transition: name change, pronouns; Medical transition: hormonal, surgical.*)
5. Why might people who identify as transgender not make a physical transition? (*Transitioning in any way is a very personal decision that allows individuals the opportunity to be their authentic selves in ways that reflect their gender identity. Reasons why some people decide not to transition include feeling it's not the right fit for them, financial issues, limited access to care, and fear of discrimination.*)
6. Why is it important to use someone's chosen name and affirming pronouns? (*It shows respect; values their gender identity; helps create a supportive, affirming, and inclusive environment; and it's the law.*)

**Note:** The term affirming pronouns is used because affirming means to accept, confirm, and declare strong support for something—in this case, a person's pronouns.

### 3. Have students match the following cards:

**9. Sexual Orientation:** Emotional, romantic, or sexual attraction to other people, or non-attraction to others.

**11. Gay:** A person whose primary emotional, romantic, and/or sexual orientation is toward people of the same gender.

**13. Pansexual/Omnisexual:** A person whose primary emotional, romantic, or sexual desire is toward people of all genders and sexes.

**15. Asexual:** A sexual orientation generally characterized by not feeling sexual attraction or desire.

**10. Lesbian:** A person who identifies as female whose primary emotional, romantic, or sexual orientation is toward people of the same gender.

**12. Bisexual:** A person whose primary emotional, romantic, or sexual orientation is toward people of the same and other genders.

**14. Queer:** A term that can be used to express that sexuality and gender can be fluid and change over time. It is a term people use within the LGBTQIA community with pride to identify themselves.

**16. Heterosexual (Hetero):** A person whose primary emotional, romantic, and/or sexual orientation is toward people of a gender other than their own.

**Then, discuss the Sexual Orientation, Lesbian, Gay, Bisexual, Pansexual/Omnisexual, Queer, Asexual, and Heterosexual cards using the following questions:**

1. How is sexual orientation different from gender identity? (*Gender identity is who you are and how you feel about yourself; Sexual orientation is who you're attracted to and want to be with. Both cisgender and transgender people can be attracted to others who identify anywhere on the spectrum of gender identities.*)
2. Lesbian, gay, bisexual, queer, pansexual/omnisexual, asexual, and heterosexual are all examples of what? (*Terms to describe sexual orientation.*)

**Note:** LGBTQIA people are not attracted to ALL people in the gender category to whom they are usually attracted, just like all heterosexual people are not attracted to ALL members of different/opposite genders.

3. How can you determine which sexual orientation term/label is appropriate to use for someone? (*Ask the person which labels they use to describe themselves; use the label that reflects and affirms their gender identity and the gender identity of their partner.*)

**Note:** Some people don't think these labels describe themselves, some feel comfortable with certain labels and not others, and others don't like the idea of labels at all.

#### 4. Have students match the following cards:

**17. Ally:** A member of the dominant group who works to end oppression by recognizing their own privilege and supporting or advocating for oppressed groups.

For example, a heterosexual cisgender person who supports the equality of LGBTQIA people.

**18. Intersectionality:** All people hold a multitude of identities. Refers to how a person's different identities meet and influence their experience.

It also describes the ways different identities overlap and affect how people experience privilege (advantages) and/or oppression (disadvantages), including gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of identity.

**Then, discuss the Ally card using the following questions:**

1. What does it mean to be a member of the **dominant group**? (*A group in society who holds power, privilege, and social status.*)
2. What does it mean to be **oppressed**? (*Groups who are singled out for unequal treatment in society.*)
3. What does it mean to have **privilege**? (*When members of a group have a set of unearned benefits/rewards because of certain aspects of their identity.*)
4. Why are allies important?
5. Who can be an ally?
6. What are examples of how we can all be allies in our schools and communities? (*Ensuring everyone has access to sexual health information inclusive of their sexual orientation and gender identity; supporting or joining a GSA in your school; attending a rally or peaceful protest; contacting your representatives; listening empathetically to peers and believing their experiences*)

**Then, discuss the Intersectionality card using the following questions:**

1. What are some examples of identity that people hold? (*Some examples include: Religion: Jewish, Christian, Muslim, Buddhist; Ability: healthy, chronically ill, wheelchair user, neurodivergent; Class: wealthy, poor, middle class; Race: Black, Latinx, White, Biracial; Gender: Cisgender, Nonbinary, Transgender; Sexual Orientation: Lesbian, Gay, Bisexual, Heterosexual, etc.*)
2. What are some examples of intersectionality? (*Queer nonbinary wheelchair user; Black able-bodied woman; Middle class Latinx trans man; White Christian cisgender male, etc.*)
3. What are some ways people celebrate and honor their intersectional identities? (*Parades, family traditions, honoring ancestors, art, music, cultural celebrations, etc.*)
4. Why is it important to understand intersectionality? (*To better understand how the combination of different identity characteristics impacts the way each of us experiences day-to-day life in our society AND to understand how our society gives or withholds privileges to different people based on these characteristics*)

## Final Reflections

**Be sure to use the following reflection questions to wrap up the discussion:**

1. Why is it important for people to know and use accurate terminology, inclusive language, and affirming pronouns when discussing people who are lesbian, gay, bisexual, or transgender? (*Using correct language shows respect, dispels myths and stereotypes, and educates others. Inclusive language and affirming pronouns acknowledge diversity and help LGBTQIA people feel safe and valued.*)
2. Why is it important for peer educators to know and use accurate terminology when discussing people who are lesbian, gay, bisexual and transgender? (*By modeling the use of correct terminology and respectful*

*behavior, it helps set an example for 9<sup>th</sup> graders and makes the information being delivered more accessible to whomever is in your audience or small group. This is one small step toward being an ally for LGBTQIA people in your community.)*

3. Why do you think some people reject labels all together? *(There are many reasons this may be true. Some examples may include: some people think how they identify and express themselves and who they're attracted to is very personal, so they may not relate to the labels; which labels they feel comfortable using may change over time so they don't want to be labeled; others think a step toward equality will come when no one is labeled.)*
4. In your experience, how has LGBTQIA terminology been used in our school? How can we be a part of improving the culture of our school so that everyone feels safe and supported?

### **Important Notes:**

1. There are some outdated terms that are no longer used because they are hurtful and potentially put others at risk. If they come up in the conversation, be sure to let students know that they should use the words included in the activity in their place.
  - Transgendered
  - Straight
  - Hermaphrodite
  - Homosexual
  - Transvestite
2. This curriculum intentionally doesn't use words like "transphobic," "homophobic," and "biphobic" because (1) they inaccurately describe systems of oppression as irrational fears and (2) for some people, phobias are a very distressing part of their lived experience and endorsing this language can be perceived as disrespectful to their experiences.

2

**Intersex**

4

**Gender  
Expression**

1

**Sex Assigned  
at Birth**

3

**Gender  
Identity**

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5

**Cisgender  
(Cis)**

6

**Transgender  
(Trans)**

7

**Gender  
Non-Conforming  
(GNC)**

8

**Gender Fluid**

10

**Lesbian**

12

**Bisexual**

9

**Sexual  
Orientation**

11

**Gay**

14

**Queer**

16

**Heterosexual  
(Hetero)**

13

**Pansexual/  
Omnisexual**

15

**Asexual**

FOR REVIEW ONLY

18

**Intersectionality**

17

**Ally**

FOR REVIEW ONLY

An umbrella term used to describe people who are born with chromosomes, or reproductive or sexual anatomy, that doesn't seem to fit the traditional definitions of female or male.

How one expresses oneself, in terms of dress, appearance, and/or behaviors.

Assignment of babies at birth, by medical professionals and/or family, as either female, male, or intersex, usually based on their sexual anatomy and/or chromosomes.

A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth.

An umbrella term that describes a wide range of identities of people whose gender identity and/or expression differs from society's norms based on their assigned sex at birth.

A person whose gender identification and expression shifts among gender-based expectations. Being fluid in motion between two or more genders.

A gender identity, role, and/or expression that matches the person's assigned sex at birth.

Anyone whose gender in some way is seen to be stretching the surrounding society's idea of gender.

A person who identifies as female whose primary emotional, romantic, or sexual orientation is toward people of the same gender.

A person whose primary emotional, romantic, or sexual orientation is toward people of the same and other genders.

Emotional, romantic, or sexual attraction to other people, or non-attraction to others.

A person whose primary emotional, romantic, and/or sexual orientation is toward people of the same gender.

A term that can be used to express that sexuality and gender can be fluid and change over time. It is a term people use within the LGBTQIA community with pride to identify themselves.

A person whose primary emotional, romantic, and/or sexual orientation is toward people of a gender other than their own.

A person whose primary emotional, romantic, or sexual desire is toward people of all genders and sexes.

A sexual orientation generally characterized by not feeling sexual attraction or desire.

All people hold a multitude of identities. Intersectionality refers to how a person's different identities meet and influence their experience.

It also describes the ways different identities overlap and affect how people experience privilege (advantages) and/or oppression (disadvantages), including gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of identity.

A member of the dominant group who works to end oppression by recognizing their own privilege and supporting or advocating for the oppressed groups.

*For example, a heterosexual cisgender person who supports the equality of LGBTQIA people.*

FOR REVIEW

# What's in a Pronoun?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to build understanding for the importance of correctly identifying a person's gender and using their pronouns.

## Directions

1. Have everyone think back to your retreat, when you started to form as a group and get to know each other's names.
2. Discuss the following questions:
  - What were some of the things we identified as important in remembering someone's name? (*Using the correct name when we see someone, pronouncing it correctly, trying to remember a person's name*)
  - Why are those things important? (*It shows we care and helps a person feel valued, it is a sign of respect, because a person's name is a part of who they are*)
3. Explain that just as important as getting names correct, getting a person's pronouns correct is of equal importance.
4. Watch the following video on pronouns:
  - 5-minute *What Are Pronouns?* video, accessed at <https://www.youtube.com/watch?v=3xpvricekxU>.
5. Discuss the following questions:
  - What did this video reinforce for you as the importance of using someone's preferred pronouns?
  - In your own words, what is misgendering? (*When someone is labeled by others as a gender other than one that person identifies with*)
  - What do you see as being harmful in misgendering another person?
  - If you misgender someone, what can you do to correct that?



**Total Time:**

15 minutes



**Materials**

- Technology to play online video

- What steps can you take in making sure you use the right pronouns for others?
- The video interviewed people who are gender non-conforming and transgender...but how is correct pronoun use an important practice for everyone, regardless of their gender identity?

## Reflections

Go around the circle, having each person share their pronouns with the group. Discuss the following question:

1. What are you taking away from this activity that you hadn't been thinking about or doing previously?

*Adapted from GLSEN's Misgendering and Respect for Pronouns. 2018.*

FOR REVIEW ONLY

# Gender Boxes

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to identify common gender stereotypes, the pressures to conform to those stereotypes, and the consequences of not conforming.

## Directions

- Review the following information to bridge into the activity:
  - During the *Gender Fishbowl* activity, you spent some time talking about gender in terms of your own experiences and built empathy for members of other genders. In this lesson, you will evaluate messages that come from the media, parents, and friends about what it means to be male or female in our society.
  - We are going to spend this class period talking about the concept of gender. By the end of the activity, we will have looked closely at gender roles and characteristics and will better understand how these play into gender stereotypes in society.
  - The use of binary (*the classification of sex and gender into two distinct, opposite, and disconnected forms of masculine and feminine*) language in this activity is intentional in order to teach these concepts, even though Teen PEP embraces the gender spectrum (*the continuum of gender that includes masculine and feminine as well as gender non-conforming, androgynous, transgender, etc.*).
- Discuss the following questions:
  - What do you think of when you hear the term “gender”? (*Typical answer is male and female; other answers from previous learning may include gender identity, gender expression, gender expansive, non-binary, gender fluid, gender queer, gender non-conforming, cisgender, or transgender.*)
  - How do we typically represent male and female? What colors or symbols are often associated with male and female? Gender neutral? (*Male – blue & green; female – pink & purple; neutral – yellow.*)

 **Total Time:**

30 minutes

 **Materials**

- Newsprint and markers

## 3. Read the following:

When a baby is born, the biological or assigned sex is determined by how the baby looks on the outside. Doctors look at the babies' external reproductive organs. If the baby has a penis, the assigned sex is male, and you'll hear "It's a boy!" If the baby has a vulva, the assigned sex is female, and you'll hear "It's a girl!" That initial sex identification ignites many expectations that will continue for the person's entire life, determining how society interacts with them.

To begin with, the parents typically receive pink or blue clothing and gender specific toys. Comments like, "She's so beautiful, I bet she's going to break a lot of hearts one day!" or "Wow, he looks strong like he's going to be a football player," are common.

These are stereotypes about how males and females should behave in society. This classification is called "binary." Bi means two—two genders: male and female.

## 4. Discuss the following question:

- What are some other terms you learned in the previous activity besides "male" and "female?" (*Other answers from previous learning may include gender identity, gender expression, gender expansive, gender non-conforming, gender fluid, gender queer, non-binary, gender neutral, cisgender, or transgender.*)

5. Write responses on flipchart or board and ask students to briefly recall the definitions to those terms as a review from the prior activity. (*Discuss terms that are offered, then add any from the following list.*)

- Cisgender
- Transgender
- Non-binary (and/or the following terms may be used by individuals who consider themselves non-binary):
  - Gender expansive
  - Gender non-conforming
  - Gender neutral
  - Gender fluid
  - Gender queer
  - Questioning (*People who may be unsure, still exploring, or concerned about applying a label to themselves*)

## 6. Explain that for the rest of the activity, you are going to learn about the binary stereotypes that society has about being male and female.

- **Read to the group:**  
Imagine you are at a family gathering and your little brother falls and skins his knee and starts to cry. Your uncle says to him, "*Stop crying and act like a man.*"
- **Write on the board/newsprint:**  
"Act Like a Man" across the top of the board or on newsprint.

- Discuss and record responses in a line as shown in the diagram:
  1. What do you think your uncle meant when he said, “Act like a man?”
  2. What other messages do males get in our society about how they’re expected to act?

**“Act Like a Man”**  
 Tough  
 In control  
 Hide your feelings  
 Don’t cry  
 Don’t be a sissy/wimp  
 Don’t act like a girl  
 Be a leader  
 Make the first move  
 Make money  
 Sex with many partners

**Note:** The following lists contain common items that might be offered by students. If they do not come up, ask probing questions or ensure these are named on the lists before moving on.

7. Do the following:

- **Read to the group:**  
 Imagine that your little sister runs into the kitchen and yells, “The boys won’t let me play football.” Your aunt says, “*Stop that; you need to act like a lady.*”
- **Write on the board/newsprint:**  
 “Act Like a Lady” next to the other list.
- Discuss and record responses in a line as shown in the diagram:
  1. What do you think your aunt meant when she said, “Act like a lady?”
  2. What other messages do females get in our society about how to act?

**“Act Like a Lady”**  
 Sweet/good  
 Passive  
 Listener  
 Smart, but not too smart  
 Caretaker  
 Motherly  
 Feminine  
 Hot, but not too hot  
 Don’t play “boys sports”  
 Don’t have sex

8. Draw boxes around each of the lists.

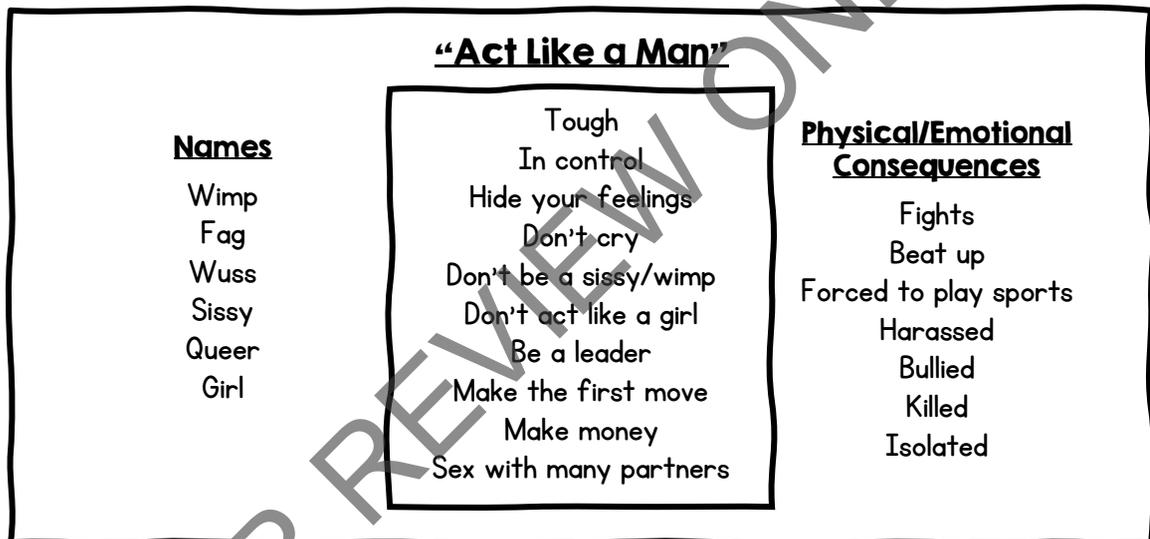
- **Read to the group:**

These are *gender boxes*. They are society's rules for how it says we should act based on our gender. If you fit into your gender box, everything is relatively comfortable for you; but some people just don't fit into a box, or don't want to, and society's norms may make them feel uncomfortable.

9. Do the following:

- **Discuss and record responses outside the "Act Like a Man" box as shown in the diagram:**

1. What names are males called who don't fit into the gender box?
2. What physical and emotional consequences are there for males who don't fit in the gender box?
3. What names and consequences are there for non-binary individuals who don't identify as male?



- **Read the following summary statement before moving on:**

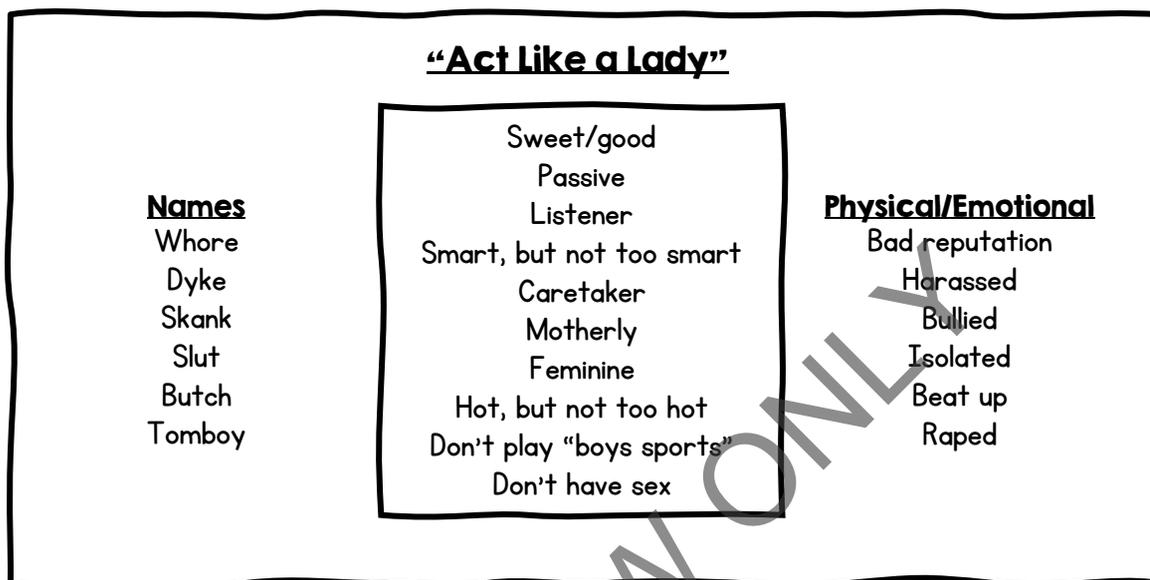
We named the physical and emotional consequences people who identify as male might feel when living outside the gender box. It is also important to understand that even males who live within the gender box can feel enormous pressure to conform in ways that can create feelings of shame, confusion, depression, or anger. Moreover, our culture promotes a lack of awareness among males about these possible negative outcomes to conform to a gender stereotype. This can make them feel even more isolated when they are facing the physical and emotional effects, ultimately increasing the chances they don't seek or accept help.

10. Do the following:

- **Discuss and record responses outside the "Act Like a Lady" box as shown in the diagram:**

1. What names are females who don't fit into the gender box called?

2. What physical and emotional consequences are there for females who don't fit in the gender box?
3. What names and consequences are there for gender expansive individuals who don't identify as female?



- Read the following summary statement before moving on:

The pressure to conform to this stereotypical ideal of what a female should be contributes to a culture that devalues females and conditions people who identify as female to find their worth in how they look or act rather than what they can contribute. The pressure to conform to a sexual ideal also contributes greatly to our society's rape culture, whereby these prevailing attitudes about “a woman's place” have the effect of trivializing sexual assault, harassment, and domestic violence.

## Reflections

Discuss the following questions.

1. What is the purpose of these names and actions? *(They force people into the gender box and make them afraid to be themselves.)*
2. Why do people care whether or not we stay in the gender boxes? *(Our tendency is to make meaning of things by placing people into these boxes. When societal norms are violated, people's understanding is threatened. As a result, these names and actions make them feel superior.)*
3. What messages around gender roles exist in your family or culture?
4. What ways do you think gender expectations have changed? *(It is not as shameful for men to show emotion, take care of children, or be in more traditionally female careers. Females can find support for stepping out of the box in terms of career or how they look as long as it is not too extreme, but the box seems more rigid for males. More people feel comfortable disclosing that they identify as non-binary, gender expansive, and/or transgender.)*
5. How do these gendered messages from gender boxes and the gender binary impact people who identify as transgender, gender expansive, gender non-binary, or gender non-conforming? *(They often face*

*stereotypes and mistreatment based on their gender expression. Those who identify outside of these binary boxes are more likely to experience harassment and other forms of abuse.)*

6. How do gender stereotypes affect expectations regarding relationships and sexual behavior? *(There is an expectation that males will be assertive or make the first move. There is an expectation that females will be passive and do what her partner wants. Males are expected to have sex with multiple partners, while females are expected not to have sex. Expectations can be cis- and heteronormative, leaving many LGBTQIA individuals to feel excluded from these conversations or misrepresented.)*
7. How can other aspects of one's identity—intersectionality—impact messages people receive about gender boxes?
8. What can you do if you don't fit in the gender box? *(Look for support and like-minded people within your family and community.)*
9. What can we do as peer educators to decrease harassment and violence against all people regardless of their gender identity, gender expression, and sexual orientation?

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**For additional information and further reading, consider:**

*Note: These resources have not been created for or with Teen PEP, nor does Teen PEP explicitly endorse any of them. It's the responsibility of the advisors to ensure the appropriateness of information shared with their audience.*

- <http://www.jacksonkatz.com/publications/>

*This activity was adapted from Helping Teens Stop Violence, by Allan Creighton and Paul Kivel, Hunter House Publishers, Alameda, CA, 1992*

# Advertising & Gender\*

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help peer educators become critical consumers of popular media by identifying the role of advertising in establishing and reinforcing gender stereotypes.

## Directions

1. Remind students that in the *Gender Boxes* activity there was discussion about society imposing certain roles based on gender. Media is a part of society, and this lesson will explore how advertising (print and online) reflects gender roles and stereotypes.
2. Display one ad and use the questions below to analyze this ad with the whole group. This discussion will serve as a model to the students for how they will analyze ads in their small groups.
  - What is this ad selling?
  - What genders are shown in the ad?
    - How are the genders represented? (What are masculine identities doing vs. feminine identities? Gender expansive, gender neutral?)
    - Who is active vs. passive?
    - Who has the power? How is the power depicted?
  - What gender stereotypes do you see, if any? For example, how do the people look? What are they doing? Do you see anybody outside of a gender box?
  - What is the underlying message of this ad? (*For example, this is how men/women “should” look; this is how they “should” act towards one another; this is what it means to be masculine, feminine, or gender expansive, etc.*)
3. Hand out *Advertising & Gender*.
4. Divide everyone into 5 small groups and distribute 3 ads to each group. Have each group answer the questions on their handout.

 **Total Time:**

30 minutes\*

\*This activity can be omitted or turned into a project or group assignment if you need to for course pacing purposes.

## Materials

- A variety of print ads that use gender stereotypes to promote products
- Three copies of *Advertising & Gender* handout for each small group

## NOTE:

Ads do not need to be overtly sexual but should illustrate implied gender roles or stereotypes of masculine identities, feminine identities, and other gender identities and expressions. Advisors may provide the ads or ask students to bring in ads the day before the class. If possible, save ads for use in future classes.

5. Have each group show their ads and briefly report back to the large group about the most significant findings from their ads.

### Homework

6. Assign students to bring in one example of media that portrays a **positive message** about gender and prepare a 2-3 minute presentation to be delivered in the next class. Examples can include:
  - A print ad
  - TV episode summary
  - Song lyrics
  - A commercial
  - Current events/headline news stories

Students will be expected to show or read their example of media and briefly describe the positive messages that are portrayed, such as:

- Respect
- Equal power
- Communication
- Positive role models
- Diversity
- Inclusion
- Physical health

### **Reflections**

Discuss the following questions:

1. What groups of people and identities are not represented in these ads?
2. What are the major messages that we saw about gender roles?
3. Give some specific examples of other media (TV or music) that portray gender stereotypes.
4. What do you think is the cumulative effect of messages about gender in media?

# Advertising & Gender

## Directions

Review the print ad and answer the following questions as a group:

1. What is this ad selling?

2. What genders are shown in the ad?

a. What are the masculine identities doing vs. the feminine identities? Gender expansive? Gender neutral?

b. Who is active vs. passive?

c. Who has the power? How is the power depicted?

3. What gender stereotypes do you see, if any? For example, how do the people look? What are they doing? Do you see anybody outside of the gender box?

4. What is the underlying message of this ad? (For example, this is how men/women "should" look; this is how they "should" act towards one another; this is what it means to be masculine, feminine, or gender expansive, etc.)

# Advertising & Gender: Homework Presentations\*

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to reinforce positive messages regarding gender roles.

## Directions

1. Remind students of the homework assignment they were given during the last activity. Ask volunteers to give their 2-3 minute presentations of positive media messages with the group.
2. Ask the large group to name the values portrayed in their presentations and write them on newsprint.

Sample responses:

Respect	Diversity
Equal Power	Physical Health
Communication	Inclusion
Positive role models	

## Reflections

Discuss the following questions:

1. Why is positive representation important in media messages? *(Without diverse and positive media messages, people can be left feeling like they are without value if they don't conform to the strict stereotypes they repeatedly see)*
2. What can happen when people in a relationship do not have respect, equal power, or good communication? *(Decreased self-esteem; no voice to make own decisions; increase in risk-taking behavior; increase in dating or sexual abuse; etc.)*
3. When we did the *Gender Boxes* activity, we talked about how hard it is for people who are different or non-conforming to come “out of the box.” How does promoting respect for all help teens have healthy relationships? *(Ability to choose what is right for him-*



**Total Time\*:**

45 minutes

\*This activity can be omitted or turned into a project or group assignment if you need to for course pacing purposes.



## Materials

- Newsprint and markers
- Advertising & Gender* presentations prepared for homework from last class

*or herself, set boundaries, be respected; ability to be open about relationships will decrease risk-taking behaviors; etc.)*

4. How can equal power contribute to a healthy relationship? *(Increased self-esteem; good communication leads to increased positive decisions—can talk about values, abstinence, or using birth control if sexually active; you have a right to decide your own future.)*

FOR REVIEW ONLY

# Make It Matter

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help participants discuss ways simple actions can have a big impact on making our communities safer and more inclusive for everyone.

## Directions

1. Place the three decks of cards, face down, in the middle of the group so that all three piles are easy to reach by all.
2. Explain that everyone will take turns spinning the spinner and choosing a card to respond to following the guidelines for each category.
3. Review the types of cards found in each category, as follows:

### Words Matter Cards

- *Each card has a statement that you will be asked to rework while still retaining the meaning.*
- When you draw one of these cards, you should read the scenario aloud to the group.
- Identify the statement or phrase on the card that is disrespectful or non-inclusive.
- Offer a revision of the statement that maintains the original meaning while being more respectful of others.

### Facts Matter Cards

- *Each card has a fact on it.*
- When you draw one of these cards, read the fact and questions aloud to the group, and answer the questions. Then pass the card to one other person so they can answer, too.

### Inclusivity Matters Cards

- *Each card describes a scenario or has a prompt.*
- When you draw one of these cards, respond to the question in a way that ensures students of all genders and sexual orientations are included.



**Total Time:**

30 minutes



This activity appears in the workshop



### Materials

- 1 set of *Words Matter* cards printed on yellow paper
- 1 set of *Facts Matter* cards printed on blue paper
- 1 set of *Inclusivity Matters* cards printed on green paper
- 1 Spinner board plus a plastic arrow spinner

4. A facilitator should model the first round by spinning the spinner and choosing a card based on the color the spinner lands on (if it lands on red, the player can choose any type of card). After that, ask for volunteers to spin the spinner and choose a card.

Use the *Facilitator's Guide* to help guide conversation, should anyone get stuck.

5. Continue inviting group members to play and answer questions until everyone has had at least one turn, and you have 5 minutes left for final reflections.

## Reflections

Discuss the following questions:

1. How can we contribute to creating safe and inclusive environments in our school?
2. What comes up for you as you consider the conversations we have had today?
3. Why are inclusive schools important for all students regardless of sexual orientation and gender identity?

FOR REVIEW ONLY

# Make It Matter Facilitator's Guide

## Words Matter Cards

*Statement:* A person in your science class is frustrated about the homework assignment and says, "That's so gay."

- *Issue:* Using "that's so gay" as slang is harmful to ALL students because it creates a hostile environment where "gay" is likened to "bad" or "stupid" and all people feel unable to be themselves as a result.
- *Possible revision:* "That's so frustrating."; "This assignment is so hard!"; "I'm over this homework."

*Statement:* In physical education class someone gets hit hard with a ball and screams. Another student responds by yelling "Don't be such a girl!"

- *Issue:* Implies that being female or feminine is weak, bad, or inferior to being male or masculine; reinforces gender boxes. Also implies that men should not be emotional, which is untrue and is damaging to males' ability to express a full and healthy range of emotions.
- *Possible revision:* "Are you okay? That looks like it hurt."; "Ouch! Sorry, that must sting."

*Statement:* A student approaches a female classmate they don't know well and asks, "What guy are you taking to the dance?"

- *Issue:* Implies that all females are heterosexual or that only heterosexual couples could attend dances, and that females need to be accompanied by a male in order to attend a social event.
- *Possible revision:* "Are you going with anyone to the dance?"; "Who are you taking to dance?"

*Statement:* A new classmate introduces themselves and someone asks, "Why did you move here with your mom and dad?"

- *Issue:* Implies that all couples are heterosexual (and also implies that all families are made up of a male father and female mother when there are many kinds of families)
- *Possible revision:* "Why did you move here?"; "Why did you and your parents or caregivers move here?"; "Who did you move here with?"

*Statement:* The new student, Kai, introduces themselves to the class by using they/them pronouns. A student says to another classmate, "What school did she come from?"

- *Issue:* By assuming someone's gender identity, misgendering someone, and not affirming pronouns, it creates a non-inclusive and hostile environment, not only for gender non-binary or gender non-conforming students, but for everyone.
- *Possible revision:* "What school did they come from?"

## Facts Matter Cards

- It is as common to be intersex as it is to have red hair (1 in 2000).
  - Why is this important information to know?
  - What can students do to fight for greater representation and inclusion of intersex youth?

- Reference: <https://interactadvocates.org/wp-content/uploads/2017/03/INTERSEX101.pdf>
- There are a number of risks—both physically and emotionally—associated with intersex genital surgeries and because of this, nonconsensual intersex surgeries (*including those performed on babies and children*) are now considered human rights abuses by groups like the United Nations, the World Health Organization, and the Gay and Lesbian Medical Association.
  - Why is this important information to know?
  - How could youth use their voice to advocate for change in these practices?
  - Reference: <https://interactadvocates.org/wp-content/uploads/2017/03/INTERSEX101.pdf>
- A 2015 poll of Americans aged 18-34 found that the majority see gender as a spectrum, not a binary.
  - Why is this important information to know?
  - What would society look like if we embraced a gender spectrum rather than a binary?
  - Reference: [https://www.huffpost.com/entry/fusion-millennial-poll-gender\\_n\\_6624200](https://www.huffpost.com/entry/fusion-millennial-poll-gender_n_6624200)
- On nearly every continent, throughout history, thriving cultures have recognized, respected, and included more than two genders.
  - Why is this important information to know?
  - Why do you think these cultures aren't taught about in history class? How might students benefit if they were?
  - Reference: [http://www.pbs.org/independentlens/content/two-spirits\\_map-html/](http://www.pbs.org/independentlens/content/two-spirits_map-html/)
- Affirming the gender spectrum will not only create greater inclusion for those who are gender nonconforming, but will also allow everyone to more fully explore and express who they are.
  - Why is this important information to know?
  - How can youth use their voice to help create more inclusive spaces for all youth, regardless of how they identify on the gender spectrum?
- You cannot know a person's gender identity or sexual orientation by what they are wearing, how they act, or what they say.
  - Why is this important information to know?
  - What does this make you think about related to Gender Boxes?
- Gender discrimination is rampant in movies and other media.
  - Why is this important information to know?
  - Why is it problematic for gender discrimination to be so widespread in popular media?
  - Reference: [https://www.huffpost.com/entry/20-mustknow-facts-about-g\\_b\\_5869564](https://www.huffpost.com/entry/20-mustknow-facts-about-g_b_5869564)
- Privilege exists when members of a group have a set of unearned benefits/rewards because of certain aspects of their identity. In the case of gender identity and sexual orientation, a person who is cisgender and/or heterosexual has privilege.
  - Why is this important information to know?

- What are some examples of privilege that cisgender people are given? Heterosexual people?
- How are people with privilege also negatively impacted by these issues of oppression? (*For example, cisgender men not being allowed to express a full range of emotions can cause negative mental health outcomes*)
- Same-sex couples can legally get married and adopt children in all 50 states.
  - Why is this important information to know?
  - What can be the danger in not staying aware of laws that protect LGBTQIA people?
- There are many examples of successful transgender people in different fields.
  - Why is this important information to know?
  - Can you name 5 successful transgender professionals? (Ask the group for help) *Dr. Ben Barres, neurobiologist; Rebecca Heineman, video game programmer; Fallon Fox, MMA athlete; Laverne Cox, actress; Andreja Pejic, supermodel; Amanda Simpson, former Deputy Assistant Secretary of Defense for Operational Energy; Angelica Ross, actress and founder of TransTech Social Enterprises; Jessica Taylor, pilot; Judge Phyllis Frye, judge; Ken Ochoa, US Army Intelligence Analyst; Geena Rocero, model, advocate, and TED speaker; Indya Moore, actress, Zaya Wade, student; Jazz Jennings, TV personality; Nicole Maines, advocate and actress*
  - How could schools do a better job of teaching about the successes of transgender professionals?

## Inclusivity Matters Cards

*Statement:* You are on a school dance planning committee, and the group wants to have a King and Queen of this event, like in years past.

- *How can you change this to be more inclusive?* ...the group proposes to have a royal court of this event.
- *What other changes might you suggest?* Consider finding new traditions that replace electing winners based on gender of the court altogether. Remember all students have a right to equal access to school events or learning opportunities inclusive of and congruent with their gender identities.

*Statement:* A friend confides in you that they identify as gay.

- *How would you respond in a way that is kind, respectful, and affirming?* Be patient and don't ask lots of invasive questions; provide validation and compliment them on their courage; say "thank you for trusting me...that must have been very hard to take a risk in coming out"; let them know you care and express that it won't change your relationship with them; ask what they need from you to best support them; respect their privacy and confidentiality, remember sometimes people may be out in some spaces and not in others.

*Statement:* You are taking attendance at the first club meeting of the new school year.

- *What are some ideas for getting people to introduce themselves?* Starting with your own modeling of introductions, have everyone else also introduce themselves by their name, affirming pronoun, and favorite food (or something like that); ensure you know what a person's affirming name is if you have a roster of "legal names", this allows you to maintain privacy while also respecting their

gender identity; consider how best to safeguard a students' privacy on attendance sheets used in your absence with substitute teachers.

*Statement:* A classmate you grew up with starts the new school year using a different name, which generally reflects another gender. You aren't sure exactly why and you have questions.

- *How would you respond in a way that is kind, respectful, and affirming?* Validate them by using their affirming name & pronouns. Talk with an adult you trust, like a counselor, about the questions you have—sometimes questions can actually harm the person you're asking and can make you the center of attention rather than putting the needs of that person first. Do your own research to learn more about transgender and non-binary topics. If you have a good relationship with that person, when you're together at an appropriate time, congratulate that person on a big step toward living an authentic life, and express the bravery in them doing so; thank them for sharing and trusting you; ask how you can support them at this time; check-in with how they're feeling; respect their privacy and confidentiality; if you make a mistake, apologize quickly, sincerely, and move on.

*Statement:* Having attended a Teen PEP workshop, you start thinking about the ways your school isn't being as inclusive as it should.

*Name one or two ways that our school can be more inclusive to people of all genders and sexualities.*

- Ensure anti-bullying policies are inclusive of sexual orientation; interrupt offensive comments and behaviors
- Include LGBTQIA representation across curriculum and educational materials
- Model using inclusive languages and phrases (partner, couple, significant other, students/scholars, folks/folx)
- Offer peer leadership programming where students can get to know one another better
- Doing a Teen PEP gender & sexuality workshop for the whole school
- Implement policies that recognize affirming names and safeguard a students' privacy on attendance records
- Training on the importance of using affirming pronouns; practice and model sharing of pronouns
- Provide gender inclusive bathrooms and facilities

# Words Matter

A person in your science class is frustrated about the homework assignment and says, "That's so gay."

1. What's the issue?
2. How could this statement/scenario be revised so that it doesn't harm others?

# Words Matter

In physical education class someone gets hit hard with a ball and screams. Another student responds by yelling "Don't be such a girl!"

1. What's the issue?
2. How could this statement/scenario be revised so that it doesn't harm others?

# Words Matter

A student approaches a female classmate they don't know well and asks, "What guy are you taking to the dance?"

1. What's the issue?
2. How could this statement/scenario be revised so that it doesn't harm others?

# Words Matter

A new classmate introduces themselves and someone asks, "Why did you move here with your mom and dad?"

1. What's the issue?
2. How could this statement/scenario be revised so that it doesn't harm others?

# Words Matter

The new student, Kai, introduces themselves to the class by using they/them pronouns. A student says to another classmate, "What school did she come from?"

1. What's the issue?
2. How could this statement/scenario be revised so that it doesn't harm others?

FOR REVIEW ONLY

# FACTS MATTER

**It is as common to be intersex as it is to have red hair (about 1 in 2000).**

1. Why is this important information to know?
2. What can students do to fight for greater representation and inclusion of intersex youth?

# FACTS MATTER

There are a number of risks — both physically and emotionally — associated with intersex genital surgeries and because of this, nonconsensual intersex surgeries (*including those performed on babies and children*) are now considered human rights abuses by groups like the United Nations, the World Health Organization, and the Gay and Lesbian Medical Association.

1. Why is this important information to know?
2. How could youth use their voice to advocate for change in these practices?

# FACTS MATTER

**A 2015 poll of Americans aged 18-34 found that the majority see gender as a spectrum, not a binary.**

1. Why is this important information to know?
2. What would society look like if we embraced a gender spectrum rather than a binary?

# FACTS MATTER

**On nearly every continent, throughout history, thriving cultures have recognized, respected, and included more than two genders.**

1. Why is this important information to know?
2. Why do you think these cultures aren't taught about in history class? How might students benefit if they were?

# FACTS MATTER

Affirming the gender spectrum will not only create greater inclusion for those who are gender nonconforming, but will also allow everyone to more fully explore and express who they are.

1. Why is this important information to know?
2. How can youth use their voice to help create more inclusive spaces for all youth, regardless of how they identify on the gender spectrum?

# FACTS MATTER

You cannot know a person's gender identity or sexual orientation by what they are wearing, how they act, or what they say.

1. Why is this important information to know?
2. What does this make you think about related to Gender Boxes?

# FACTS MATTER

**Gender discrimination is rampant in movies and other media.**

1. Why is this important information to know?
2. Why is it problematic for gender discrimination to be so widespread in popular media?

# FACTS MATTER

Privilege exists when members of a group have a set of unearned benefits/rewards because of certain aspects of their identity. In the case of gender identity and sexual orientation, a person who is cisgender and/or heterosexual has privilege.

1. Why is this important information to know?
2. What are some examples of privilege that cisgender people are given? Heterosexual people?
3. How are people with privilege also negatively impacted by these issues of oppression?

# FACTS MATTER

**Same-sex couples can legally get married and adopt children in all 50 states.**

1. Why is this important information to know?
2. What can be the danger in not staying aware of laws that protect LGBTQIA people?

# FACTS MATTER

**There are many examples of successful transgender people in different fields.**

1. Why is this important information to know?
2. Can you name 5 successful transgender professionals? (*Ask the group for help if needed!*)
3. How could schools do a better job of teaching about the successes of transgender professionals?

KOR REVIEW ONLY

# Inclusivity Matters

You are on a school dance planning committee, and the group wants to have a King and Queen of this event, like in years past.

1. How can you change this to be more inclusive?
2. What other changes might you suggest?

# Inclusivity Matters

A friend confides in you that they identify as gay.

How would you respond in a way that is kind, respectful, and affirming?

# Inclusivity Matters

You are taking attendance at the first club meeting of the new school year.

1. What are some ideas for getting people to introduce themselves?

# Inclusivity Matters

A classmate you grew up with starts the new school year using a different name, which generally reflects another gender. You aren't sure exactly why and you have questions.

1. How would you respond in a way that is kind, respectful, and affirming?

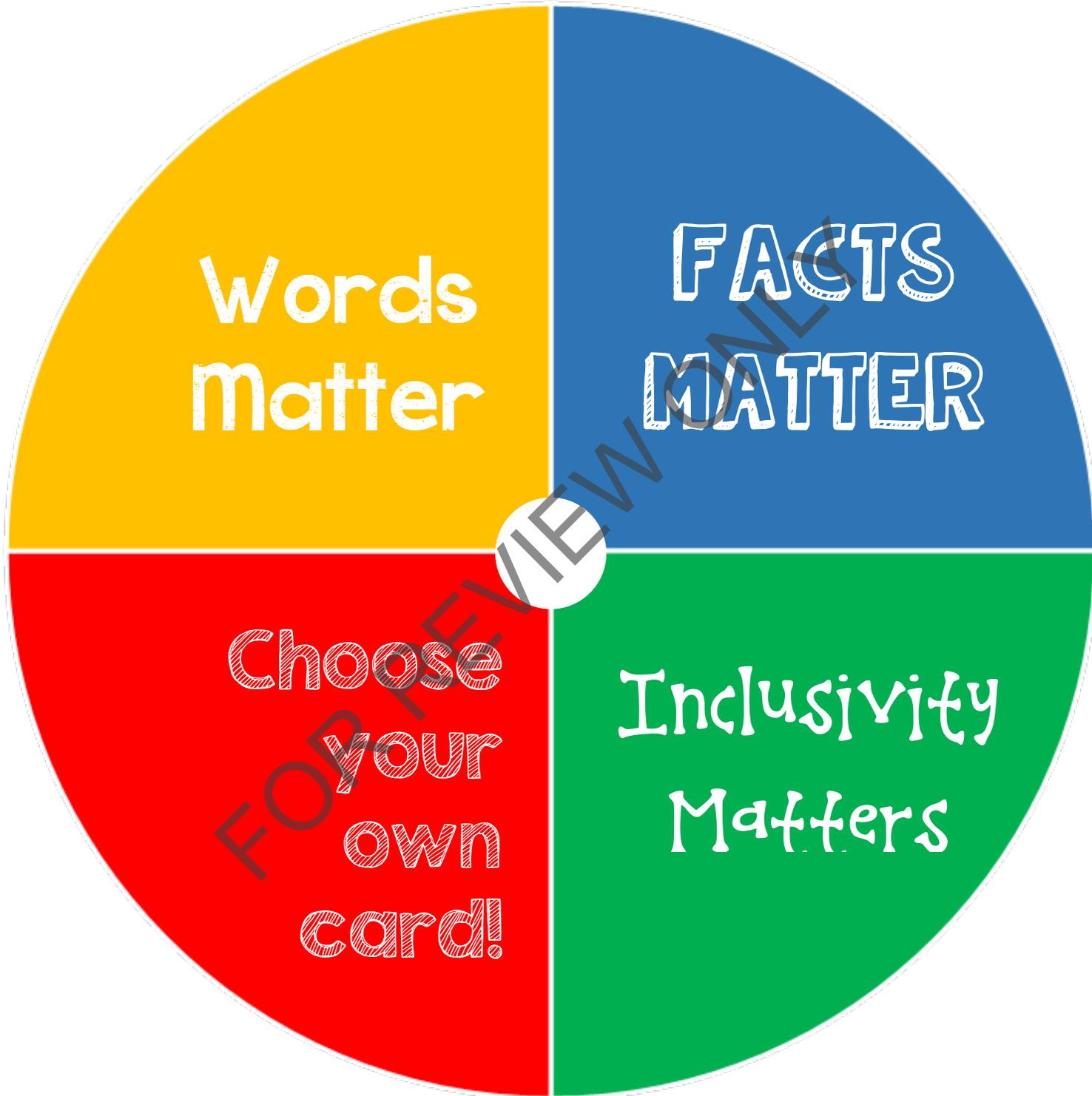
# Inclusivity Matters

Having attended a Teen PEP workshop, you start thinking about the ways your school isn't being as inclusive as it should.

1. Name one or two ways that our school can be more inclusive to people of all genders and sexualities.

FOR REVIEW ONLY

*template*



# Reflecting on the Unit: Chalk Talk

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is **to reinforce this unit’s learning.**

## Directions

1. Write the following on the center of the sheet of paper, or chalk board:

*When it comes to gender and sexuality, I used to think \_\_\_\_\_, and now I think \_\_\_\_\_.*

2. Explain that together, the group will be creating a kind of interactive bulletin board, with everyone writing and drawing in response to the topic and in response to whatever anyone else is writing or drawing.
3. Read the following guidelines to the group:
  - Chalk Talk is a completely silent activity. No one, including the advisors, may talk at all, and anyone may add to the Chalk Talk as they please.
  - We will gather around the Chalk Talk paper/board, and whoever is ready can go up and write down their thoughts anywhere on the paper.
  - Be sure to write large enough so that others in the group can see what you’ve written.
  - You may respond directly to the question/quote/topic written on the Chalk Talk paper or build upon, comment on, or question other people’s ideas simply by drawing a line and writing your response.
  - Anyone can write or draw on the Chalk Talk as many times as they like. Everyone should be sure to read others’ ideas, as they may spark another interaction.
  - Again, remember that this is a silent activity.
4. After answering any questions, begin the activity.



**Total Time:**

30 minutes

\*This activity can be omitted or turned into a journaling assignment if you need to for course pacing purposes.



## Materials

- A 6’ long piece of newsprint and markers (or chalkboard and chalk)

5. When it seems like all ideas have been exhausted or time is up, have students take a couple of minutes to look at all the comments and
6. Think about what might be some big or important ideas to take away from the activity.
7. Ask peer leaders to return to their seats and write down one big idea that emerged from the Chalk Talk.
8. First, share your own big idea. Then, go around and have each peer leader share their big idea and record all responses on newsprint.

## Reflections

Discuss the following questions:

1. What was the Chalk Talk experience like for you?
2. What insights did you gain from today's session?
3. How similar or different were all of our big ideas? What does that tell you?
4. What have we gained, as a group, from participating in Chalk Talk?
5. When do you think it is important for groups to take time to work things out together?
6. Is there anything else you want to say to this group before we finish Unit 2?

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# Gender & Sexuality: Unit End Quiz

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is **to test students on the knowledge they’ve gained and reinforce this unit’s learning.**

## Directions

1. Hand out *Unit End Quiz*.
2. For homework, or as an in-class quiz, have students complete the quiz.
3. Use the *Quiz Answer Key* to grade assignments. Ensure all students walk away with the correct answers to their quiz.



### Total Time:

30 minutes



### Materials

- Unit End Quiz handout for each peer educator
- Unit End Quiz: Answer Key for each advisor

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## Gender & Sexuality • Unit End Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Match the definitions with the correct term

___ 1. Sex Assigned at Birth	a. A person whose primary emotional, romantic, and/or sexual orientation is toward people of the same gender.
___ 2. Intersex	b. An umbrella term that describes a wide range of identities of people whose gender identity and/or expression differs from society's norms based on their assigned sex at birth
___ 3. Gender Identity	c. Emotional, romantic, or sexual attraction to other people, or non-attraction to others.
___ 4. Gender Expression	d. Anyone whose gender in some way is seen to be stretching the surrounding society's idea of gender.
___ 5. Cisgender	e. A gender identity, role, and/or expression that matches the person's assigned sex at birth.
___ 6. Transgender	f. A person who identifies as female whose primary emotional, romantic, or sexual orientation is toward people of the same gender.
___ 7. Gender Non-Conforming	g. A person whose primary emotional, romantic, or sexual orientation is toward people of the same and other genders.
___ 8. Gender Fluid	h. An umbrella term used to describe people who are born with chromosomes, or reproductive or sexual anatomy, that doesn't seem to fit the traditional definitions of female or male.
___ 9. Sexual Orientation	i. A person whose primary emotional, romantic, or sexual desire is toward people of all genders and sexes.
___ 10. Lesbian	j. How one expresses oneself, in terms of dress, appearance, and/or behaviors.
___ 11. Gay	k. A term that can be used to express that sexuality and gender can be fluid and change over time. It is a term people use within the LGBTQIA community with pride to identify themselves.
___ 12. Bisexual	l. A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth.

___ 13. Pansexual/ Omnisexual	m. A sexual orientation generally characterized by not feeling sexual attraction or desire.
___ 14. Queer	n. A person whose primary emotional, romantic, and/or sexual orientation is toward people of a gender other than their own.
___ 15. Asexual	o. A member of the dominant group who works to end oppression by recognizing their own privilege and supporting or advocating for the oppressed population.  For example, a heterosexual cisgender person who supports the equality of LGBT people.
___ 16. Heterosexual	p. Assignment of babies at birth, by medical professionals and/or family, as either female, male, or intersex, usually based on their sexual anatomy and/or chromosomes.
___ 17. Ally	q. A person whose gender identification and expression shifts among gender-based expectations. Being fluid in motion between two or more genders.
___ 18. Intersectionality	r. Refers to how a person's different identities meet and influence their experience; describes the ways different identities overlap and affect how people experience privilege (advantages) and/or oppression (disadvantages)

### Short answer

19. What is a pronoun?

20. Why is it important to use affirming pronouns?



## Gender & Sexuality • Unit End Quiz

### ANSWER KEY

#### Match the definitions with the correct term

<b>p</b> 1. Sex Assigned at Birth	Assignment of babies at birth, by medical professionals and/or family, as either female, male, or intersex, usually based on their sexual anatomy and/or chromosomes.
<b>h</b> 2. Intersex	An umbrella term used to describe people who are born with chromosomes, or reproductive or sexual anatomy, that doesn't seem to fit the traditional definitions of female or male.
<b>l</b> 3. Gender Identity	A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth.
<b>j</b> 4. Gender Expression	How one expresses oneself, in terms of dress, appearance, and/or behaviors.
<b>e</b> 5. Cisgender	A gender identity, role, and/or expression that matches the person's assigned sex at birth.
<b>b</b> 6. Transgender	An umbrella term that describes a wide range of identities of people whose gender identity and/or expression differs from society's norms based on their assigned sex at birth.
<b>d</b> 7. Gender Non-Conforming	Anyone whose gender in some way is seen to be stretching the surrounding society's idea of gender.
<b>q</b> 8. Gender Fluid	A person whose gender identification and expression shifts among gender-based expectations. Being fluid in motion between two or more genders.
<b>c</b> 9. Sexual Orientation	Emotional, romantic, or sexual attraction to other people, or non-attraction to others.
<b>f</b> 10. Lesbian	A person who identifies as female whose primary emotional, romantic, or sexual orientation is toward people of the same gender.
<b>a</b> 11. Gay	A person whose primary emotional, romantic, and/or sexual orientation is toward people of the same gender.
<b>g</b> 12. Bisexual	A person whose primary emotional, romantic, or sexual orientation is toward people of the same and other genders.

<b>i</b> 13. Pansexual/ Omnisexual	A person whose primary emotional, romantic, or sexual desire is toward people of all genders and sexes.
<b>k</b> 14. Queer	A term that can be used to express that sexuality and gender can be fluid and change over time. It is a term people use within the LGBTQIA community with pride to identify themselves.
<b>m</b> 15. Asexual	A sexual orientation generally characterized by not feeling sexual attraction or desire.
<b>n</b> 16. Heterosexual	A person whose primary emotional, romantic, and/or sexual orientation is toward people of a gender other than their own.
<b>o</b> 17. Ally	A member of the dominant group who works to end oppression by recognizing their own privilege and supporting or advocating for the oppressed population.  For example, a heterosexual cisgender person who supports the equality of LGBT people.
<b>r</b> 18. Intersectionality	Refers to how a person's different identities meet and influence their experience; describes the ways different identities overlap and affect how people experience privilege (advantages) and/or oppression (disadvantages)

### Short answer

#### 19. What are examples of pronouns?

Pronouns include he, him, his or she, her, hers or they, them, theirs.

#### 20. Why is it important to use affirming pronouns?

Correctly using someone's pronouns shows your respect for their gender identity.

# School-Wide Campaign Check-In

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to ensure peer educators responsible for implementing a school-wide campaign following this unit’s corresponding workshop are on track.

## Directions

1. Upon completion of the unit, hand out *School-Wide Campaign Check-In* to each peer educator in the group responsible for this unit’s topic.
2. Review the *School-Wide Campaign Guidelines* handout the peer educators received in *Unit One* to ensure they are on task.
  - Remind students that they will need to submit ideas to you for approval.
  - As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.
3. Have students start formulating ideas for their campaign as you begin preparing for the workshop.



**Total Time:**

15 minutes



**Materials**

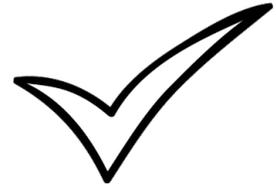
- School-Wide Campaign Check-In* handout for each peer educator in the group assigned to this topic

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# SCHOOL-WIDE CAMPAIGN CHECK-IN

**Workshop Topic:** Understanding Gender & Sexuality



**Group Members:**

**Structures:**

- 1.
- 2.
- 3.

**Plan for each structure:** (Include frequency)

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## Parent/Guardian-Teen Homework

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to provide a structure for communication between parents/guardians and teens on the topic of gender and sexuality.

### Directions

1. Hand out *Parent/Guardian-Teen Homework*.
2. In advance of the workshop, peer educators should complete the homework assignment with a parent/guardian, have it signed, and turn it back into advisors.



**Total Time:**

5 minutes



**Materials**

- Parent/Guardian-Teen Homework* handout for each peer educator

#### NOTE:

Having peer educators complete this homework assignment before the workshop will enable them to share their own feelings and create buy-in among workshop participants when asked to do the same.

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# UNDERSTANDING GENDER & SEXUALITY

## PARENT/GUARDIAN - TEEN HOMEWORK

 Student name: \_\_\_\_\_ Date: \_\_\_\_\_

### PURPOSE

To provide a structure for communication between parents/guardians and teens on the topic of gender & sexuality

### DIRECTIONS

#### STEP 1

Together, read out loud the workshop objectives, listed below.

#### TAKE HOME MESSAGES

- People are the experts in their own identities, gender and sexual orientation.
- Healthy and supportive communities are built upon mutual respect and understanding.
- Gender and sexuality are not binary - there are more than two genders and more than two sexualities.
- Every person has the right to be safe and free from harassment and violence.
- Individuals in any relationships have the right to equal decision making and treatment.
- Every person has the right to make sexual decisions regardless of societal norms and expectations placed upon them.

#### STEP 2

Teens should share with parents/guardians their answers to the following questions.

1. What was the most important thing you learned in this unit?

#### STEP 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. Why do you think it's so important that schools be safe and affirming communities for all students, regardless of gender identity or sexual orientation?
2. How might gender stereotypes impact our ability to have happy and healthy relationships?
3. What is the importance of understanding sexuality and gender in order to be effective peer educators?

#### STEP 4

Parents/guardians should share with teens their answer to the following question.

1. What values do you want your child to receive from you regarding this topic?

#### STEP 5

Please sign and date below, indicating to the advisor that this assignment has been completed.



\_\_\_\_\_  
Parent/Guardian/Caregiver signature

\_\_\_\_\_  
Date



## UNIT REFERENCES

1. Intersex Society of North America. 2017. How Common is Intersex? Accessed at <http://www.isna.org/faq/frequency>.
2. GLSEN. 2017. Key Concepts and Terms. Accessed at <https://www.glsen.org/sites/default/files/GLSEN/20Terms/20and/20Concepts/20Thematic.pdf>.
3. Columbia Law School. 2017. Kimberlé Crenshaw on Intersectionality, More than Two Decades Later. Accessed at <https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later>.

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# Curriculum Feedback Form

## Unit 2: Understanding Gender & Sexuality



Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_  
 No. of class periods to complete unit: \_\_\_\_\_

**Please indicate the month the unit was taught:**

<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>
<input type="checkbox"/>								

*Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!*

*Please consider responding to any or all of the following questions in your feedback:*

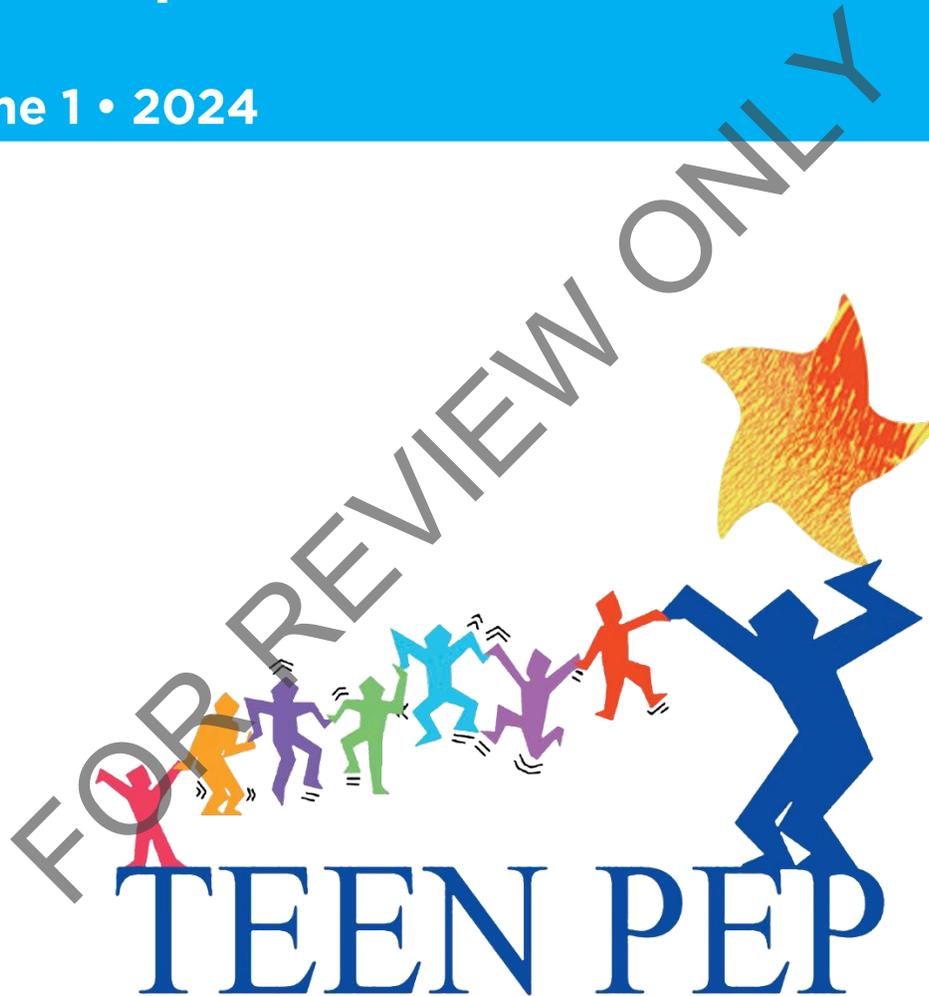
- *How effective were the activities in increasing students' knowledge?*
- *How engaging were the activities for students?*
- *How clear are the objectives and directions for each activity?*
- *What, if anything, did you do differently for a particular activity? Why? What was the result for your group?*

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# Let's Get Visible: Affirming Identities

## Understanding Gender & Sexuality Workshop

Volume 1 • 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Let's Get Visible: Affirming Identities

## Understanding Gender & Sexuality Workshop

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★ Workshop Agendas ..... 2

★ Workshop Materials List ..... 5

★ Workshop Skits & Activities ..... 6

★ Workshop Materials & Templates ..... 26

★ Parent/Guardian - Teen Homework ..... Homework ..... 51

★ Workshop Evaluation ..... 52

### Important Note for Advisors:

Even though Unit 2 comes early in the curriculum and is an important foundational unit for peer educators, this workshop should not be facilitated until after you've completed Postponing Sexual Involvement, Pregnancy Prevention, and either Risk Reduction or HIV Prevention workshops.

# Let's Get Visible: Affirming Identities

## Understanding Gender & Sexuality Workshop Overview

### ► Workshop Objectives

After participating in this workshop, students will be able to:

- **Explain** the differences between gender and sexuality
- **Use** appropriate terminology, inclusive language, and affirming pronouns
- **Describe** two ways individuals can be inclusive of people of all genders and sexualities
- **Describe** two ways communities can be inclusive of people of all genders and sexualities

### ► Take Home Messages

This workshop is designed to provide students with an overview of gender and sexuality. Building upon this overview, students will get familiar with terminology and actionable steps that can help build and enhance an inclusive community for all.

While conducting the workshop, peer educators should keep in mind the major messages for participants to take home:

- People are the experts in their own identities, gender, and sexual orientation.
- Healthy and supportive communities are built upon mutual respect and understanding.
- Gender and sexuality are not binary - there are more than two genders and more than two sexualities.
- Every person has the right to be safe and free from harassment and violence.
- Individuals in any relationships have the right to equal decision making and treatment.
- Every person has the right to make sexual decisions regardless of societal norms and expectations placed upon them.

# Workshop Agenda

## ► 90-minute workshop

	Time
Attention-Getting Skit: <i>What's in a Pronoun</i>	4 minutes
Presenter Introduction	2 minutes
Workshop Introduction	3 minutes
Bridge to Skits	2 minutes
Skits:	6 minutes
★ Talk About It	4 minutes
★ Visible	2 minutes
Bridge to Small Group Activities	2 minutes
Small Group Activities	64 minutes
★ Terminology Matchup	32 minutes
★ Make it Matter	32 minutes
Closure	2 minutes
Evaluation & Homework	5 minutes

## ► Two 45-minute workshops

Session 1	Time
Attention-Getting Skit: <i>What's in a Pronoun</i>	4 minutes
Presenter Introduction	1 minute
Workshop Introduction	2 minutes
Bridge to Skit	1 minute
Skits:	4 minutes
★ Talk About It	4 minutes
Bridge to Small Group Activities	1 minute
Small Group Activities	
★ Terminology Matchup	31 minutes
Closure/Bridge to Next Session	1 minute
Session 2	Time
Reintroduction	1 minute
Bridge from Last Session	1 minute
Bridge to Small Group Activity	1 minute
Small Group Activity:	32 minutes
★ Make it Matter	32 minutes
Bridge to Skit	1 minute
Skit	
★ Visible	2 minutes
Closure	2 minutes
Evaluation & Homework	4 minutes

### \*Note:

If completing this workshop in two 45-minute sessions within the same week, use the closing and opening bridges provided below. These should be used to close out Session 1 and open Session 2 by adding the scripts into the appropriate places within the workshop as noted in the *2 45-Minute Sessions Workshop Agenda*.

## Closure/Bridge to Next Session (Session 1)

- Peer Ed. 1:** In today's workshop, we introduced everyone to some terms that are used to help our community be inclusive. Whether this was new for you or a helpful reinforcement, we hope you found your time to be well spent.
- Peer Ed. 2:** When we get back together, we will use the terms we learned today and discuss ways our simple actions can have a big impact on making our communities safer and more inclusive for everyone.
- Peer Ed. 1:** We are going to close this session for now, but we'll continue to talk about this topic during session two of this workshop. Thank you so much for your attention.



## Reintroduction (Session 2)

**Scene:** *Students line up across the stage*

*(One peer educator moves forward)*

**Peer Ed.:** Hi. If you remember from last time, we are Teen PEP, which stands for Teen Prevention Education Program. We are here today to continue the workshop, Let's Get Visible: Affirming Identities. My name is \_\_\_\_\_

*(Peer educator moves back in line and all students introduce themselves to the audience)*



## Bridge From Last Session

- Peer Ed. 1:** Who remembers the terms we learned last time? *(Pause, wait for responses, repeating them as they are called out)* Great, those are all correct.
- Peer Ed. 2:** In today's session, we will use the terms we learned in the last session and discuss ways our simple actions can have a big impact on making our communities safer and more inclusive for everyone.

# Workshop Materials

Activity	Materials	Template Provided
<b>Skit: <i>Talk About It</i></b>	<input type="checkbox"/> Four double-sided posters with terms printed on one side and definitions printed on the other, that can be held up by students as they say their <b>definitions</b> . Posters should be uniform and large enough to be read by the audience.	✓
<b>Terminology Matchup</b>	<input type="checkbox"/> 1 set of <b>Word Cards</b> * for each small group, printed on one color paper, arranged in a pile in order from 1-18 <input type="checkbox"/> 1 set of <b>Definition Cards</b> for each small group, printed on a different color paper and shuffled <i>*Word cards are color-coded by category. If possible, print these cards in color ink. If you cannot, it will not affect the activity.</i>	✓ ✓
<b>Make It Matter</b>	<input type="checkbox"/> 1 set of <b>Words Matter Cards</b> for each small group, printed on yellow paper <input type="checkbox"/> 1 set of <b>Facts Matter Cards</b> for each small group, printed on blue paper <input type="checkbox"/> 1 set of <b>Inclusivity Matters Cards</b> for each small group, printed on green paper <input type="checkbox"/> 1 <b>Spinner board</b> for each small group, plus a plastic arrow spinner	✓ ✓ ✓ ✓
<b>Evaluation</b>	<input type="checkbox"/> Evaluation form for <b>each</b> participant <input type="checkbox"/> Pens or pencils for <b>each</b> participant	✓
<b>Homework</b>	<input type="checkbox"/> <i>Parent-Teen Homework</i> handout for <b>each</b> participant	✓

# Let's Get Visible: Affirming Identities

## Understanding Gender & Sexuality Workshop



### Attention-Getting Skit: *What's in a Pronoun?*

**Scene:** *Two pairs of students are moving down the hallway in opposite directions (Peer Ed. 1 and Peer Ed. 2 enter from the left and Peer Ed. 3 and Peer Ed. 4 enter from the right).*

**Peer Ed. 1:** *(talking to Peer Ed. 2)* Hi, my name is \_\_\_\_ and my pronouns are \_\_\_\_\_. What are yours?

**Peer Ed. 2:** Thanks for asking! Mine are \_\_\_\_\_.

*(Peer Ed. 3 overhears the conversation and all 4 Peer Eds. join together to talk)*

**Peer Ed. 3**

**To PE. 1:** Wait...why did you ask what (insert PE 2's name) pronouns are?

**Peer Ed. 1:** Well, because I want to get (insert PE 2's name)'s pronouns right. A person's pronouns represent their gender identity.

**Peer Ed. 3:** But why'd you have to ask? Can't you just know by looking at them whether they go by he or she? *Right?*

**Peer Ed. 4:** No, it's not that simple, gender identity is how we identify ourselves based on how *we* feel about *our* gender. Gender identity may or may not have to do with how a person appears to others.

**Peer Ed. 3:** So...I can't just assume someone's pronoun based on how they look?

**Peer Ed. 4:** Exactly—their clothing choice, or hair, or makeup, or how they speak and interact with others, is their gender expression. But you can't assume a person's pronouns just based on that.

**Peer Ed. 2:** Some folks use she/her/hers or he/him/his. Or others use they/them/theirs—to represent not identifying as either male *or* female.

**Peer Ed. 3:** WOW...this seems confusing and hard. Like, how do you know someone's gender identity, and their pronouns, if you can't go by how they look?

**Peer Ed. 1:** That's easy! Ask them. And share your pronouns, too. And if you mess up someone's pronouns, apologize sincerely and keep trying to get it right.

**Peer Ed. 2:** And you're right, it can seem hard to learn something new at first, but the more you embrace pronouns, the easier it will be. Besides, using a person's correct pronouns is a sign of respect. I mean, you want to be respected, don't you?

**Peer Ed. 3:** Yeah, for sure. I definitely don't want to disrespect anyone. Maybe it's not so hard... I'm really gonna try.

**Peer Ed. 4:** Hey, then let's give this a try now. I'm (insert PE 4's name) and my pronouns are (insert PE 2's pronouns). What are yours?

**Peer Ed. 3:** *(Takes a deep breath)* I'm (insert PE 3's name) and my pronouns are (insert PE 3's pronouns).

**Peer Ed. 2:** That's it! You totally got this. Now just keep practicing, and before you know it it'll seem less awkward.



## Presenter Introduction

**Scene:** *Students line up across the stage.*

*(One peer educator moves forward.)*

**Peer Ed.:** Hi. We're Teen PEP from \_\_\_\_\_ High School. Teen PEP stands for Teen Prevention Education Program. We are \_\_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. Today, we're going to do a workshop for you about how we can make our communities more inclusive by learning about gender and sexuality. Our workshop is called Let's Get Visible: Affirming Identities. My name is \_\_\_\_\_ and my pronoun is \_\_\_\_\_.

*(Peer educator moves back in line and all students introduce themselves to the audience.)*



## Workshop Introduction

*(Six peer educators move forward in a straight line.)*

**Peer Ed. 1:** The culture of our school has a direct impact on how we will all learn, feel, and interact with one another.

**Peer Ed. 2:** Creating a safe, affirming, and supportive environment for all students inclusive of their sexual orientation, gender identity, or gender expression helps everyone learn better and be more successful.

**Peer Ed. 3:** So every one of us here at (insert name of high school) can play a part in making this happen. We want our school to be a place where everyone feels welcome and can thrive.

**Peer Ed. 4:** But where do we begin? With awareness...and it starts today.

**Peer Ed. 5:** In this workshop, we can start to learn correct words, how to use language that includes everyone, and understand ways to show respect for our peers.

**Peer Ed. 6:** If we take what we learn and keep trying, we *will* build a school community we can all feel good about and want to come to every day.



## Bridge to Skit

**Peer Ed.:** In this next skit, we are going to look at some of the terms we used in the opening skit and start to build common language together.



## Skit: *Talk About It*

**Scene:** *Peer Ed. 3 from the Attention-Getting Skit joins three additional peer educators at a lunch table. The other peer educators line up facing away from audience, some holding signs that are not yet visible to the audience.*

**Peer Ed. 3:** *(Gets up from group of friends and faces toward audience, speaking to audience)*

In the very first skit, you saw me talking with my friends about how important it is to remember that each person is the expert of their own identity and how they should be addressed. Let's look again at some aspects of identity we started to learn earlier:

To build an inclusive community, we have to respect every person's **gender identity**

*(Peer Ed. 1 moves forward, displays sign for the audience to see with **Gender Identity** term showing, flips the sign to the definition, and reads the definition loudly and clearly)*

(A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth.)

and **gender expression**

*(Peer Ed. 2 moves forward, displays sign for audience to see with **Gender Expression** term showing, flips the sign to the definition, and reads the definition loudly and clearly)*

(How one expresses oneself, in terms of dress, appearance, and/or behaviors.)

and affirm their **pronouns**.

*(Peer Ed. 4 moves forward, displays sign for audience to see with **Pronouns** term showing, flips the sign to the definition, and reads the definition loudly and clearly)*

(A word that a person uses for themselves when being spoken to or about, such as they/them/theirs, she/her/hers, or he/him/his. For example, if Luna's preferred pronouns are they, them, and theirs, you could say "Luna ate their food because they were hungry.")

**Peer Ed. 5:** (*Gets up from group of friends and moves next to Peer Ed. 3, speaking to audience*)

Those terms help us understand *gender*, so now let's try to better understand *sexual orientation*. It's important to remember that just because you know someone's gender identity and their pronouns, it does *not* mean you know their **sexual orientation**.

*(Peer Ed. 6 moves forward, displays sign to audience with **Sexual Orientation** term showing, flips the sign to the definition, and reads the definition loudly and clearly)*

(Emotional, romantic, or sexual attraction to other people, or non-attraction to others.)

*(Peer Eds. 1, 2, 4, and 6 put down their signs and return to the back line, facing away from audience. Peer Eds. 3, 5 and 7 return to their friends at the lunch table.)*

**Peer Ed. 3:** Okay, so I get that if I want to affirm someone's pronouns, I can just ask. But how do I know their sexual orientation?

**Peer Ed. 7:** While it's good to ask about pronouns, a person's romantic interests or attraction are really **not** anyone else's business, so don't be nosy. If the person wants you to know their sexual orientation, they'll tell you—there's no need to ask.

**Peer Ed. 5:** Oh, and one more thing! A person's orientation can be fluid over their lifetime, so what may be true for them today may be different for them in the future. This **does not** mean they are confused, or that it is a phase. *Remember*—everyone is an expert in their own identity.

**Peer Ed. 3:** Ok, I got it—ask for people's pronouns, don't ask about people's sexual orientation, and never make assumptions about a person's sexual orientation or gender identity.

So, if we can respect people and let them be the experts of their own gender and sexuality, then why does it seem like there is so much hate in the world around this?

**Peer Ed. 7:** Some people believe only in a binary system—that there are only two genders—and that they are tied to the sex you are assigned when you are born. And some people assume that it is not okay to be anything other than cisgender and heterosexual.

**Peer Ed. 5:** Beliefs like those lead to discrimination, harassment, and even more dangerous situations for anyone who doesn't fit into those binary ideas. It also can make people feel invisible or erased.

**Peer Ed. 3:** I don't want to do anything harmful to anyone...but what if I just make a mistake or don't understand something?

**Peer Ed. 5:** If you know you messed up, you can apologize and make an effort to do better next time.

**Peer Ed. 7:** And if you don't understand something, talk to a trusted person who might be able to help you out...like me—your friendly Teen PEP Peer Educator! The important thing is that you continue to respect everyone and keep trying.

**Peer Ed. 5:** (*Turns to audience*) Remember, we can work together to create safe, inclusive spaces for everyone.

**Peer Ed. 5:** (*Turns to audience*) We can stop ignoring, endangering, or insulting people and instead learn more about sexual orientation and gender identity.

**Peer Ed. 3:** (*Turns to audience*) We can trust that people are experts in their own identity, respect one another for who we are, and invite others to do the same.



## Bridge to Small Group Activities

**Peer Ed.:** Our skits raised topics that should help to start conversations. They were meant to get you thinking about ways that we can all work together to make our relationships and environments more inclusive. Now, we're going to give you an opportunity to talk more in depth about these topics and ways we can create safe spaces for everyone. We're going to break up into \_\_\_ small groups. Please count with me while I number you off. Then look for the peer educator displaying a sign with your group's number and go with that peer educator to your small group location.



## Small Group Activity: Terminology Matchup

*After introductions, a peer educator in each small group says:*

**Peer Ed.:** In our skits, we were introduced to some terms that are used to help our community be inclusive. Now we're going to spend some time learning more about those and other language we'll use during this workshop. Some of these words might be new to you, and some you might know. So, we'll help each other out as we work through a Terminology Matchup.

### Directions

1. Divide the small group into pairs.
2. Hand out at least one *Definition Card* to each pair.
3. Starting with *Word Card #1*, place the card face up in the center of the circle.
  - **Peer Ed.:** I will reveal a Word card in the center of the circle.
4. If the pair thinks they have the correct definition for that word, they should lay their card down in the center of the circle.
5. Using the *Terminology Matchup Facilitator's Guide*, go over the terms one at a time with the students **in order**.
  - **Peer Ed.:** We will go over the term before moving on to the next word.
6. Be sure to leave time for the final activity reflection questions, which are also found in this *Facilitator's Guide*.

# Terminology Mix-Up: Facilitator's Guide

Use this guide to go over the terms one at a time with students in the following order.

## Consider the following points in leading an affirming discussion with your group:

- Explain how/why Teen PEP defines the terms
- Ask participants to clarify the terms they are comfortable using
- Be open to hearing other examples of terms people may use to self-identify
- Respect potential differences that may arise
- Watch out for potential confusion of terms and concepts - particularly with gender identity and sexual orientation
- Correct and replace outdated, offensive, or inaccurate language/information
- Validate questions that come up for the group
- Seek support from an advisor if unsure of correct answer or in need of resources
- Try to use gender-inclusive language wherever appropriate
- Model being open, non-defensive, patient, and kind

## 1. Have students match the following cards:

**1. Sex Assigned at Birth:** Assignment of babies at birth, by medical professionals and/or family, as either female, male, or intersex, usually based on their sexual anatomy and/or chromosomes.

**2. Intersex:** An umbrella term used to describe people who are born with chromosomes, or reproductive or sexual anatomy, that doesn't seem to fit the traditional definitions of female or male.

Then, discuss the **Sex Assigned at Birth** and **Intersex** cards using the following questions:

1. What physical characteristics are used to determine the label male at birth? (*Penis, scrotum and testes; XY chromosomes; testosterone.*)
2. What physical characteristics are used to determine the label female at birth? (*Vulva, vagina, uterus, and ovaries; XX chromosomes; estrogen.*)
3. Who typically determines these labels at birth? (*Doctors, parents, family; some may choose to make no determination at birth allowing the child to self-identify later in life.*)

4. How common do you think it is for someone to be born intersex (*with aspects of both sexes*)? (*1 per every 1,500-2,000 births*) **Note:** *Intersex individuals may be born with combination of chromosomes such as XXY; external genitals that don't match internal organs or hormones developed during puberty; or genitalia or internal sex organs that don't easily fit traditional definitions of female or male.*

## 2. Have students match the following cards:

<p><b>3. Gender Identity:</b> A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth.</p>	<p><b>4. Gender Expression:</b> How one expresses oneself, in terms of dress, appearance, and/or behaviors.</p>
<p><b>5. Cisgender (Cis):</b> A gender identity, role, and/or expression that matches the person's assigned sex at birth.</p>	<p><b>6. Transgender (Trans):</b> An umbrella term that describes a wide range of identities of people whose gender identity and/or expression differs from society's norms based on their assigned sex at birth.</p>
<p><b>7. Gender Non-Conforming (GNC):</b> Anyone whose gender in some way is seen to be stretching the surrounding society's idea of gender.</p>	<p><b>8. Gender Fluid:</b> A person whose gender identification and expression shifts among gender-based expectations. Being fluid in motion between two or more genders.</p>

Then, discuss the **Gender Identity**, **Gender Expression**, **Cisgender**, **Transgender**, and **Gender Non-Conforming** **Gender Fluid** cards using the following questions:

1. In what ways do people express their gender? (*Clothing, hairstyle, makeup, speech, body language, pronouns, etc.*)

**Note:** How a person expresses their gender is not necessarily an indication of sexual orientation. Gender and sexuality are separate concepts. All people have a gender identity, gender expression, and sexual orientation that are separate parts of what make them who they are.

2. What is the "gender binary"? What is the "gender spectrum"? (*Gender binary: The idea that gender can only be an either/or option of male/masculine or female/feminine based on sex assigned at birth; Gender spectrum: the continuum or spectrum of gender identities and expressions.*) Why might it be valuable to consider gender as something that can be fluid rather than binary?
3. What are other examples of terms included on the gender spectrum? (*Cisgender, transgender, non-binary, gender non-conforming, gender fluid, genderqueer, agender*)

4. What are some ways a transgender person might express their gender in a way that feels true for them? (*Social transition: name change, pronouns; Physical or Medical transition: hormonal, surgical.*)
5. Why might people who identify as transgender not make a physical transition? (*Transitioning in any way is a very personal decision that allows individuals the opportunity to be their authentic selves in ways that reflect their gender identity. Reasons why some people decide not to transition include feeling it's not the right fit for them, financial issues, limited access to care, and fear of discrimination.*)
6. Why is it important to use someone's chosen name and affirming pronouns? (*It shows respect; values their gender identity; helps create a supportive, affirming, and inclusive environment; and it's the law.*)

**Note:** The term *affirming* pronouns is used because affirming means to accept, confirm, and declare strong support for something—in this case, a person's pronouns.

**3. Have students match the following cards:**

<p><b>9. Sexual Orientation:</b> Emotional, romantic, or sexual attraction to other people, or non-attraction to others.</p>
<p><b>11. Gay:</b> A person whose primary emotional, romantic, and/or sexual orientation is toward people of the same gender.</p>
<p><b>13. Pansexual/Omnisexual:</b> A person whose primary emotional, romantic, or sexual desire is toward people of all genders and sexes.</p>
<p><b>15. Asexual:</b> A sexual orientation generally characterized by not feeling sexual attraction or desire.</p>

<p><b>10. Lesbian:</b> A person who identifies as female whose primary emotional, romantic, or sexual orientation is toward people of the same gender.</p>
<p><b>12. Bisexual:</b> A person whose primary emotional, romantic, or sexual orientation is toward people of the same and other genders.</p>
<p><b>14. Queer:</b> A term that can be used to express that sexuality and gender can be fluid and change over time. It is a term people use within the LGBTQ community with pride to identify themselves.</p>
<p><b>16. Heterosexual (Hetero):</b> A person whose primary emotional, romantic, and/or sexual orientation is toward people of a gender other than their own.</p>

Then, discuss the **Sexual Orientation**, **Lesbian**, **Gay**, **Bisexual**, **Pansexual/Omnisexual**, **Queer**, **Asexual**, and **Heterosexual** cards using the following questions:

1. How is sexual orientation different from gender identity? (*Gender identity is who you are and how you feel about yourself; Sexual orientation is who you're attracted to and want to be with. Both cisgender and transgender people can be attracted to others who identify anywhere on the spectrum of gender identities.*)

**Note:** LGBTQPA people are not attracted to ALL people in the gender category to whom they are usually attracted, just like all heterosexual people are not attracted to ALL members of different/opposite genders.

2. Lesbian, gay, bisexual, queer, pansexual, asexual, and heterosexual are all examples of what? (*Terms to describe sexual orientation.*)
3. How can you determine which sexual orientation term/label is appropriate to use for someone? (*Ask the person which labels they use to describe themselves; use the label that reflects and affirms their gender identity and the gender identity of their partner.*)

**Note:** Some people don't think these labels describe themselves, some feel comfortable with certain labels and not others, and others don't like the idea of labels at all.

#### 4. Have students match the following cards:

**17. Ally:** A member of the dominant group who works to end oppression by recognizing their own privilege and supporting or advocating for oppressed groups

For example, a heterosexual cisgender person who supports the equality of LGBTQIA people.

**18. Intersectionality:** All people hold a multitude of identities. Refers to how a person's different identities meet and influence their experience.

It also describes the ways different identities overlap and affect how people experience privilege (advantages) and/or oppression (disadvantages), including gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of identity.

Then, discuss the **Ally** card using the following questions:

1. What does it mean to be a member of the **dominant group**? (*A group in society who holds power, privilege, and social status.*)

2. What does it mean to be **oppressed or marginalized**? (*Groups who are singled out for unequal treatment in society.*)
3. What does it mean to have **privilege**? (*When members of a group have a set of unearned and unequal benefits/rewards because of certain aspects of their identity.*)
4. Why are allies important?
5. Who can be an ally?
6. What are examples of how we can all be allies in our schools and communities? (*Ensuring everyone has access to sexual health information inclusive of their sexual orientation and gender identity; supporting or joining a GSA in your school; attending a rally or peaceful protest; contacting your representatives; listening empathetically to peers and believing their experiences*)

**Then, discuss the Intersectionality card using the following questions:**

1. What are some examples of identity that people hold? (*Some examples include: Religion: Jewish, Christian, Muslim, Buddhist; Ability: healthy, chronically ill, wheelchair user, neurodivergent; Class: wealthy, poor, middle class; Race: Black, Latinx, White, Biracial; Gender: Cisgender, Nonbinary, Transgender; Sexual Orientation: Lesbian, Gay, Bisexual, Heterosexual, etc.*)
2. What are some examples of intersectionality? (*Queer nonbinary wheelchair user; Black able-bodied woman; Middle class Latinx trans man; White Christian cisgender male, etc.*)
3. What are some ways people celebrate and honor their intersectional identities? (*Parades, family traditions, honoring ancestors, art, music, cultural celebrations, etc.*)
4. Why is it important to understand intersectionality? (*To better understand how the combination of different identity characteristics impacts the way each of us experiences day-to-day life in our society AND to understand how our society gives or withholds privileges to different people based on these characteristics*)

## Reflections

**Be sure to use the following reflection questions to wrap up the discussion:**

1. Why is it important for people to know and use accurate terminology, inclusive language, and affirming pronouns when discussing people who are lesbian, gay, bisexual, or transgender? (*Using correct language shows respect, dispels myths and stereotypes, and educates others. Inclusive language and affirming pronouns acknowledge diversity and help LGBTQ people feel safe and valued.*)
2. Why is it important for peer educators to know and use accurate terminology when discussing people who are lesbian, gay, bisexual and transgender? (*By modeling the use of correct terminology and respectful behavior, it helps set an example for 9<sup>th</sup> graders and makes the information being delivered more accessible to whomever is in your audience or small group. This is one small step toward being an ally for LGBTQ people in your community.*)

3. Why do you think some people reject labels all together? (*There are many reasons this may be true. Some examples may include: some people think how they identify and express themselves and who they're attracted to is very personal, so they may not relate to the labels; which labels they feel comfortable using may change over time so they don't want to be labeled; others think a step toward equality will come when no one is labeled.*)
4. In your experience, how has LGBTQ terminology been used in our school? How can we be a part of improving the culture of our school so that everyone feels safe and supported?

**Important Notes:**

1. There are some outdated terms that are no longer used because they are hurtful and potentially put others at risk. If they come up in the conversation, be sure to let students know that they should use the words included in the activity in their place.
  - Transgendered
  - Straight
  - Hermaphrodite
  - Homosexual
  - Transvestite
2. This curriculum intentionally doesn't use words like "transphobic," "homophobic," and "biphobic" because (1) they inaccurately describe systems of oppression as irrational fears and (2) for some people, phobias are a very distressing part of their lived experience and endorsing this language can be perceived as disrespectful to their experiences.

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## Bridge from Last Activity

**Peer Ed.:** In this next activity, we will use the terms we just learned and discuss ways our simple actions can have a big impact on making our communities safer and more inclusive for everyone.



## Small Group Activity: *Make It Matter*

### Directions

1. Place the three decks of cards, face down, in the middle of the circle where everyone can reach them.
2. Explain that we will take turns spinning the spinner and choosing a card to respond to following the guidelines for each category.
3. Explain that each category has different kinds of cards, as follows:

#### Words Matter Cards

- *Each card has a statement that you will be asked to rework while still retaining the meaning.*
- When you draw one of these cards, you should read the scenario aloud to the group.
- Identify the statement or phrase on the card that is disrespectful or non-inclusive.
- Offer a revision of the statement that maintains the original meaning while being more respectful of others.

#### Facts Matter Cards

- *Each card has a fact on it.*
- When you draw one of these cards, read the fact and questions aloud to the group, and answer the questions. Then pass the card to one other person so they can answer, too.

#### Inclusivity Matters Cards

- *Each card describes a scenario or has a prompt.*
- When you draw one of these cards, respond to the question in a way that ensures students of all genders and sexual orientations are included.

4. A peer educator should model the first round by spinning the spinner and choosing a card based on the color the spinner lands on (if it lands on red, the player can choose any type of card).
5. After that, peer educators ask for volunteers to spin the spinner and choose a card. Use the *Facilitator's Guide* on pages 31-34 in the materials template section to help guide conversation, should anyone get stuck.
6. Continue inviting group members play and answer questions until everyone has had at least one turn, and you have 5 minutes left for final reflections.

**Reflection Questions:**

1. How can we contribute to creating safe and inclusive environments in our school?
2. What comes up for you as you consider the conversations we have had today?
3. Why are inclusive schools important for all students regardless of sexual orientation and gender identity?

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# Make It Matter Facilitator's Guide

## Words Matter Cards

*Statement:* A person in your science class is frustrated about the homework assignment and says, "That's so gay."

- *Issue:* Using "that's so gay" as slang is harmful to ALL students because it creates a hostile environment where "gay" is likened to "bad" or "stupid" and people feel unable to be themselves as a result.
- *Possible revision:* "That's so frustrating."; "This assignment is so hard!"; "I'm over this homework."

*Statement:* In physical education class someone gets hit hard with a ball and screams. Another student responds by yelling "Don't be such a girl!"

- *Issue:* Implies that being female or feminine is weak, bad, or inferior to being male or masculine; reinforces gender boxes. Also implies that men should not be emotional, which is untrue and is damaging to males' ability to express a full and healthy range of emotions.
- *Possible revision:* "Are you okay? That looks like it hurt."; "Ouch! Sorry, that must sting."

*Statement:* A student approaches a female classmate they don't know well and asks, "What guy are you taking to the dance?"

- *Issue:* Implies that all females are heterosexual or that only heterosexual couples could attend, and that females need to be accompanied by a male in order to attend a social event.
- *Possible revision:* "Are you going with anyone to the dance?"; "Who are you taking?"

*Statement:* A new classmate introduces themselves and someone asks, "Why did you move here with your mom and dad?"

- *Issue:* Implies that all couples are heterosexual (and also implies that all families are made up of a male father and female mother when there are many kinds of families)
- *Possible revision:* "Why did you move here?", "Why did you and your parents or caregivers move here?", "Who did you move here with?"

*Statement:* The new student, Kai, introduces themselves to the class by using they/them pronouns. A student says to another classmate, "What school did she come from?"

- *Issue:* By assuming someone's gender identity, misgendering someone, and not affirming pronouns, it creates a non-inclusive and hostile environment, not only for gender non-binary or gender non-conforming students, but for everyone.
- *Possible revision:* "What school did they come from?"

## Facts Matter Cards

- It is as common to be intersex as it is to have red hair (1 in 2000).
  - Why is this important information to know?
  - What can students do to fight for greater representation and inclusion of intersex youth?
  - Reference: <https://interactadvocates.org/wp-content/uploads/2017/03/INTERSEX101.pdf>

- There are a number of risks—both physically and emotionally—associated with intersex genital surgeries and because of this, nonconsensual intersex surgeries (*including those performed on babies and children*) are now considered human rights abuses by groups like the United Nations, the World Health Organization, and the Gay and Lesbian Medical Association.
  - Why is this important information to know?
  - How could youth use their voice to advocate for change in these practices?
  - Reference: <https://interactadvocates.org/wp-content/uploads/2017/03/INTERSEX101.pdf>
- A 2015 poll of Americans aged 18-34 found that the majority see gender as a spectrum, not a binary.
  - Why is this important information to know?
  - What would society look like if we embraced a gender spectrum rather than a binary?
  - Reference: <https://genderspectrum.org/articles/understanding-gender>
- On nearly every continent, throughout history, thriving cultures have recognized, respected, and included more than two genders.
  - Why is this important information to know?
  - Why do you think these cultures aren't taught about in history class? How might students benefit if they were?
  - Reference: [http://www.pbs.org/independentlens/content/two-spirits\\_map-html/](http://www.pbs.org/independentlens/content/two-spirits_map-html/)
- Affirming the gender spectrum will not only create greater inclusion for those who are gender nonconforming, but will also allow everyone to more fully explore and express who they are.
  - Why is this important information to know?
  - How can youth use their voice to help create more inclusive spaces for all youth, regardless of how they identify on the gender spectrum?
- You cannot know a person's gender identity or sexual orientation by what they are wearing, how they act, or what they say.
  - Why is this important information to know?
  - What does this make you think about related to Gender Boxes?
- Gender discrimination is rampant in movies and other media.
  - Why is this important information to know?
  - Why is it problematic for gender discrimination to be so widespread in popular media?
  - Reference: [https://www.huffpost.com/entry/20-mustknow-facts-about-g\\_b\\_5869564](https://www.huffpost.com/entry/20-mustknow-facts-about-g_b_5869564)
- Privilege exists when members of a group have a set of unearned benefits/rewards because of certain aspects of their identity. In the case of gender identity and sexual orientation, a person who is cisgender and/or heterosexual has privilege.
  - Why is this important information to know?
  - What are some examples of privilege that cisgender people are given? Heterosexual people?
  - How are people with privilege also negatively impacted by these issues of oppression? (*For example, cisgender men not being allowed to express a full range of emotions can cause negative mental health outcomes*)
- Same-sex couples can legally get married and adopt children in all 50 states.

- Why is this important information to know?
- What can be the danger in not staying aware of laws that protect LGBTQ people?
- There are many examples of successful transgender people in different fields.
  - Why is this important information to know?
  - Can you name 5 successful transgender professionals? (Ask the group for help) *Dr. Ben Barres, neurobiologist; Rebecca Heineman, video game programmer; Fallon Fox, MMA athlete; Laverne Cox, actress; Andreja Pejic, supermodel; Amanda Simpson, former Deputy Assistant Secretary of Defense for Operational Energy; Angelica Ross, actress and founder of TransTech Social Enterprises; Jessica Taylor, pilot; Judge Phyllis Frye, judge; Ken Ochoa, US Army Intelligence Analyst; Geena Rocero, model, advocate, and TED speaker; Indya Moore, actress, Zaya Wade, student; Jazz Jennings, TV personality; Nicole Maines, advocate and actress*
  - How could schools do a better job of teaching about the successes of transgender professionals?

### Inclusivity Matters Cards

*Statement:* You are on a school dance planning committee, and the group wants to have a King and Queen of this event, like in years past.

- *How can you change this to be more inclusive?* ...the group proposes to have a royal court of this event.
- *What other changes might you suggest?* Consider finding new traditions that replace electing winners based on gender of the court altogether. Remember all students have a right to equal access to school events or learning opportunities inclusive of and congruent with their gender identities.

*Statement:* A friend confides in you that they identify as gay.

- *How would you respond in a way that is kind, respectful, and affirming?* Be patient and don't ask lots of invasive questions; provide validation and compliment them on their courage; say "thank you for trusting me...that must have been very hard to take a risk in coming out"; let them know you care and express that it won't change your relationship with them; ask what they need from you to best support them; respect their privacy and confidentiality, remember sometimes people may be out in some spaces and not in others.

*Statement:* You are taking attendance at the first club meeting of the new school year.

- *What are some ideas for getting people to introduce themselves?* Starting with your own modeling of introductions, have everyone else also introduce themselves by their name, affirming pronoun, and favorite food (or something like that); ensure you know what a person's affirming name is if you have a roster of "legal names", this allows you to maintain privacy while also respecting their gender identity; consider how best to safeguard a students' privacy on attendance sheets used in your absence with substitute teachers.

*Statement:* A classmate you grew up with starts the new school year using a different name, which generally reflects another gender. You aren't sure exactly why and you have questions.

- *How would you respond in a way that is kind, respectful, and affirming?* Validate them by using their affirming name & pronouns. Talk with an adult you trust, like a counselor, about the questions you have—sometimes questions can actually harm the person you're asking and can make you the center of attention rather than putting the needs of that person first. Do your own research to learn more about transgender and non-binary topics. If you have a good relationship with that person, when you're together at an appropriate time, congratulate that person on a big step toward living an authentic life, and express the bravery in them doing so; thank them for sharing and trusting you; ask

how you can support them at this time; check-in with how they're feeling; respect their privacy and confidentiality; if you make a mistake, apologize quickly, sincerely, and move on.

*Statement:* Having attended a Teen PEP workshop, you start thinking about the ways your school isn't being as inclusive as it should.

*Name one or two ways that our school can be more inclusive to people of all genders and sexualities.*

- Ensure anti-bullying policies are inclusive of sexual orientation, interrupt offensive comments and behaviors
- Include LGBTQ representation across curriculum and educational materials
- Model using inclusive languages and phrases (partner, couple, significant other, students/scholars, folks/folx)
- Offer peer leadership programming where students can get to know one another better
- Doing a Teen PEP gender & sexuality workshop for the whole school
- Implement policies that recognize affirming names and safeguard a students' privacy on attendance records
- Training on the importance of using affirming pronouns; practice and model sharing of pronouns
- Provide gender inclusive bathrooms and facilities

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## Bridge to Large Group Skit

**Peer Ed. 1:** We've talked a lot in this workshop about creating inclusive communities in and out of school. Sure, there are lots of big things that need to happen in the world to truly make everyone feel safe and welcome but remember that even small actions make a huge difference. We can all start making a difference today, like the students in this next skit will demonstrate.



## Large Group Skit: *Visible*

**Scene:** *Peer Educators gather on the stage. Peer Ed 1 ("Tyrek") is hanging posters for a school event, when Peer Ed 2 ("Rae") approaches.*

**Rae:** Hey—what are you doing?

**Tyrek:** What's up? I'm hanging up these posters for the dance next week.

**Rae:** You know if we are going to put pictures of couples on the posters we should have photos of all kinds of couples.

**Tyrek:** Look at you, sounding like a Teen PEP Peer Educator after last week's workshop.

**Rae:** I'm gonna take that as a huge compliment (*Looks to audience and winks*). Well, being informed and respecting people for who they are is cooler than I expected it to be. I mean I want to feel welcome, heard, and seen here at school. And I want to be a part of making everyone feel that way, too.

**Tyrek:** You're right...I don't want anyone to feel invisible...oh no but I just got finished printing all these posters!

**Rae:** C'mon, I'll help you redesign these posters so they can be more visible and inclusive of everyone in our school community. We can hang them up tomorrow instead.

*(Peer educators exit stage together)*



## Closure

**Peer Ed. 1:** Today we took time to discuss gender identity, gender expression, sexual orientation, and how we can create inclusive opportunities here in our school.

**Peer Ed. 2:** Remember, we are not all the same—everyone has a unique way they see and experience the world and how they express themselves within it. And that's cool!

**Peer Ed. 3:** We can create a stronger community by respecting people's pronouns, using affirming language, and making sure our community activities include students of all genders and sexual orientations.

**Peer Ed. 4:** We hope you have enjoyed this workshop and that you have learned some useful information. Thank you for your attention and participation. Please take a few minutes to complete the evaluation form. We will also pass out a homework assignment that you can do with a parent, guardian, or other trusted adult.



## Evaluation

Pass out evaluations and pencils. Ask all participants to fill out an evaluation and hand it in before leaving the workshop.



## Homework

Pass out *Parent-Teen Homework* handouts to all participants. Instruct participants to complete this handout for homework with their parent/guardian, obtain a signature from their parent/guardian, and return it the next day to their classroom teacher.

FOR REVIEW ONLY



## WORKSHOP REFERENCES

1. University of California, Davis. (2019). Educated Glossary. Definitions adapted from: <https://lgbtqia.ucdavis.edu/educated/glossary>.

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# Workshop Materials & Templates



# Gender Identity

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**A sense of one's gender, which may or may not correspond with the sex and gender on is assigned at birth**

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# Gender Expression

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**How one expresses oneself, in terms  
of dress, appearance, and/or  
behaviors**

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# Pronouns

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**A word that a person uses for themselves when being spoken to or about, such as they/them/theirs, she/her/hers, or he/him/his.**

**For example, if Luna's preferred pronouns are they, them, and theirs, you could say "Luna ate their food because they were hungry."**

# Sexual Orientation

FOR REVIEW ONLY

**Emotional, romantic, or sexual  
attraction to other people, or non-  
attraction to others**

**2**

**Intersex**

**4**

**Gender  
Expression**

**1**

**Sex Assigned  
at Birth**

**3**

**Gender  
Identity**

FOR REVIEW ONLY

6

**Transgender  
(Trans)**

8

**Gender Fluid**

5

**Cisgender  
(Cis)**

7

**Gender  
Non-Conforming  
(GNC)**

10  
**Lesbian**

12  
**Bisexual**

9  
**Sexual  
Orientation**

11  
**Gay**

FOR REVIEW ONLY

14

**Queer**

16

**Heterosexual  
(Hetero)**

13

**Pansexual/  
Omnisexual**

15

**Asexual**

18

**Intersectionality**

17

**ALL FOR REVIEW ONLY**

An umbrella term that describes a wide range of identities of people whose gender identity and/or expression differs from society's norms based on their assigned sex at birth.

A gender identity, role, and/or expression that matches the person's assigned sex at birth.

A person whose gender identification and expression shifts among gender-based expectations. Being fluid in motion between two or more genders.

Anyone whose gender in some way is seen to be stretching the surrounding society's idea of gender.

An umbrella term used to describe people who are born with chromosomes, or reproductive or sexual anatomy, that doesn't seem to fit the traditional definitions of female or male.

How one expresses oneself, in terms of dress, appearance, and/or behaviors.

Assignment of babies at birth, by medical professionals and/or family, as either female, male, or intersex, usually based on their sexual anatomy and/or chromosomes.

A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth.

Emotional, romantic, or sexual attraction to other people, or non-attraction to others.

A person who identifies as female whose primary emotional, romantic, or sexual orientation is toward people of the same gender.

A person whose primary emotional, romantic, and/or sexual orientation is toward people of the same gender.

A person whose primary emotional, romantic, or sexual orientation is toward people of the same and other genders.

A term that can be used to express that sexuality and gender can be fluid and change over time.—It is a term people use within the LGBTQ community with pride to identify themselves.

A person whose primary emotional, romantic, or sexual desire is toward people of all genders and sexes.

A person whose primary emotional, romantic, and/or sexual orientation is toward people of a gender other than their own.

A sexual orientation generally characterized by not feeling sexual attraction or desire.

All people hold a multitude of identities. Intersectionality refers to how a person's different identities meet and influence their experience.

It also describes the ways different identities overlap and affect how people experience privilege (advantages) and/or oppression (disadvantages), including gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of identity.

A member of the dominant group who works to end oppression by recognizing their own privilege and supporting or advocating for the oppressed groups.

*For example, a heterosexual cisgender person who supports the equality of LGBTQIA people.*

# Words Matter

A person in your science class is frustrated about the homework assignment and says, “That’s so gay.”

1. What’s the issue?
2. How could this statement/scenario be revised so that it doesn’t harm others?

# Words Matter

In physical education class someone gets hit hard with a ball and screams. Another student responds by yelling “Don’t be such a girl!”

1. What’s the issue?
2. How could this statement/scenario be revised so that it doesn’t harm others?

# Words Matter

A student approaches a female friend and asks, “What guy are you taking to the prom?”

1. What’s the issue?
2. How could this statement/scenario be revised so that it doesn’t harm others?

# Words Matter

A new classmate introduces themselves and someone asks, “Why did you move here with your mom and dad?”

1. What’s the issue?
2. How could this statement/scenario be revised so that it doesn’t harm others?

# Words Matter

The new student, Kai, introduces themselves to the class by using they/them pronouns. A student says to another classmate, “What school did she come from?”.

1. What's the issue?
2. How could this statement/scenario be revised so that it doesn't harm others?

# FACTS MATTER

It is as common to be intersex as it is to have red hair (about *1 in 2000*).

1. Why is this important information to know?
2. What can students do to fight for greater representation and inclusion of intersex youth?

# FACTS MATTER

There are a number of physical and emotional risks associated with intersex genital surgeries. Nonconsensual intersex surgeries (including those performed on infants/children) are now considered human rights abuses by groups like the United Nations, the World Health Organization, and the Gay and Lesbian Medical Association.

1. Why is this important information to know?
2. How can youth use their voice to advocate for change?

# FACTS MATTER

A 2015 poll of Americans aged 18-34 found that the majority see gender as a spectrum, not a binary.

1. Why is this important information to know?
2. What would society look like if we embraced a gender spectrum rather than a binary?

# FACTS MATTER

On nearly every continent, throughout history, thriving cultures have recognized, respected, and included more than two genders.

1. Why is this important information to know?
2. Why do you think these cultures aren't taught about in history class? How might students benefit if they were?

# FACTS MATTER

Affirming the gender spectrum will not only create greater inclusion for those who are gender nonconforming, but will also allow everyone to more fully explore and express who they are.

1. Why is this important information to know?
2. How can youth use their voice to help create more inclusive spaces for all youth, regardless of how they identify on the gender spectrum?

# FACTS MATTER

You cannot know a person's gender identity or sexual orientation by what they are wearing, how they act, or what they say.

1. Why is this important information to know?
2. What does this make you think about related to Gender Boxes?

# FACTS MATTER

Gender discrimination is rampant in movies and other media.

1. Why is this important information to know?
2. Why is it problematic for gender discrimination to be so widespread in popular media?

# FACTS MATTER

Privilege exists when members of a group have a set of unearned benefits/rewards because of certain aspects of their identity. In the case of gender identity and sexual orientation, a person who is cisgender and/or heterosexual has privilege.

1. Why is this important information to know?
2. What are some examples of privilege that cisgender people are given? Heterosexual people?

# FACTS MATTER

Same-sex couples can legally get married and adopt children in all 50 states.

1. Why is this important information to know?
2. What can be the danger in not staying aware of laws that protect LGBTQ people?

# FACTS MATTER

There are many examples of successful transgender people in different fields.

1. Why is this important information to know?
2. Can you name 5 successful transgender professionals? (*Ask the group for help if needed!*)
3. How could schools do a better job of teaching about the successes of transgender professionals?

# Inclusivity Matters

You are on a school dance planning committee, and the group wants to have a King and Queen of this event, like in years past.

1. How can you change this to be more inclusive?
2. What other changes might you suggest?

# Inclusivity Matters

You are taking attendance at the first club meeting of the new school year.

- What are some ideas for getting people to introduce themselves that are inclusive and affirming?

# Inclusivity Matters

A friend confides in you that they identify as gay.

- How would you respond in a way that is kind, respectful, and affirming?

# Inclusivity Matters

A classmate you grew up with starts the new school year using a different name, which generally reflects another gender. You aren't sure exactly why and you have questions.

- How would you respond in a way that is kind, respectful, and affirming?

# Inclusivity Matters

Having attended a Teen PEP workshop, you start thinking about the ways your school isn't being as inclusive as it should.

- Name 2 ways that our school can be more inclusive to people of all genders and sexualities.
- What can you do to advocate for change?



# UNDERSTANDING GENDER & SEXUALITY

## PARENT/GUARDIAN - TEEN HOMEWORK



Student name: \_\_\_\_\_ Date: \_\_\_\_\_



### PURPOSE

To provide a structure for communication between parents/guardians and teens on the topic of gender and sexuality.



### DIRECTIONS

#### STEP 1

Together, read out loud the workshop take home messages below.

#### WORKSHOP TAKE HOME MESSAGES

This workshop is designed to provide students with an overview of gender and sexuality. Building upon this overview, students will get familiar with terminology and actionable steps that can help build and enhance an inclusive community for all.

- People are the experts in their own identities, gender and sexual orientation.
- Healthy and supportive communities are built upon mutual respect understanding.
- Gender and sexuality are not binary - there are more than two genders and more than two sexualities.
- Every person has the right to be safe and free from harassment and violence.
- Individuals in any relationship have the right to equal decision making and treatment.
- Every person has the right to make sexual decisions regardless of societal norms and expectations placed upon them.

#### STEP 2

Teens should share with parents/guardians their answers to the following question:

1. What was the most important thing you learned in this workshop?

#### STEP 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. What are some ways we can help make our community more safe and inclusive of all people?
2. How can we respond when someone shares their pronouns with us? How can we respond when someone shares their gender identity or sexual orientation with us?
3. How can respecting others create positive change for everyone?

#### STEP 4

Parents/guardians should share with teens their answer to the following question:

1. What values do you want your child to receive from you regarding this topic?

#### STEP 5

Please sign and date below, indicating to the advisor that this assignment has been completed.



\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date



## Let's Get Visible: Affirming Identities Workshop Evaluation

*Please rate how much you agree or disagree with each statement by making a check mark in the appropriate box.*

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
This workshop has helped me to understand appropriate terminology around gender and sexuality.					
This workshop has taught me ways individuals can be inclusive of people of all genders and sexualities.					
This workshop has helped me think about ways communities can be inclusive of people of all genders and sexualities.					

A sense of one's gender, which may or may not correspond with the sex and gender one is assigned at birth, is defined as: \_\_\_\_\_

Sexual orientation is \_\_\_\_\_.

What are three examples of pronouns?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Please list 3 ways you can make your community more inclusive:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*Please rate the presenters on the following by placing a check mark in the appropriate box.*

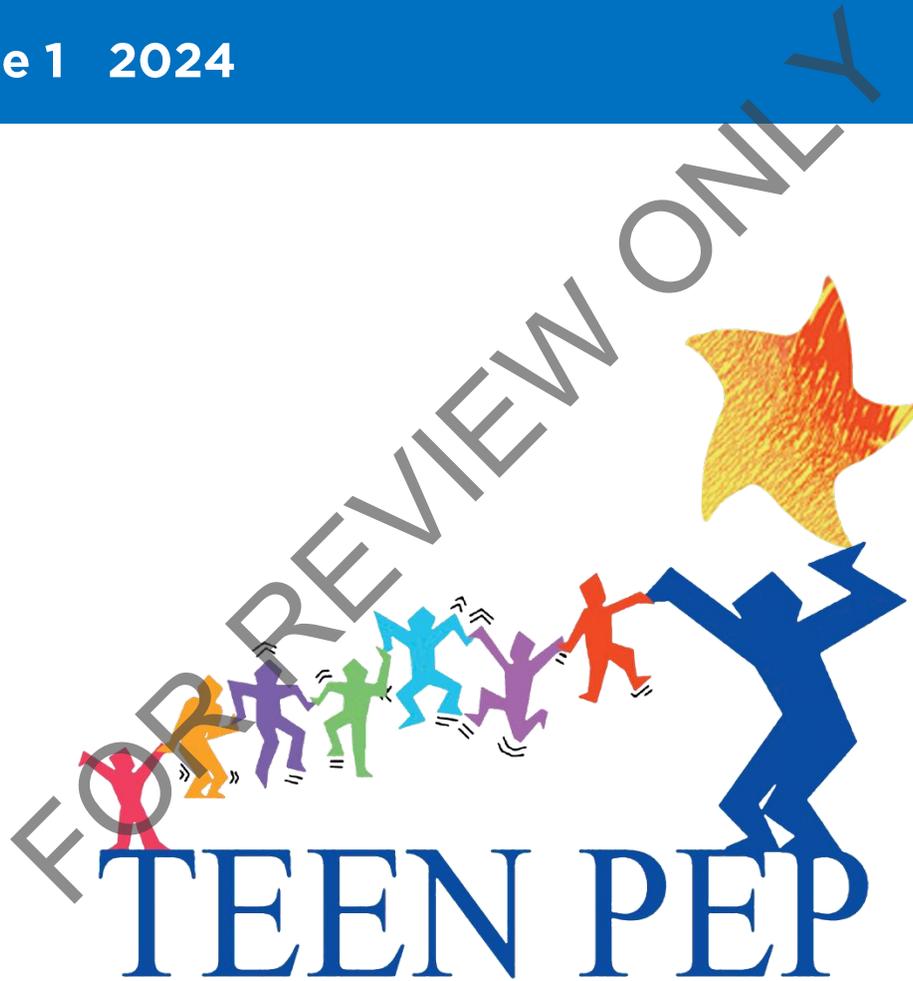
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The presenters clearly explained the directions for each activity.					
The presenters were well prepared and organized.					

*Please use the back of the page to write any comments and suggestions. Thank you for completing this evaluation.*

# Unit Three

## Postponing Sexual Involvement

Volume 1 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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# TEEN PREVENTION EDUCATION PROGRAM

## Unit Three

### Postponing Sexual Involvement

★ <b>Postponing Sexual Involvement Overview</b> .....	<b>1</b>
<i>(15 minutes)</i>	
★ <b>Virginity: What Does It Mean?</b> .....	<b>3</b>
<i>(30 minutes)</i>	
★ <b>Abstinence: What Does It Mean?</b> .....	<b>6</b>
<i>(30 minutes)</i>	
★ <b>What’s Baseball Got to Do With It?</b> .....	<b>10</b>
<i>(15 minutes)</i>	
★ <b>Understanding Consent</b> .....	<b>11</b>
<i>(30 minutes)</i>	
★ <b>Sexual Decision-Making</b> .....	<b>14</b>
☆ <b>Why Teens Have Sex/Why Teens Wait to Have Sex</b> <i>(20 minutes)</i> .....	<b>14</b>
☆ <b>Qualities of a Healthy Relationship</b> <i>(20 minutes)</i> .....	<b>17</b>
☆ <b>Are They Ready?</b> <i>(30 minutes)</i> .....	<b>20</b>
★ <b>Consent Every Time...Because Every Time Is a Decision</b> .....	<b>24</b>
<i>(30 minutes)</i>	
★ <b>Levels of Expressing Intimacy and Physical Affection</b> .....	<b>27</b>
<i>(45 minutes)</i>	
★ <b>Communicating Consent</b> .....	<b>30</b>
<i>(45 minutes)</i>	
★ <b>Postponing Sexual Involvement Quiz</b> .....	<b>43</b>
<i>(20-30 minutes)</i>	
★ <b>School-Wide Campaign Check-In</b> .....	<b>48</b>
<i>(5 minutes)</i>	
★ <b>Parent/Guardian-Teen Homework</b> .....	<b>50</b>
<i>(5 minutes)</i>	

Homework

# Postponing Sexual Involvement Overview

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide peer educators with a general overview of the topics to be discussed in the unit.

## Directions

1. Hand out *Postponing Sexual Involvement Overview*.
2. Go around, having volunteers read aloud one paragraph at a time.

## Reflections

Discuss the following questions:

1. In what ways do you think teens feel pressure to become sexually active?
2. Who does the pressure come from (themselves, their partner, their peers, the media)?
3. How might power and privilege influence the decisions made within relationships, including those around sexual activity?
4. How might this unit help teens understand their own boundaries and choices around sexual involvement while not giving in to pressure from others?
5. Take a look at the objectives and take home messages. Which ones do you think will be the most helpful?



### Total Time:

15 minutes



### Materials

- Postponing Sexual Involvement Overview* handout for each peer educator

# Postponing Sexual Involvement Overview

The pressures on teenagers to become sexually involved before they might be emotionally, psychologically, or physically ready are everywhere. A quick survey of our mainstream media shows ever-present images of young people having casual sexual encounters without consequences; and yet, in a completely contradictory message, some adults tell teens to “just say no.”

Teenagers need spaces where they can have honest, open, and direct conversations with caring adults and peers about the sexual pressures they face. They need to explore what qualities are present in the healthy relationships that they deserve. They are often told to wait to have sex because of the possible consequences, but teens also need a space to discover their own boundaries and decide for themselves what they need to feel ready for sexual activity. With that, teens can build the knowledge and skills to communicate consent with partners and understand they have a right to make decisions about their bodies. With these informed conversations, teenagers are better equipped to have healthy relationships and make responsible sexual decisions.

## Objectives



The goal of this unit is to help you reach your *own* conclusions about if and/or when you will become sexually involved. Specifically, by the end of this unit you should be able to:

- Describe the benefits of postponing sexual involvement
- Articulate our understanding of virginity and abstinence and explore the differences between both concepts
- Understand the concept of consent and be able to explain how to both give and seek explicit consent in sexual situations
- Describe the reasons why some teens have sex and why some teens wait to have sex (oral, vaginal, or anal)
- Identify the qualities that need to be in place in a relationship *before* beginning sexual activity
- Identify the ways you are comfortable expressing intimacy and/or physical affection in a relationship

## Take Home Messages



As peer educators, you will also be expected to make sure workshop participants understand the following *Take Home Messages*:

- There are many reasons why teens have sex, but many of these are unhealthy.
- There are many healthy reasons to wait to have sex.
- A healthy, respectful, and mutually satisfying relationship is possible when both partners invest the time and commitment necessary to develop trust, communication, intimacy, and ask permission for any sexual behavior.
- It is important to talk to our partners about what we are comfortable and not comfortable with, listen to them, respect their boundaries, and to both give and seek explicit consent.

# Virginity: What Does It Mean?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to learn the social history of virginity and to understand how it can inform individual values, boundaries, and choices about one’s sexual health, relationships, and decision-making.

## Directions

- Discuss the following questions:
  - How do you think our society defines virginity?
  - How might other societies—past and present—define virginity?
  - What messages do young people receive about virginity?
- Watch the following video:
  - <https://amaze.org/video/healthy-relationships-puberty-virginity/>
- Discuss the following questions:
  - How has your understanding of virginity shifted, if at all, from this video?
  - What does it mean for something to be socially constructed? (*An idea or concept that has been created and accepted by people in a society; not a scientific or medical concept*)
  - How did it feel to hear that when the concept of virginity was created, it first only applied to cisgender women? Why do you think that was the case historically?
  - Why do you think it’s important to know that virginity was socially constructed? (*Social constructs like virginity influence our own personal feelings, beliefs, and behaviors. Many societal views of virginity are problematic, patriarchal, heteronormative, outdated and shame-based, which perpetuates harmful messaging.*)
  - When it comes to learning about sexual health, what is the value in starting with and unpacking the history of virginity? (*Inclusivity and equity are important in all relationships. Because the consequences to socially constructed things, like virginity, are real and felt by people over time. For example, because of the history of virginity, people who identify as female may be shamed by others for*



**Total Time:**

30 minutes



**Materials**

- What is Virginity Anyway?* Video from Amaze.org (Linked in directions)
- Index card for each participant
- Pens/pencils
- Video projector

*having sex while people who identify as male are not, and that's unfair. It could also mean that people who never want to engage in penetrative sexual activity feel left out of sexual health and relationships conversations.)*

4. Complete the following directions for the *Four Corners* activity.

### PART 1. Thinking about Messages

- a. Hand out index cards and pen or pencil to everyone.
- b. Display your large mock-up of an index card. Ask participants to write the *topic (virginity)* in the middle of their card and the *groups (school, friends/peers, media/society, culture)* in the 4 corners, leaving lots of space around the words.
- c. Write the following question on the board:
  - What messages do you receive from these 4 groups or influencers that affect the way you think about [*Virginity*]?
- d. Review the following directions:
  - Our topic for today is in the middle of your card.
  - In the 4 corners of your card are 4 groups or influencers that affect the ways we all view this issue.
  - Our goal is to name some of the messages we have each received about our topic from these 4 groups or influencers.
  - Keep in mind that we may receive messages based not only on what people *say* or *don't say*, but also on what they *do* or *don't do*.
  - Please take the next 4-5 minutes to write on your card at least one message you have received from each of the 4 sources in the 4 corners of your card.

### PART 2. Sharing Messages

- e. Divide everyone into groups of 4-6 people. and review the following:
  - **1 Round of Sharing:** Each person picks just one of the 4 corners to talk about.
  - **4 Rounds of Sharing:** For round one, each person speaks to the messages written in the top left corner. For round 2, all group members share about the top right corner. For round 3, all share messages from the bottom left corner. For round 4, all group members share from the bottom right corner.
- f. Bring the small groups back together for reflections.

## Notes

Offer this option if the topic is very vulnerable or if time is running short.

Offer your group this option if the topic is not too vulnerable and if you have plenty of time.

## Messages I've received about virginity from...

School (teachers, health class, etc.)	Friends/ peers
How I want to define virginity for myself:	
Media/Society	My culture (family, language, religion, etc.)

## Reflections

Discuss the following questions:

1. What was it like to have participated in this activity?
2. What do you wish all teens knew about the concept of virginity?
3. What are the key messages you are taking away from this activity?

**Be sure students take away key messages from this activity:**



- The concept of virginity is socially constructed.
- People should be empowered to define virginity for themselves, although Teen PEP recognizes that in different cultures, there is a value placed on the social concept of virginity that can have real consequences for some people.
- A person may decide to engage in their first sexual experience (“lose their virginity”)– in whatever way they define that for themselves–but can still make the decision to abstain from sexual activity at any point.
- No matter how you define or value virginity, it is important to remember that oral, vaginal, and anal sex can put a person at risk for unintended pregnancy and contracting or transmitting sexually transmitted infections.

# Abstinence: What Does It Mean?<sup>3</sup>

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to define sexual abstinence.

## Directions

1. Introduce abstinence by reading the following statement:

*“In the previous activity, we talked about the social history of virginity and how every person should be empowered to define virginity for themselves. Now let’s talk about abstinence. Many people equate the two, but they are really very different.”*

2. Discuss the meaning of abstinence using the following questions:

- What does it mean to abstain from something? (*Abstinence is a conscious decision to avoid certain activities or behaviors.*)
- What kinds of things do people commonly abstain from? (*Certain foods such as sweets, meat, dairy products, alcohol, sexual contact, drugs, social media, etc.*)
- Why do people abstain? (*To make a point, protect their health, personal values, religious values, avoid negative consequences, not interested in the activity, etc.*)
- Is abstinence only a one-time decision, why or why not? How long can someone decide to be abstinent? (*People can choose to be abstinent at any point in their lives, for as long as they want, even if they have already had sex. So, you can be abstinent for a period of time, then make a different decision, and then choose to be abstinent again.*)

3. Brainstorm a list of all the behaviors a person can do and still be sexually abstinent. Remind students that a brainstorm includes everyone’s ideas, and anything offered should make it onto the list without debate. **Record all responses on newsprint.**

*Examples may include holding hands, kissing, touching above or below the waist, cuddling, etc.*

4. Hand out *Abstinence: What does it mean?*

*Adapted from: Basche, F. and A. Terrell. (1994/95, Winter). Family Life Educator. ETR Associates, Santa Cruz, CA.*



**Total Time:**

30 minutes



**Materials**

- Newsprint and markers
- Abstinence poster
- Abstinence: What does it mean?* handout for each peer educator

5. Have everyone complete Step 1 on the worksheet **on their own** by selecting from the brainstorm list all the behaviors they believe a person can do and still be sexually abstinent. They can also include behaviors that did not make it on the list.
6. Have everyone find a partner and complete Step 2 on the worksheet by discussing their lists and writing down **only the behaviors they both agree** that a person can engage in and still be sexually abstinent.
7. When the partners are finished, have them join another pair to make a group of four and complete Steps 3 and 4 on the worksheet.
8. Return to large group and have participants share their group's definition of abstinence.
9. Tell students that their own definition of abstinence is personal; however, Teen PEP follows a public health definition, which is:

*Sexual abstinence means not engaging in vaginal, oral, or anal sex. Abstinence is important to understand because it is the most effective way to prevent unintended pregnancy, sexually transmitted HIV, and other sexually transmitted infections.*

## Reflections

Discuss the following questions:

1. What was it like to have to come to agreement with others on a singular definition? What conversations did you have to get there?
2. How did you advocate for your definition?
3. Outside of this activity, no one should have to compromise on their definition of abstinence. Why is it important to think about what abstinence means to you before you get into a relationship or a sexual situation?
4. Even when you've thought about your own definition, why can it still be hard for people to communicate that and to maintain their position? (*Difficulties may include struggles with power dynamics, confidence, self-esteem, being afraid of how a partner might respond, status and belonging, etc.*)
5. What connections are you making for yourself between abstinence and virginity?

Summarize by reading the following:

*“Virginity is a socially created concept that has historically referred to a person's ‘first time’ having sex or initial sexual experience. Abstinence is the choice not to engage in any sexual activity (oral, vaginal, or anal). People can choose to be abstinent at any point in their lives, for as long as they want, even if they have already had sexual activity before. So, you can be abstinent for a period of time, then make a different decision, and then choose to be abstinent again. Every time is a decision.*

*Every person can define virginity, abstinence, and sexual boundaries for themselves. Even if your choices are taken away or boundaries violated, you still have the power to decide your ongoing involvement in sexual decision making. If you or someone you know has had their boundaries violated, reach out to a trusted adult or see a Teen PEP advisor for a list of local resources.”*

# Teen PEP's Public Health Definition of **Abstinence**

Sexual abstinence means not engaging in vaginal, oral, or anal sex. Abstinence is important to understand because it is the most effective way to prevent pregnancy, sexually transmitted HIV, and other sexually transmitted infections.

# Abstinence: *What does it mean?*

- Step 1** Imagine someone has decided to be **abstinent**. According to your own definition of abstinence, write down a list of behaviors you believe a person can engage in and ***still be abstinent***.



- Step 2** When your advisors indicate that it is time, find a partner and discuss the list with your partner. Write below **only** the behaviors you **both agree** a person can engage in and ***still be abstinent***.



- Step 3** When prompted by advisors, go with your partner and find another set of partners. As a group, write down **only** the behaviors all four participants agree a person can engage in and ***still be abstinent***.



- Step 4** Based on the group's list from Step 3, write a definition of abstinence.



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# What's Baseball Got to Do With It?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to consider how cultural messages about sexual activity can impact our own values, and how to define for ourselves what we want for our own bodies and lives.

## Directions

1. Watch the following 8-minute video:
  - Al Vernacchio TedTalk - *Sex Needs a New Metaphor*  
<https://www.youtube.com/watch?v=xF-CX9mAHPo>

## Reflections

Discuss the following questions:

1. When you heard Al talking about the popular baseball metaphor for sexual activity, what hidden messages from our culture did you notice? (*Masculine and feminine people are treated differently by society when it comes to sex, society thinks differently about LGBTQIA+ people than it does heterosexual people, a penis is often compared to a tool or weapon like a bat, females—and especially young females—are treated as objects rather than people, consent is joked about*)
2. Al says in the video that these messages can have a negative impact on healthy sexual development in people. What do you think that means and how might that impact you and your relationships?
3. How can a different metaphor, like pizza, have a positive impact on how our culture teaches about sexual activity? (*Sexual activity is something that every person has the right to choose, initiate, and feel good about; it is about working with one another and not competing, it includes respect and consent*)
4. When learning about sexual health, why is it so important to pause and examine societal messages about concepts like virginity, consent, or even baseball? (*We are all impacted by the society in which we live, so to best explore and define our own values so we can take charge of our own sexual health and relationships, we need to consider messages we've learned as we grow up in our culture and challenge those that don't fit with what we want for ourselves.*)



**Total Time:**

15 minutes



**Materials**

Al Vernacchio  
TedTalk - Sex  
Needs a New  
Metaphor  
<https://www.youtube.com/watch?v=xF-CX9mAHPo>

Be sure you have access to a screen/projector to play the online clips.

# Understanding Consent<sup>4</sup>

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to develop a clear definition of consent.

## Directions

1. Introduce consent by reading the following statement:

*“In the beginning of the unit we talked about the importance of exploring the concepts of virginity and abstinence so we can better understand our own values and make healthy sexual decisions within our relationships. We then considered messages society teaches us through sexual metaphors like baseball. In this activity, we are going to develop a clear expectation of consent and how important it is to give and receive active consent in every situation including sexual situations.”*

2. Explain that it is important to understand what consent means in the context of any relationship including sexual relationships.
3. Display the definitions of consent and coercion found below and read it aloud to the group.

- **Consent:** *Active permission a person gives for something to happen. In the case of sexual behavior, consent must be given **directly** (such as by directly saying a clear verbal “yes”), **freely** (without pressure, coercion, intimidation, violence, or threats), **continuously** (because people are allowed to change their mind at any time), and **sober** (not under the influence of any drugs or alcohol). Consent should **never be assumed**. Any sexual behavior without consent is sexual assault. Consent must be established for every sexual interaction.*
- **Coercion:** *Coercion is when a person persuades someone to do something by using pressure, tricks, threats, or nonphysical force*

4. Discuss the following questions:

- What is meant by active permission? (*The person has said—and continues to say—“yes” to what is happening.*)
- What are some examples of coercion? (*Any form of manipulation, trickery or guilt tactics. Might sound like—“If you do this...I will do that” or “If you don’t do this...I will not do that;” telling someone you will break up with them if they don’t have sex with you; being worn down by someone who repeatedly asks for sex; being lied to or being promised things that*



### Total Time:

30 minutes



### Materials

- Consent Definition poster
- Screen/projector to play the online clips

*weren't true to trick you into having sex; having someone threaten to end a relationship or spread rumors about you if you don't have sex with them; having an authority figure, like a boss or professor, use their influence or authority to pressure you into having sex.<sup>1</sup>)*

- What does coercion mean in sexual situations? *(Sexual coercion is persuasion for unwanted sexual activity that happens when you are pressured, tricked, threatened, or forced in a nonphysical way.<sup>1</sup>)*
  - What are some cues that you do **not** have consent from a partner for sexual activity? *(If your partner freezes up or cries, pushes you or moves away from your touch, or if they didn't say "yes." If they did say yes, you should check back in with them frequently especially if they seem withdrawn, upset, still unsure, or get quiet to ensure you still have consent. You question if you do have consent or not, it feels confusing or unclear, you recognize that your actions are outside of your boundaries and your partners.)*
5. Have students imagine they are talking with a friend outside of Teen PEP about consent and the person wants to understand what it is. Have them individually write down a definition of consent using their own words, drawing from what they learned in steps 1 and 2.
  6. Have everyone turn to a partner to share their definition of consent.
  7. Based on your assessment of your group, select in advance one or two of the following 2-4-minute videos on consent and show them to your students:
    - *NYU-Sexual Respect:* <https://www.nyu.edu/life/safety-health-wellness/sexual-and-relationship-respect/education-prevention-and-training/consent.html>
    - *Teach Consent-Ask:* <http://www.teachconsent.org/#ask>
    - *Blueseat Studios-Tea Consent (clean) & Consent for Kids:* <https://youtu.be/oQbei5JGiT8>

## Reflections

Discuss the following questions:

1. After having watched these videos, how would you now define consent? How has your understanding of consent evolved?
2. Why is consent so important in a relationship?
3. Why do you think it is important to have clear, verbal consent from your partner when engaging in any sexual act? *(Because hearing "yes" is the most clear way to ensure you are both on the same page and engaging in consensual sex; because you legally have to have consent to engage in any sexual acts; because it shows respect for your partner.)*
4. Why is it important to give and receive consent every time you want to engage in any kind of sexual behavior? *(Because every time you engage in any sexual behavior is a decision, and you and your partner have the right to say "no" at any time, even if you've had sexual encounters before, and even if you change your mind in the middle of an act. Having sex with someone who doesn't give their active consent can cause long-term consequences for them—or even you—for years to come.)*
5. What would you hope people would do differently now that they have an understanding of consent?

# Consent:

Active permission a person gives for something to happen. In the case of sexual behavior, consent must be given **directly** (*such as by directly saying a clear verbal “yes”*), **freely** (*without pressure, coercion, intimidation, violence, or threats*), **continuously** (*because people are allowed to change their mind at any time*), and **sober** (*not under the influence of any drugs or alcohol*). Consent should **never be assumed**. Any sexual behavior without consent is sexual assault. Consent must be established for every sexual interaction.

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# Coercion:

Coercion is when a person persuades someone to do something by using pressure, tricks, threats, or nonphysical force.

# Sexual Decision-Making:

## Why Teens Have Sex/Why Teens Wait to Have Sex

*REMINDER: This is often the first workshop that schools do, and thus this can be the first workshop activity that is facilitated for 9<sup>th</sup> graders.*

### Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

### Theme

The purpose of this activity is to **examine the reasons why teens have sex (oral, vaginal, or anal) or choose to wait.**

### Directions

1. Divide the class into 4 groups.
2. Give 2 groups a piece of newsprint labeled *Why Teens Have Sex* and a marker. Give the other 2 groups newsprint labeled *Why Teens Wait to Have Sex* and a marker.
3. Give groups 5 minutes to brainstorm a list for the heading they were given, recording ideas on the newsprint. Remind students that during brainstorming all ideas are accepted without judgment.
4. Return to large group and post the lists labeled *Why Teens Have Sex*.
5. Have one member from each of these groups read their list. Ask the large group if any items need clarification or if they have anything to add to the lists.

*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers."*

#### Why Teens Have Sex

- |                               |  |
|-------------------------------|--|
| • Peer pressure               | • To feel grown up: to be a “woman”/“man”      |
| • To feel wanted              | • To keep partner                              |
| • Love                        | • Rebelling against parents/rules              |
| • Lonely                      | • Curiosity                                    |
| • Fun/feels good              | • To have a baby                               |
| • Feel upset and want comfort | • It's what you're supposed to do              |
| • Bored                       | • To get attention, feel attractive or popular |
| • Feel “horny”                | • Forced or coerced                            |
| • To explore sexuality        |  |
| • To be cool                  |  |
| • Low self-esteem             |  |

 **Total Time:**

20 minutes

 This activity appears in the workshop

 **Materials**

- 4 sheets of newsprint:
  - 2 with heading - *Why Teens Have Sex*
  - 2 with heading - *Why Teens Wait to Have Sex*
- Markers for each group
- Tape

6. Ask students to elaborate on the reasons listed. **This is one of the most central conversations in Teen PEP, so take the time to explore these reasons in depth using the following questions:**
- In what ways might teens feel pressure to have sex? Where is the pressure coming from? What is the influence of the media?
  - Why would a teen want to have a baby? (*To feel loved, to feel grown up, to feel important, to keep a partner, as a status symbol, etc.*) In what other ways could someone address these feelings?
  - Why would some teens have sex to rebel? (*To feel empowered; to get back at their parents, other adults, or peers; to break the rules; etc.*)
  - Under what circumstances might a teen have sex to “prove” something to others? (*Teens who are struggling with their sexuality may have sex with an opposite sex partner as a way to “prove” they are heterosexual, prove they’re not a prude, prove they’re a “real man,” or prove they’re attractive to others.*)
  - What are the drawbacks to having sex for the reasons we discussed? (*Feel regret, feel guilty about it, feel embarrassed, get a bad reputation.*)
7. Once their responses have been explored in depth, ask one participant to cross off a reason that they think is “unhealthy” (or one that they would not recommend to someone they care about) and explain. Go around the circle, having participants cross off unhealthy reasons until the only ones left are those that nobody wants to remove from the list.
8. Discuss the following questions:
- What do you think about the reasons left on the list?
  - If someone’s decision to have sex goes against their morals or religious values, how might that feel?
9. Set aside the *Why Teens Have Sex* lists for now.
10. Post the lists labeled *Why Teens Wait to Have Sex*.
11. Have one member from each of these groups read their list. Ask the large group if any items need clarification or if they have anything to add to the lists.

*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers."*

### Why Teens Wait to Have Sex

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Religious/moral reasons</li> <li>• Reputation—don't want to be labeled</li> <li>• No opportunity</li> <li>• Waiting for love</li> <li>• Scared/afraid it will hurt</li> <li>• Uncomfortable with body</li> </ul> | <ul style="list-style-type: none"> <li>• Don't want to/not ready/too busy</li> <li>• Consequences: pregnancy, STIs, HIV</li> <li>• Afraid parents will find out</li> <li>• Can't afford to have a baby</li> <li>• No money for protection</li> <li>• Goes against their values/boundaries</li> </ul> |
|---|--|

12. Discuss the following questions:

- A lot of teenagers wait to have sex because they have fears. What are their fears? (*It will hurt, they will get caught, pregnancy, embarrassed to show their body, might get a disease, word might get out, etc.*)
- How do you think sex changes a relationship? How can it change it in a positive way? How can it change it in a negative way? How does it change relationships with peers? With parents?
- What are the values that guide your decisions? How do you decide what is right or wrong?
- We've mentioned some of the negative physical consequences of sex (*Pregnancy, STIs, HIV.*) What are the possible negative emotional consequences of sex? (*Broken heart, feel hurt, feel used, feel embarrassed, etc.*)
- What do you notice about this list? (*Any reason a person chooses to wait to have sex is a good reason.*)
- What makes it hard for teens to wait?
- How do those things compare to the benefits of waiting? (*For example, is it more important to keep your social standing or avoid pregnancy?*)

## Reflections

Put the *Why Teens Have Sex* lists next to the *Why Teens Wait to Have Sex* lists. Discuss the following questions:

1. Looking at all four lists, what do you notice now? (*There are only a few healthy reasons to have sex (oral, vaginal, or anal) and many healthy reasons to wait.*)
2. What is the purpose of this activity? (*To help students see the many healthy reasons and benefits of waiting to have oral, vaginal, or anal sex.*)

# Sexual Decision-Making: Qualities of a Healthy Relationship

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to explore personal values and look at the qualities that are necessary for a healthy, responsible sexual relationship.

## Directions

1. Display a piece of newsprint with the following heading:

### *Characteristics of a Healthy Relationship*

2. Explain that every person deserves to have healthy relationships with friends, chosen/family, and romantic partners, and knowing what a healthy relationship looks like is an important first step.
3. Brainstorm answers to the following question, writing down all responses on the newsprint:
  - What qualities do people need to have for a healthy relationship?

*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the “answers”.*

### Qualities of a Healthy Relationship

- Love/care for one another
- Privacy/confidentiality
- Trust
- Respect
- Open communication
- Both feel safe and have a safe space
- Both can express opinions without fear
- Both can define and hold boundaries
- Can share parts of their identity/true self without fear

4. Discuss the following questions:

- Why are these qualities all important to have a healthy relationship?
- What if a handful of these were missing, but others were still there? Would you consider that a healthy relationship? Why or why not?
- Is it possible to have all of these characteristics in a relationship with a friend, family member, or partner? (Yes, but it requires both people bring



## Total Time:

20 minutes



This activity appears in the workshop



## Materials

- 1 sheet of newsprint with heading: *Characteristics of a Healthy Relationship*
- Markers
- Tape

The most effective approach to this discussion is that there are no hard and fast “right” answers. The purpose of this activity is to:

- generate thoughtful discussion
- prompt students to think through their own feelings, values, and opinions
- provide the opportunity for students to listen to others' opinions in a respectful atmosphere

*these qualities to the relationship. If you are struggling with an unhealthy relationship of any kind, reach out to a trusted adult for help.)*

5. Explain to students that at some point in their lives, many people will make the decision to become sexually active. Some may choose never to engage or stop engaging in sexual activity, and that's okay! For those who do, it is important to think ahead about what you want in a relationship before deciding to become sexually active.
6. On the bottom of the same list, have everyone brainstorm answers to the following question, writing down all responses:
  - What additional qualities would you add to this list for partners who are ready for a **healthy sexual relationship**?

*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers".*

#### **Qualities of Partners Ready for a Healthy Sexual Relationship**

- Share past sexual history
- Both feel ready to have sex (oral, vaginal, or anal)
- Make decision sober
- Informed about birth control, condoms, possible consequences
- Both have been tested (if previously sexually active) and are free of STIs, share their status
- Communicate about feelings, sex, protection, consequences
- Make decision about what protection to use, where and when to get it—before in the sexual situation
- Have gotten consent from partner (no coercion or force) and have given consent
- Have talked to a parent or other trusted adult
- Have been together for "a while" (How long? Married?)

## **Reflections**

Discuss the following questions:

1. How long do you think partners need to have known each other before they are sexually active?
2. Does age matter for a couple engaging in a healthy sexual relationship? Why?
3. Does monogamy matter for a healthy sexual relationship? Why?
4. What does trust have to do with a healthy sexual relationship? (*Privacy and not telling others, honesty about past sexual history and testing status, monogamy/not cheating, will not do something to hurt you, etc.*)
5. When we think about communication, what exactly do you think partners need to be able to talk about? (*Consent, protection, sexual history, testing status, etc.*)
6. Why do you think it's important that partners are very clear about giving consent to their partner(s) and making sure they have consent from their partner(s)?
7. Why is it important to talk about possible consequences (STIs and pregnancy) even if they are using a birth control method and internal/external condoms or latex barrier/dental dams?

8. Which of these items would it be hard to have if you made the decision to have sex (oral, vaginal, or anal) under the influence of alcohol or other drugs?
9. Is it possible to have all these characteristics? (*Yes.*) How do you get there? (*Take your time to get to know your partners and communicate your values and expectations to each other.*)

FOR REVIEW ONLY

# Sexual Decision-Making: Are They Ready?

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide students with an opportunity to identify relationship characteristics that need to be in place prior to beginning or continuing a sexual relationship.

## Directions

1. Divide the class into 5 small groups. Hand out one of the *Relationship Scenarios* and one set of *Quality Cards* to each group.
2. Read the following directions:
  - Spread the *Quality Cards* out so that all members in your small group can see them.
  - Have one person in your group read the *Relationship Scenario* to the other members of your small group.
  - As a group, make one pile of *Quality Cards* that you think applies to your couple.
  - Make a second pile of *Quality Cards* that you all think represent what the couple is **missing**.
3. After groups complete their task, bring everyone back together.
4. Have each small group read their group’s *Relationship Scenario* aloud, explain which *Quality Cards* applied to their couple, and report whether or not they thought their couple was ready for a sexual relationship.

## Reflections

After all scenarios have been reported, discuss the following questions:

1. What would happen if any of our couples decided to postpone sexual activity for a while? (*They could lose the relationship, or they could make their relationship stronger.*)
2. What could happen if they decided to have sex (oral, vaginal, or anal) right now? (*They might feel hurt or used, they could have an unintended pregnancy, contract an STI/HIV, or lose their partner anyway.*)

 **Total Time:**

30 minutes



This activity appears in the workshop



## Materials

- 1 *Relationship Scenario* for each small group
- 5 sets of *Quality Cards*

 It is okay if partners didn't agree. They can discuss that in their report-out.

# Are They Ready? Scenarios



Maurice and Ash, who are both 17, have been dating for 4 months. They spend a lot of time together and are really in love. They have talked about having sex a few times, and both feel they are ready to have a sexual relationship. Ash has made a clinic appointment to start birth control pills. They have also talked about what would happen if Ash got pregnant. Ash has never had sex before, but Maurice has had 2 previous sexual partners. Maurice didn't use condoms with the last partner because that partner was on birth control pills and doesn't expect to use them with Ash either. Maurice has not told Ash about any other partners and has never had an STI test.

Shawn is 18 and Jo is 16. They started seeing each other about 4 weeks ago. Jo has never been treated this way by a partner before—receiving lots of attention and tons of gifts. Jo is beginning to develop very deep feelings, but Shawn is not ready to commit to being in an exclusive relationship. Shawn is very honest about previous sexual partners, and still has sex with other “friends.” Jo wants to have sex with Shawn and thinks that if they take their relationship to this next level, eventually Shawn will want to settle down and be monogamous.

Chris and Jamie are both 17 and seniors in high school. They have been dating for 2 years and have a very serious relationship. They talked about having sex a year ago, but Chris didn't feel ready. Now, Chris is ready to have sex, but neither one of them really knows much about protection. Chris has gotten some information on how to use condoms and plans to talk with Jamie.

Fabian is 15 and Jayden is 14. They have been going out for close to 1 year. A while ago, they both decided to wait to engage in any sexual activity until marriage and never really felt they needed to learn about protection. Now, Fabian wants to have sex and is pressuring Jayden to have sex just once. Since neither of them has ever had sex, Fabian doesn't think they need any protection. Jayden doesn't think it's possible to contract a STI if they have sex just once but is more concerned about becoming even more attached to Fabian and will be heartbroken if they break-up.

Kelly and Micah are both 16 years old and have been dating for 7 months. They have had oral sex and have come very close to having vaginal sex. Since they've been together for a while, they feel that it's the logical next step. Yesterday, they had a long talk about using and combining different types of protection, including various condoms and a hormonal birth control method, together. They are still a little unsure but are feeling the pressure to take this next step. Today they are drinking at a party, and they go upstairs to be alone.

(TEMPLATE: Copy and cut the following set of scenarios into strips for each small group)

# Quality Cards



<b>Long-term relationship</b>	<b>Love/emotional attachment</b>
<b>Trust and respect</b>	<b>Confidentiality</b>
<b>Have a place to be that is safe and comfortable</b>	<b>Share past sexual history honestly</b>
<b>Both ready for sexual relationship</b>	<b>Make decision sober</b>
<b>Communication about feelings</b>	<b>Communication about protection</b>

(TEMPLATE: Copy and cut the following set of scenarios into strips for each small group)

<b>Communication about consequences</b>	<b>Decision about using condoms</b>
<b>Decision about using a birth control method</b>	<b>Decision about what to do if pregnancy occurs</b>
<b>Both tested for STIs</b>	<b>Agree to not have sex with other people</b>
<b>Both partners gave clear and verbal consent</b>	<b>Have thought about their personal boundaries</b>

FOR REVIEW ONLY

# Consent Every Time...Because Every Time Is a Decision

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to help students understand that consent must be received for any sexual activity, and a person can make the decision to not have sex (*oral, vaginal, or anal*) at any time, even if they’ve been sexually active before.

## Directions

1. Read the following scenario to the group:

*Alex and Jordan have been dating for six months. They have had some sexual contact with each other. One night when they are together, things go a little farther. They talk about it and decide since they have done “everything else” at this point they should “just have sex.” They have sex (oral, vaginal, or anal) with protection.*

2. Discuss the following questions:

- What went into the couple’s decision to engage in sexual activity in the first place?
- What else could Alex and Jordan have talked about when making the decision to have sex (*oral, vaginal, or anal*)? What other options besides “just doing it” did they have?
- How common do you think it is for couples to think they have to keep going to the “next level?” Where do those messages come from?
- What can couples do if they don’t want to take things to the “next level?”

3. Continue with the scenario, reading the following:

*The next day, Alex and Jordan start to feel awkward about what happened and are not sure if they made the right decision. But since they have already done it, they think the awkwardness will go away with time and they continue engaging in sexual activity with protection. Things remain awkward.*



**Total Time:**

30 minutes

## Materials

Letter cards  
(one letter  
printed on  
each card)

4. Discuss the following questions:

- What would be the benefits of Alex and Jordan discussing the awkwardness they're feeling? (*Alex and Jordan might not know that the other partner is feeling awkward if they don't check in with one another and talk about it. It could be a big relief to know they are both feeling the same way. By discussing what's going on, they can check in and discuss their boundaries and make a shared decision about whether to have sex (oral, vaginal, or anal) or not.*)
- What might be some signs that a partner is feeling awkward? (*They have gotten quiet, feeling withdrawn, not talking as much, spending less time together, etc.*)
- What are some of the ways that sexual activity could change a relationship?

5. Continue reading the following:

- *A couple of weeks later, Jordan and Alex are hanging out, and Alex wants to talk about how things have gotten even more awkward. Alex says, "I've been feeling really weird about having sex and don't know how to talk to you about it. I don't want to have sex anymore...it's a big deal with a lot of responsibilities and I feel like our relationship has really changed since we started having sex."*

6. Discuss the following questions:

- How might Jordan respond to what Alex is saying?
- What factors went into Alex's decision to stop engaging in sexual activity?
- Is it okay for Alex to make this decision now? Why or why not?
- What could Alex and Jordan do now?

7. Explain to participants that just because you make the decision to have sex (*oral, vaginal, or anal*) one time, does not mean you are obligated to keep making the same decision, even if it's with the same partner.

8. Randomly hand out letter cards to students until all cards are distributed. Have everyone find people with matching fonts and organize letters to form a word. Next, instruct students to combine the words to make a phrase that accurately summarizes the purpose of this activity.

*Shhh!!! Don't tell the students ahead of time what the phrase is. The words should spell out "Every Time Is a Decision."*

## Reflections

Discuss the following question:

1. What do you think about this statement?
2. Why is this message important to keep in mind within our relationships?
3. What makes it easier to communicate this sentiment with our partners?

# Letter Cards



S	V	N	M
S	E	I	R
E	D	Y	I
E	T	C	I
I	A	O	E

# Levels of Expressing Intimacy and Physical Affection<sup>5</sup>

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to encourage students to determine their own appropriate and comfortable boundaries on expressing intimacy and being physically affection.

## Directions

1. It’s important to remember that while many people will become sexually active at some point in their lives, others including asexual people, will choose not to. Everyone deserves to experience healthy relationships. There can be many different ways couples express their care, love, affection and intimacy with each other.

2. *Intimacy* is having feelings of closeness, connection, and support within a relationship. These can be emotional, intellectual, spiritual, and physical.

Have students brainstorm different ways to express intimacy. Write their ideas on newsprint.

Examples may include:

- Show/offer appreciation
- Share hobbies and interests
- Make special time together
- Talk about hopes, dreams, needs
- Undivided attention
- Being vulnerable and authentic
- Learn about one another
- Discuss opinions and beliefs

3. Have students brainstorm different ways to express physical affection. Write their ideas on newsprint.

Examples may include:

- Flirt
- Hold hands
- Hug
- Kiss
- Touch above the waist
- Touch below the waist
- Massage
- Have oral, vaginal, or anal sex



**Total Time:**

45 minutes



**Materials**

- Newsprint & markers
- Levels of Expressing Physical Affection* handout for each peer educator

4. Hand out *Levels of Expressing Intimacy and Physical Affection* and have everyone journal for 10-15 minutes. Explain that they will not have to show their writing to anyone else, so they should make it as private and honest as possible.

## Reflections

Discuss the following questions:

1. Why is it important for teens to make personal decisions about their own boundaries for expressing physical affection in a dating relationship?
2. How can you as a peer educator help teens make healthy decisions for themselves?
3. What might happen if the people in a dating relationship have different ideas about their boundaries—emotional or physical stopping point? What can they do to ensure both partners have given consent? (*Talk about what your boundary limits are before getting into a sexual situation, listen to one another, ask your partner if they are okay with what is going on, stop and check in with your partner.*)
4. What are the benefits of giving and receiving consent? (*It shows you care about your partner, helps you have a better relationship based on mutual understanding and respect, it helps ensure both partners are on the same page about any sexual behavior.*)
5. What are the consequences of not having consent? (*Sex without consent is considered sexual assault or rape. It's important to have consent every time you engage in a sexual behavior. In addition, having sex with a partner who hasn't consented—or having sex without giving your consent—can leave emotional and/or physical scars.*)
6. What are some ways teens can decide on their boundaries before getting into a sexual situation? (*Carve out time to think about what you want to do sexually, if anything, and what you don't want to do. Like we did today, you can journal, you can practice speaking with a partner, or talk with a trusted adult or peer about your limits.*)
7. What are the benefits to considering and setting boundaries in advance? (*Research shows that when you set boundaries for yourself in advance of a conversation or situation, you're more likely to be able to communicate them clearly and stick to them.*)

Encourage students to keep their completed handout to review and update when needed. Explain that it is completely fine for people to continue to think about and shift their boundaries—as people grow and change, or have different life experiences, boundaries will shift. Being able to revisit your boundaries periodically will help you maintain self-assuredness in terms of knowing what you want, knowing yourself, and being able to better communicate with your partners.

*Adapted from Postponing Sexual Involvement: An Educational Series for Young Teens, Adolescent Reproductive Health Center, Grady Health System, 80 Butler Street, S.E., Atlanta, GA 30335-3801*



# Levels of Expressing Intimacy and Physical Affection

## Journaling Assignment



Imagine yourself in a dating relationship.

- What activities from the brainstorm list are comfortable for you to do with a partner? Which are not?

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- What are your reasons for choosing where you would stop? Explain the reasons that go into your decision.

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# Communicating Consent

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to explore situations where partners need to discuss consent and to practice using effective communication and refusal skills.

## Directions

- Place the *Communicating Consent* sign in the middle of the circle of participants and ask:
  - Remembering a previous activity we did, what is the definition of sexual consent? (*To have active permission given for something to happen, to engage in a sexual act from your partner(s). Consent must be given directly, freely, continuously, and while sober.*)
  - Why is it important to give and receive consent each time you engage in sexual behaviors? (*Remember that every time you engage in any sexual behavior it is a decision that requires mutual consent. You and your partners have the right to say “no” at any time, even if you’ve had sexual encounters before, or if you change your mind in the middle of an act. Having sex with someone who doesn’t give their active consent can cause long-term consequences for them and for you for years to come.*)
  - What might make it hard for someone to get out of a sexual situation? (*Feeling like saying no is not an option; fearing the partner’s response or reaction; feeling coerced into being there in the first place; not having the skills to communicate with a partner(s); feeling like you’ve committed to something but then change your mind and don’t know what to say or do.*)
- Tell students that there are three skills to use when you are in a sexual situation. Place the *Skills* sign below the *Communicating Consent* sign. Ask for volunteers to read each skill aloud, stopping after each one to ask discussion questions.

### 1. Think about your sexual boundaries.

- Why is it important to think about your boundaries before getting into a sexual situation? (*Studies show that thinking about your boundaries or limits before getting into a situation increases the chance you will be able to communicate them effectively.*)



### Total Time:

45 minutes



This activity appears in the workshop



### Materials

- 1 *Communicating Consent* sign
- 1 *Skills* sign that reads:
  - Think about your sexual boundaries
  - Have a conversation with your partner about each other’s boundaries
  - Give and receive consent or walk away
- Sets of *Skills* cards so that each peer educator has one complete set (print each set of skills cards on a different colored paper)
- Sets of *Scenario* cards so that there are enough for each group of 3-4 to have a complete set

## 2. Have a conversation with your partner(s) about each other's boundaries.

- Why is it important to tell your partner(s) what your boundaries are? *(Even if it can feel awkward at first, it is important to talk about what you are comfortable doing and not doing with a partner so that you can be clear with each other and ensure you have consent.)*
- How can you start that conversation with a partner(s)? *(Choose a location and time where you can talk comfortably and privately about this; practice what you want to say ahead of time; use good communication skills like 'I' statements to help you be clear about your needs and wants.)*
- Why is it important to listen carefully to what your partner's boundaries are? *(Because every time is a decision, and you don't know what that person's boundaries may be this time.)*
- How do you know if you are being a good listener? *(Use good active listening skills, like showing eye contact, focusing your attention on the speaker, and playing back what you heard for clarity.)*

## 3. Give and receive consent or walk away.

- How is giving or receiving consent a part of exercising your boundaries? *(Talking about what you're comfortable doing is important—but before you engage in any sexual act it's important to give and receive active consent. Remember, every time is a decision!)*
- How will you know when you have consent? *(Both of you will give active consent by saying "yes" to the behaviors to which you are both comfortable.)*
- What might be some signals that you don't have consent? *(Your partner says "no," "wait," or "stop," body language changes, gets quiet, stiffens, cries, or if your partner is drunk, asleep, or incapacitated. You question if you do have consent or not, it feels confusing or unclear, you recognize that your actions are outside of your boundaries and your partners.)*
- What happens if you don't have consent? *(You should not engage in sexual activity with someone who does not give clear verbal consent.)*
- What happens if a partner changes their mind during sexual activity? *(If your partner's body language or verbal cues change during any sexual activity, check in to make sure you still have consent and, if you don't, stop what you are doing. If you don't want to continue in a sexual situation, you have the right to stop at any time and be respected by your partner.)*
- What are some things that could make a partner feel unsafe? *(Not being heard or listened to, feeling forced or pressured, refusing to have a conversation about consent, and being threatened.)*
- What happens if you are feeling coerced or unsafe in a sexual situation? *(Speak up or walk away from the situation. If you feel like you are in danger, get away as quickly as possible and call for help. If you have been coerced or forced into any sexual situation, remember that it is not your fault and seek help immediately.)*
- Why can it be hard for people to give and receive consent? *(Difficulties may include struggles with power dynamics, confidence, self-esteem, being afraid of how a partner might respond, status and belonging, etc.)*

Have peer educators re-read the three *Skills* before moving on.

3. Advisors role-play the following situation first to model how to use each of the skills correctly. If only one advisor is present on the day of this activity, have two peer educators volunteer to perform the skit.

**Note:**

While acting the skit, scan the room to see which cards or fingers are being held up by peer educators, indicating the skills used, to help you lead into the reflection questions.

Read aloud the following scenario and directions:

- *Your partner knows you've had sex (oral, vaginal, or anal) before. Now after only a few weeks of being together, your partner expects you to have sex with them, but you are not ready.*
- Your task is to work out a solution. During the role-play, indicate when each one of the steps has been demonstrated by holding up the appropriate card or fingers that corresponds to the skill being used. For example, hold up the #1: "Think about your boundaries," card when that is being demonstrated.

## ► Skit

**Advisor 1:** *(Talking to themselves)* I know I've had sex before, but I really regretted it last time. I am just not ready to have sex again...I don't want it to get in the way of our relationship. I think I am really only comfortable making out right now. That's my boundary. **That's it.**

**Advisor 2:** *(Enters "stage")* Hey...I'm glad I'm here with you. Sooooo....do you have a condom?

**Advisor 1:** What? No. Why do you need a condom? We haven't even talked about sex yet.

**Advisor 2:** Let's go upstairs. Come on baby, you know I want you.

**Advisor 1:** Wait. I'm not ready to have sex with you. I really don't want to do anything except make out.

**Advisor 2:** What? You know I love you...you know you want to.

**Advisor 1:** No, I don't want to. Not yet. I need more time.

**Advisor 2:** I thought you already had sex before we got together. Is there something wrong with me?

**Advisor 1:** Hey, that's not fair. You're not listening to me. It's not about you. If I'm not ready, I'm not ready. Look, we can kiss and stuff, but nothing more.

**Advisor 2:** Okay, okay; I get it. So you want to make out, but nothing else? *(Thinks about it for a while.)* Alright. I am comfortable with that, too. I really want to have sex with you, but definitely not if you don't want to. So...can I come kiss you?

**Advisor 1:** Thank you for respecting my boundaries. Yeah, you can come kiss me...

4. After the skit, ask students the following questions:
  - What skills did Advisor 1 use?
  - How do you know the partners gave and received consent?
  - If Advisor 2 continued to put pressure on their partner to have sex, what options does Advisor 1 have? (*Recommunicate the boundary, check to make sure the partner is listening and understanding, walk away from the scenario.*) What should Advisor 2 do? (*Slow down and listen to their partner, check out and stop any behavior the other partner is uncomfortable with until you have consent, respect your partner's decision to walk away.*)
5. Divide students into groups of 3-4 people. Explain that each group will receive a piece of paper with a scenario that two volunteers in each group will have to *act out* using the skills they just learned, as demonstrated by the advisors. The other 1-2 people will hold up cards as they did in the model with advisors.
6. Pass out *Scenario 1* to each group, so that they are all working on the same scenario at the same time. Have groups determine who will play each role.
7. Ask for a group to volunteer to demonstrate the scenario. Have students from the other groups hold up the card to indicate the skill being used. Following the demonstration, discuss the questions below. Have 1-2 other groups demonstrate the same scenario before moving on.
  - What skills did they use?
  - What suggestions do you have about how the scenario could end differently?
8. Repeat steps 4-7 with *Scenario 2*, and again with the *Scenario 3*, if time allows.

## Reflections

Discuss the following questions:

1. Why might it be difficult to talk about our boundaries and consent? What might someone be afraid of? (*Afraid of losing the friend or partner, afraid of being embarrassed, not sure how to start the conversation or what to say, feeling unsafe or coerced by a partner.*)
2. What could make this easier? (*Having thought about boundaries ahead of time, having open communication with your partner about other things and making shared decisions together about non-sexual things first, making sure you are in a safe and healthy relationship.*)
3. Why is it important to talk about boundaries and give and receive consent? (*It's important to talk about boundaries to make sure you are on the same page with your partner, and if you can't talk about your boundaries, it may be because you aren't ready to have sex. Remember that every time you engage in any sexual behavior it is a decision that requires mutual consent. You and your partner have the right to say "no" at any time, even if you've had sexual encounters before, and even if you change your mind in the middle of an act. Having sex with someone who doesn't give their active consent can cause long-term consequences for them and you for years to come.*)

Summarize the activity by emphasizing the following points:

- Thinking about your sexual boundaries is an important first step if you are going to engage in sexual behavior.
- Remember that to give and receive consent, both partners need to:
  - Communicate what their boundaries are and listen to their partner
  - Make their sexual decisions sober
  - Feel no pressure, coercion, or force
  - Remember that any partner can change their mind at any time and reverse their consent, even in the middle of an act, or if that person has engaged in sexual activity in the past
  - Respect their partner's right to walk away
- If you feel like you've been coerced, remember that it's not your fault and that you should seek help. You can seek out a trusted adult or school counselor or visit <https://hotline.rainn.org/online/terms-of-service.jsp>.
- For more information, check out these great resources on consent: <https://www.plannedparenthood.org/learn/teens/sex/all-about-consent>

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# Communicating Consent

FOR REVIEW ONLY

# Skills

1. Think about your sexual boundaries
2. Have a conversation with your partner about each other's sexual boundaries
3. Give and receive consent or walk away

TEMPLATE: Copy and cut so that each small group will have a copy of each scenario.

## Communicating Consent Scenarios

### Scenario 1

Jo and Ky talked about having sex this weekend, but after that conversation Ky thought about it and doesn't feel ready yet.

### Scenario 1

Jo and Ky talked about having sex this weekend, but after that conversation Ky thought about it and doesn't feel ready yet.

### Scenario 1

Jo and Ky talked about having sex this weekend, but after that conversation Ky thought about it and doesn't feel ready yet.

### Scenario 1

Jo and Ky talked about having sex this weekend, but after that conversation Ky thought about it and doesn't feel ready yet.

TEMPLATE: Copy and cut so that each small group will have a copy of each scenario.

## Communicating Consent Scenarios

### Scenario 2

Mikala is at a party with Taylor. They really like each other, and Taylor suggests they go upstairs to be alone. Mikala doesn't want to.

### Scenario 2

Mikala is at a party with Taylor. They really like each other, and Taylor suggests they go upstairs to be alone. Mikala doesn't want to.

### Scenario 2

Mikala is at a party with Taylor. They really like each other, and Taylor suggests they go upstairs to be alone. Mikala doesn't want to.

### Scenario 2

Mikala is at a party with Taylor. They really like each other, and Taylor suggests they go upstairs to be alone. Mikala doesn't want to.

TEMPLATE: Copy and cut so that each small group will have a copy of each scenario.

## Communicating Consent Scenarios

### Scenario 3

Emerson and CJ are sexually involved and have always used protection. CJ is now pressuring Emerson to have sex without protection.

### Scenario 3

Emerson and CJ are sexually involved and have always used protection. CJ is now pressuring Emerson to have sex without protection.

### Scenario 3

Emerson and CJ are sexually involved and have always used protection. CJ is now pressuring Emerson to have sex without protection.

### Scenario 3

Emerson and CJ are sexually involved and have always used protection. CJ is now pressuring Emerson to have sex without protection.

TEMPLATE: Copy and cut so that each small group will have a copy of each scenario.

## Skills Cards

**1. Think about  
your sexual  
boundaries**

TEMPLATE: Copy and cut so that each small group will have a copy of each scenario.

## Skills Cards

**2. Have a  
conversation with  
your partner  
about each other's  
boundaries**

**2. Have a  
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your partner  
about each other's  
boundaries**

**2. Have a  
conversation with  
your partner  
about each other's  
boundaries**

**2. Have a  
conversation with  
your partner  
about each other's  
boundaries**

TEMPLATE: Copy and cut so that each small group will have a copy of each scenario.

## Skills Cards

**3. Give and  
receive consent or  
walk away**

# Postponing Sexual Involvement: Unit End Quiz

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to test students on the knowledge they’ve gained and reinforce this unit’s learning.

## Directions

1. Hand out *Unit End Quiz*.
2. For homework, or as an in-class assessment, have students complete the quiz.
3. Use the *Quiz Answer Key* to grade assignments. Ensure all students walk away with the correct answers to their quiz.



### Total Time:

30 minutes



### Materials

- Unit End Quiz* handout for each peer educator
- Unit End Quiz: Answer Key* for each advisor

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## Postponing Sexual Involvement • Unit End Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### True or false

\_\_\_\_\_ 1. There is no one definition of virginity since it's a socially constructed term.

\_\_\_\_\_ 2. You can only be abstinent if you are also a virgin.

### Unscramble the following words to make a statement about consent:

3. YREEV      MITE      SI      A      SODINECI

\_\_\_\_\_

### Short answer

4. What is the public health definition of abstinence adopted by Teen PEP?

5. Name one unhealthy reason teens have sex (oral, vaginal, or anal) and explain what makes it unhealthy.

6. In your own words, define both consent and coercion.

**Lists**

7. List five healthy reasons to wait to have sex (oral, vaginal, or anal).
  - a.
  - b.
  - c.
  - d.
  - e.
  
8. List three characteristics of healthy relationship or healthy sexual relationship.
  - a.
  - b.
  - c.
  
9. List the three skills for communicating consent.
  - a.
  - b.
  - c.
  
10. List five benefits of postponing sexual involvement (emotional and/or physical).
  - a.
  - b.
  - c.
  - d.
  - e.



## Postponing Sexual Involvement • Unit End Quiz

### ANSWER KEY

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### True or false

- T   1. There is no one definition of virginity since it's a socially constructed term.
- F   2. You can only be abstinent if you are also a virgin.

#### Unscramble the following words to make a statement about consent:

3. YREEV      MITE      SI      A      SODINECI

Every Time Is a Decision

#### Short answer

4. What is the public health definition of abstinence adopted by Teen PEP?

Not having oral, vaginal, or anal sex.

5. Name one unhealthy reason teens have sex (oral, vaginal, or anal) and explain what makes it unhealthy.

Any reasonable answer can be accepted. Refer to unit for possible answers if necessary.

6. In your own words, define both consent and coercion.

**CONSENT:** Active permission a person gives for something to happen. In the case of sexual behavior, consent must be given **directly** (such as by directly saying a clear verbal "yes"), **freely** (without pressure, coercion, intimidation, violence, or threats), **continuously** (because people are allowed to change their mind at any time), and **sober** (not under the influence of any drugs or alcohol). Consent should never be assumed. Any sexual behavior without consent is sexual assault. Consent must be established for every sexual interaction.

**COERCION:** Sexual coercion is when a person persuades someone into unwanted sexual activity that happens when you are pressured, tricked, threatened, or forced in a nonphysical way.

## Lists

7. List five healthy reasons to wait to have sex (oral, vaginal, or anal).

Any reasonable answer can be accepted, including:

- *Religious/moral reasons*
- *Reputation /don't want to be labeled*
- *Consequences: pregnancy, STIs, HIV*
- *Waiting for love*
- *Don't want to/not ready/too busy*
- *Scared/afraid it will hurt*
- *Could end/change relationship*
- *Afraid parents will find out*
- *Can't afford to have a baby*

8. List three characteristics of healthy relationship or healthy sexual relationship.

Any reasonable answer can be accepted, including:

- *Have been together for "a while"*
- *Love/emotional attachment*
- *Trust*
- *Privacy/confidentiality*
- *Respect*
- *Share past sexual history*
- *Both feel ready to have sex*
- *Make decision sober*
- *Informed about birth control, condoms, possible consequences*
- *Communication about feelings, sex, protection, consequences*
- *Decision about what protection to use, where and when to get it-before in the situation*

9. List the three skills to communicating consent:

- a. Think about your sexual boundaries
- b. Have a conversation with your partner about each other's boundaries
- c. Give and receive consent or walk away

10. List five benefits of postponing sexual involvement (emotional and/or physical)

Any reasonable answer can be accepted.

# School-Wide Campaign Check-In

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to ensure peer educators responsible for implementing a school-wide campaign following this unit’s corresponding workshop on Postponing Sexual Involvement are on track.

## Directions

1. Upon completion of the unit, hand out *School-Wide Campaign Check-In* to each peer educator in the group responsible for this unit’s topic: Postponing Sexual Involvement. Students should start formulating ideas for their campaign as you begin preparing for the workshop.
2. Review the *School-Wide Campaign Guidelines* handout the peer educators received in *Unit One* to ensure they are on task. Remind students that they will need to submit ideas to you for approval. As advisors, be sure to get the proper approvals from the school or community before students implement their campaign ideas.



### Total Time:

5 minutes



### Materials

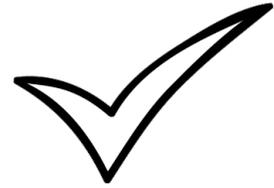
- School-Wide Campaign Check-In* handout for each peer educator in the group assigned to this topic

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# SCHOOL-WIDE CAMPAIGN CHECK-IN

**Workshop Topic:** Postponing Sexual Involvement



**Group Members:**

**Structures:**

- 1.
- 2.
- 3.

**Plan for each structure:** (Include frequency)

- 1.
- 2.
- 3.

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# Parent/Guardian-Teen Homework

## Bridge

Build a bridge from the last activity. For example, “In the last activity we...” or “Yesterday, we learned...” and connect it to the theme.

## Theme

The purpose of this activity is to provide a structure for communication between parents/guardians and teens on the topic of postponing sexual involvement.

## Directions

1. Hand out *Parent/Guardian-Teen Homework*.
2. In advance of the workshop, peer educators should complete the homework assignment with a parent, guardian, or caregiver, have it signed, and turn it back into advisors.



### Total Time:

5 minutes



### Materials

- Parent/Guardian-Teen Homework* handout for each peer educator

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# POSTPONING SEXUAL INVOLVEMENT

## PARENT/GUARDIAN - TEEN HOMEWORK



Student name: \_\_\_\_\_ Date: \_\_\_\_\_

### ? PURPOSE

To provide a structure for communication between parents/guardians and teens on the topic of postponing sexual involvement.

### ➔ DIRECTIONS

#### STEP 1

Together, read out loud the workshop take home messages below.

#### TAKE HOME MESSAGES

- There are many reasons why teens have sex, but many of these are unhealthy.
- There are many healthy reasons to wait to have sex.
- A healthy, respectful, and mutually satisfying relationship is possible when both partners invest the time and commitment necessary to develop trust, communication, intimacy, and ask permission for any sexual behavior.
- It is important to talk to our partners about what we are comfortable and not comfortable with, listen to them, respect their boundaries, and to both give and seek explicit consent.

#### STEP 2

Teens should share with parents/guardians their answers to the following question:

1. What was the most important thing you learned in this workshop?

#### STEP 3

Teens and parents/guardians should discuss together their responses to the following questions:

1. What are some of the healthy reasons to choose not to have sex?
2. What are some of the characteristics you look for in a healthy relationship?
3. How would you talk to a friend about what consent is and why it's important?

#### STEP 4

Parents/guardians should share with teens their answer to the following question:

1. What values do you want your child to receive from you regarding this topic?

#### STEP 5

Please sign and date below, indicating to the advisor that this assignment has been completed.



\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date



## UNIT REFERENCES

1. Girls Health. 2013. Glossary. Retrieved from <http://www.girlshealth.gov/glossary/websiteGlossary.html#V>.
2. Merriam Webster Dictionary. 2015. Retrieved from <http://www.merriam-webster.com/dictionary/virgin>.
3. Basche, F. and A. Terrell. (1994/95, Winter). Family Life Educator. ETR Associates, Santa Cruz, CA.
4. Women's Health. 2017. Sexual Coercion. Retrieved from <https://www.womenshealth.gov/relationships-and-safety/other-types/sexual-coercion>
5. *Postponing Sexual Involvement: An Educational Series for Young Teens*, Adolescent Reproductive Health Center, Grady Health System, 80 Butler Street, S.E., Atlanta, GA 30335-3801.

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# Curriculum Feedback Form

## Unit 3: Postponing Sexual Involvement

Name of Advisor: \_\_\_\_\_

School: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Length of your class periods: 45 60 80 90 \_\_\_\_\_

No. of class periods to complete unit: \_\_\_\_\_

**Please indicate the month the unit was taught:**

September    
 October    
 November    
 December    
 January    
 February    
 March    
 April    
 May

*Advisor feedback is critically important in developing and revising curricular resources that work for schools. We appreciate you completing this form (or logging into [www.TeenPEP.org](http://www.TeenPEP.org) to complete it online) so we can use your feedback in our process!*

*Please consider responding to any or all of the following questions in your feedback:*

- *How effective were the activities in increasing students' knowledge?*
- *How engaging were the activities for students?*
- *How clear are the objectives and directions for each activity?*
- *What, if anything, did you do differently for a particular activity? Why? What was the result for your group?*

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# Let's Wait Awhile

## Postponing Sexual Involvement Workshop

Volume 1 • 2024



**TEEN PREVENTION EDUCATION PROGRAM**

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TEEN PREVENTION EDUCATION PROGRAM

# Let's Wait Awhile

## Postponing Sexual Involvement Workshop

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# Let's Wait Awhile:

## Postponing Sexual Involvement

### Workshop Overview

#### ► Workshop Objectives

After participating in this workshop, students will be able to:

- **Describe** the benefits of postponing sexual involvement
- **Explain** the difference between virginity and abstinence
- **Describe** the reasons why some teens have sex and why some teens wait to have sex (oral, vaginal, or anal)
- **Identify** the qualities that need to be in place in a relationship before beginning sexual activity
- **Identify** the ways you are comfortable expressing intimacy and/or physical affection in a relationship
- **Understand** the concept of consent and be able to explain how to both give and seek explicit consent in sexual situations

#### ► Take Home Messages

The goal of this workshop is to guide students in a decision-making process about becoming sexually involved that will allow them to reach their *own* conclusions.

While conducting the workshop, peer educators should keep in mind the major messages for participants to *take home*.

- There are many reasons why teens have sex, but many of these are unhealthy.
- There are many healthy reasons to wait to have sex.
- A healthy, respectful, and mutually satisfying relationship is possible when a couple invests the time and commitment necessary to develop trust, communication, intimacy, and asks permission for any sexual behavior.
- It is important to talk to our partners about what we are comfortable and not comfortable with, listen to them, respect their boundaries, and to both give and seek explicit consent.

# Workshop Agendas

## ► 90-minute workshop

	Time
Attention-Getting Skit: <i>Casey at Bat</i>	2 minutes
Presenter Introduction	2 minutes
Workshop Introduction	2 minutes
Bridge to Skits	1 minute
<b>Skits:</b>	<b>11 minutes</b>
★ Help!	2 minutes
★ The Last Virgin	2 minutes
★ Monologues	3 minutes
★ Back Off!	2 minutes
★ Am I Ready for Sex?	2 minutes
Bridge to Small Group Activities	1 minute
<b>Small Group Activities</b>	<b>65 minutes</b>
★ <b>Sexual Decision-Making</b>	<b>40 minutes</b>
☆ Part 1: Why Teens Have Sex/ Why Teens Wait to Have Sex	14 minutes
☆ Part 2: Characteristics of a Responsible Couple	14 minutes
☆ Part 3: Are They Ready?	12 minutes
★ <b>Communicating Consent</b>	<b>25 minutes</b>
Closure	2 minutes
Evaluation & Homework	4 minutes

## ► Two 45-minute workshops

Session 1	Time
Attention-Getting Skit: <i>Casey at Bat</i>	2 minutes
Presenter Introduction	2 minutes
Workshop Introduction	2 minutes
Bridge to Skits	1 minute
Skits:	4 minutes
★ Help!	2 minutes
★ The Last Virgin	2 minutes
Bridge to Small Group Activities	1 minute
Small Group Activities	
★ Sexual Decision-Making	32 minutes
★ Part 1: Why Teens Have Sex/Why Teens Wait to Have Sex	10 minutes
★ Part 2: Characteristics of a Responsible Couple	8 minutes
★ Part 3: Are They Ready?	14 minutes
Closure/Bridge to Next Session	1 minute
Session 2	Time
Reintroduction	1 minute
Bridge from Last Session	1 minute
Bridge to Skits	1 minute
Skits:	6 minutes
★ The Monologues	2 minutes
★ Back Off!	2 minutes
★ Am I Ready for Sex?	2 minutes
Bridge to Small Group Activity	1 minute
Small Group Activity	
★ Communicating Consent	30 minutes
Closure	1 minute
Evaluation & Homework	4 minutes

*\*It is preferred that the two 45-minute sessions be presented within the same week.*

**\*Note:**

If completing this workshop in two 45-minute sessions within the same week, use the closing and opening bridges provided below. These should be used to close out Session 1 and open Session 2 by adding the scripts into the appropriate places within the workshop as noted in the *2 45-Minute Sessions Workshop Agenda*.

**Reintroduction**

**Scene:** *Students form a line across the stage*

*(One peer educator moves forward)*

**Peer Ed.:** Hi. If you remember from last time, we are Teen PEP, which stands for Teen Prevention Education Program. We are here today to continue the workshop, Let's Wait Awhile: Postponing Sexual Involvement. My name is \_\_\_\_\_.

*(Peer educator moves back in line and all students introduce themselves to the audience)*

**Bridge from Last Session**

**Peer Ed. 1:** Who remembers some of the activities we did last time? (Pause, wait for responses, repeating them as they are called out) Sample responses: *why teens have sex, why teens wait to have sex, characteristics of a healthy relationship couple ready for a responsible sexual relationship, looked at scenarios of different couples to determine if they were ready to have a sexual relationship.* Great, those are all correct.

**Peer Ed. 2:** In today's session, we will continue to think about the benefits of postponing sex and help you develop the skills to resist some of the sexual pressures you may be facing.

**Bridge to Skits**

**Peer Ed.:** We're going to start out with some more skits to keep you thinking about these issues. Let's hear from some couples about their experiences.

# Workshop Materials

Activity	Materials	Template Provided
<b>Sexual Decision-Making: Part 1</b> <i>Why Teens Have Sex/Why Teens Wait to Have Sex</i>	<input type="checkbox"/> 2 sheets of newsprint for <i>each</i> small group with headings: <ul style="list-style-type: none"> <li>★ Why Teens Have Sex</li> <li>★ Why Teens Wait to Have Sex</li> </ul> <input type="checkbox"/> 1 marker for <i>each</i> small group	
<b>Sexual Decision-Making: Part 2</b> <i>Characteristics of a Responsible Couple</i>	<input type="checkbox"/> 1 sheet of newsprint for <i>each</i> small group with heading: <ul style="list-style-type: none"> <li>★ Characteristics and Qualities of a Healthy Relationship</li> </ul> <input type="checkbox"/> 1 marker for <i>each</i> small group	
<b>Sexual Decision-Making: Part 3</b> <i>Are They Ready?</i>	<input type="checkbox"/> Slips of paper with <i>Are They Ready? Scenarios</i> for each small group <input type="checkbox"/> 5 sets of <i>Quality Cards</i> for each small group	✓ ✓
<b>Communicating Consent</b>	<input type="checkbox"/> 1 sign that says: <b>Communicating Consent</b> <input type="checkbox"/> 1 sign that says: <b>Skills</b> <ul style="list-style-type: none"> <li>★ Think about your sexual boundaries</li> <li>★ Have a conversation with your partner about each other's boundaries</li> <li>★ Give and receive consent or walk away</li> </ul> <input type="checkbox"/> Slips of paper with scenarios for role play activity <input type="checkbox"/> Sets of skills cards for each role play group	✓ ✓
<b>Evaluation</b>	<input type="checkbox"/> <i>Evaluation</i> form for <i>each</i> participant <input type="checkbox"/> Pens or pencils for <i>each</i> participant	✓
<b>Homework</b>	<input type="checkbox"/> <i>Parent/Guardian-Teen Homework</i> for each participant	✓

# Let's Wait Awhile:

## Postponing Sexual Involvement Workshop



### Attention-Getting Skit: Casey at Bat

**Scene:** *Peer educators form a line at the back of the stage with backs turned to the audience.*

*(Casey and Imani move forward, moving about 6 feet apart, speaking to the audience, not to each other.)*

**Casey:** Ten thousand eyes are on me,  
Shouting "Casey go all the way."

First base, second base, third base.  
Make your move today.

Do it, Casey, do it.  
Score, Casey, score.

But I just don't get it.  
Is that what dates are for?

**Imani:** Ten thousand times I've wondered,  
Do I have to go all the way?

First base, second base, third base.  
If I say no, will they stay?

Do it, they say, do it.  
Or they'll find someone who will.

But if I'm just not ready,  
Will they want me still?

*(After Casey and Imani have finished speaking, the other peer educators turn around and move forward to join them, form a line, and begin introductions.)*



### Presenter Introduction

**Scene:** *Students form a line across the stage.*

*(One peer educator moves forward.)*

**Peer Ed.:** Hi. We are Teen PEP from \_\_\_\_\_ High School. Teen PEP stands for Teen Prevention Education Program. We are \_\_\_\_ juniors/seniors who have been trained in leadership and sexuality issues. Today, we're going to do a workshop for you on sexual decision-making. Our workshop is called *Let's Wait Awhile: Postponing Sexual Involvement*. My name is \_\_\_\_\_.

*(Peer educator moves back in line and all students introduce themselves to the audience)*



## Workshop Introduction

*(Two peer educators move forward and present the introduction, trading off paragraphs.)*

**Peer Ed. 1:** We're here today to talk about sexual decision-making. Why do some teens have sex? Why do some teens decide to wait? It's really important to think about **who we are** and **what we want** before becoming sexually active.

**Peer Ed. 2:** Some teens have sex because they feel pressure, or to rebel, to prove themselves, or to try to keep a partner. On the other hand, many teens choose to be **abstinent**. That means not having oral, vaginal, or anal sex. Lots of people choose abstinence, because they aren't ready, for moral or religious reasons, or because they don't want to deal with the possible consequences. Abstinence is the only 100% effective way to prevent pregnancy, HIV, and other sexually transmitted infections.

**Peer Ed. 1:** Sexual messages are all around us, in the movies, on TV, and in music. The media sometimes makes sexual activity seem like no big deal, but it's hard to know if you're ready for sex, if you are ready for the emotional and physical consequences. It can all be very confusing.

**Peer Ed. 2:** If we take some time to think about what we want and set our own boundaries, we're more likely to make healthy decisions. It's important to remember that not **all** teens are engaging in sexual activity and whatever decision we make, we need to stand up for our feelings and beliefs while respecting our partners.

*(Peer educators moves back into line.)*



## Bridge to Skits

*(One peer educator moves forward.)*

**Peer Ed.:** In the following skits we'll show you common situations that teenagers face. Our first skit shows how awkward the first kiss can be.

*(Peer educator moves back into line and all peer educators turn their backs to the audience. Peer educators who are not performing in a skit should remain **frozen and silent** in line with their backs to the audience.)*



### About the Skits

Using dramatic skills, peer educators will present examples of relationship pressures common to teens. Peer educators are encouraged to adapt the language in the skits to better reflect their school community. As always, the language that is used should be clear and relevant, but not offensive.



### Skit: Help!

**Scene:** *A couple is sitting on a “couch” or chairs at a party.*

**Dani:** So...

**Cory:** So...yeah

**Dani:** So, do you want to do anything?

**Cory:** Like?

**Dani:** You know, I mean, what do you want to do?

**Cory:** Well, I like just hanging out here.

**Dani:** Yeah?

**Cory:** Yeah.

*(Cory freezes and Dani moves forward, speaks to audience.)*

**Dani:** Uggggh...why is this so hard? I really like Cory and I want to kiss and stuff...and I think it's a mutual feeling...but what if I'm wrong? What if I'm actually in the friend zone? Or what if Cory expects me to go further? I don't know how to do this.

*(Dani sits down.)*

**Dani:** You know Cory...I...I...uh...

**Cory:** What?

**Dani:** I really like being here too.

*(Dani freezes and Cory moves forward, speaking to audience.)*

**Cory:** This is so awkward. Why doesn't Dani just kiss me and get it over with? I really like Dani and I **want** to kiss...but if I make the first move—maybe it'll seem like I want to do more than that. And I really don't.  
*(Cory sits down.)*

**Cory:** You know Dani, if you have something to ask me you should just go ahead, it's okay.

**Dani:** Really?

**Cory:** Really.

**Dani:** *(Clearly uncomfortable)* Uh, I mean...Uh, Cory...

**Cory:** *(Interrupts Dani)* Dani, is it okay if I kiss you?

**Dani:** Uh, yeah... *(Dani smiles and nods)* that would be great. *(Dani leans in for a kiss. Cory puts up a hand to stop Dani.)*

**Cory:** But that's all I want to do.

**Dani:** Okay, good. Me too. *(Lean in toward each other. Pause. Dani turns to the audience.)* But there are a lot of people here...maybe later.

*(Peer educators in Help! get up and move forward. Two other pairs move to either side of them with backs turned, arms around each other.)*

## ► Processing the Skit

*(Peer educators in the skit speak to the audience.)*

**Dani:** This skit showed the importance of knowing your boundaries and communicating them to your partner—whether it's the first time or any time after that. This is an example of how you can **give** consent for behaviors you are comfortable with.

**Cory:** It's also important to **ask** your partner to make sure you have their permission. This is an example of how you can **seek** consent from your partner. You may think it's awkward to check out your sexual behavior, but it really doesn't have to be. You could just say...

**Partner in**

**Couple 1:** *(Turns around, arms around each other)* CJ, are you okay? *(Freeze)*

**Dani:** Or, on the other hand you could say...

**Partner in**

**Couple 2:** *(Turns around, arms around each other)* Amari, do you want me to stop? *(Freeze)*

**Cory:** See? Consent can be easy.

**Dani:** Just be sure you're willing to listen and **hear** the answer to your question, and respect your partner's wishes. *(Pause)*

The next skit shows how some people feel pressured to lie about sexual behavior.



## Skit: *The Last Virgin*

**Scene:** *Two peer educators talking in the center of the stage.*

**Ali:** I saw you and Jo the other day—so cute. You've been going out for almost 6 months now, right?

**Jordan:** I know. I can't believe it.

**Ali:** So...is it...good? *(Freeze)*

**Jordan:** *(Turns to audience)* Ali's talking about sex. *(Groan)* We're supposed to be having sex. It's been six months, and we're not having sex. What am I going to say? I'm the last virgin! I **know** I'm the last virgin in the senior class. I'm going to have to lie.

*(Turns back to Ali)* It's **awesome**. Jo's **a-mazing**.

**Ali:** Yeah?! *(Freeze)*

*(Turns to audience)* Of course it's amazing—sex is supposed to be amazing. They've been going out for 6 months so **obviously** they're having sex. It was such a stupid question. I'm going to be the last virgin in the senior class. I don't even have a partner. I'm going to have to lie.

*(Turns back to Jordan)* Wait till I tell you about my hookup on Saturday. It was **un-believable!**

*(Ali and Jordan leave the stage still talking to each other.)*

## ► Processing the Skit

### Note:

For this skit, it is more important to understand the essence of the monologue rather than memorizing each line verbatim. Strict memorization sometimes makes the monologues more difficult to remember. Make sure to "get into character" and speak naturally to the audience.

*(A peer educator who was not in the skit turns, moves forward, and speaks to the audience.)*

**Peer Ed.:** Both Ali and Jordan felt pressure to lie about having sex. If they had been honest, they would have found out that neither one of them was having sex. One of the reasons teens lie about having sex is because they think everyone is doing it, and that they should be doing it too. But that's not true—less than half of all high school students have had sex<sup>1</sup>. If you decide to wait you're not alone. It's a smart decision—be proud of it.

The next skit shows how important it is to know our values and set boundaries **before** we get into a sexual situation.



## Skits: Monologues

**Scene:** *Ang and Ricky face each other. Noel and Aya face each other. Both couples are sideways to the audience, looking at the floor.*

*(Ang and Ricky turn so that they are back to back, Ang facing front. Ang speaks.)*

**Ang:** I can't believe Ricky expects me to call just like nothing even happened. What...like, just because we were drinking that excuses everything? I mean, I really liked the kissing part...but then Ricky started touching me in places that I just wasn't ready for. Maybe I should have pushed away or something...but at the same time I liked being together and I really liked kissing. I guess I should have said something, but I mean, wasn't it so obvious that I was uncomfortable? I didn't know what to do or what to say, so I just froze. Maybe if I wasn't so messed up I could have been really clear that I wanted to stop. I'm never getting drunk again. Now everything feels so strange between us and I just can't pick up the phone.

*(Ang and Ricky turn so that Ricky is in front. Ricky speaks.)*

**Ricky:** I just don't get it. I've called Ang twice tonight, and still no answer. What's up with that? I thought we had a really good time at the party on Saturday. After a couple of drinks we both loosened up and started kissing. At first Ang was laughing and seemed into it, but later got completely silent. I hope everything was ok...it was really quiet...I mean Ang would have said something if things weren't okay, right? I definitely didn't want to stop touching, but I **would** have if Ang **said** something. I wish we could just talk. Maybe I came on too strong. I wish I knew what was going on.

*(Ang and Ricky return to facing each other as in the beginning. Noel and Aya turn back to back, Noel facing front. Noel speaks.)*

**Noel:** Aya is so cool. I thought that when I said to slow down, things might get weird or we'd break up. But it was the opposite. It makes me feel good that I can talk to Aya, really talk about stuff. Maybe Ang was wrong...maybe it's not "all about sex" with partners. I don't think my relationship is like that. It seemed like **Aya** was even relieved when I said where we had to stop. It's hard to be in a relationship, never knowing who should make the first move or how to talk about what you want and don't want. It is hard to

talk about it, but it's not **that** hard – especially if you think about it ahead of time. I'm really lucky I found someone like Aya.

*(Noel and Aya turn so Aya is in front. Aya speaks.)*

**Aya:** I know they say you're supposed to go all the way and everything, but to be honest, I'm glad we didn't. I mean, we could have I guess, but I'm relieved that I know Noel's boundaries. I think I was just as nervous about all this, but I felt like I was supposed to keep going. I really like being together and it takes such a load off not to feel like we **have** to do anything. I don't care what my friends say; I have an awesome partner. My dad told me once, "If you can't talk about something, you **definitely** aren't ready to do it." Yeah, I think that's cool.

*(Both couples move forward and face the audience to process the skit.)*

## ► Processing the Skit

**Ricky:** It's important to remember that what happened between Ricky and Ang can happen whether or not people are drinking. Ricky made a mistake by not checking out behavior and asking Ang if everything was okay.

**Ang:** Ricky should have asked, but Ang could have spoken up too. Ang could have said, "Wait," or "I don't want to do this."

**Aya:** If either Ang or Ricky had thought about what they **wanted to do** and **didn't want to do** ahead of time, it would have been easier to talk about it.

**Noel:** There's a big difference in how the two couples felt the next day. Ricky and Ang felt embarrassed and confused. But Aya and Noel felt relieved and happy—just because they communicated. Noel thought it would be hard to talk to Aya, but it wasn't.

**Aya:** Noel had the courage to stand up for their values and tell Aya that they needed to take things slower. Not **only** was it easier to talk to Aya than Noel thought, but it turned out they were both just as nervous—and glad to slow down, too.

*(Pause)*

**Ang:** The next skit shows how **some** teens think about relationships and sex.



### **Skit: Back Off!**

**Scene:** *Three teens are hanging out in a locker room talking.*

**Ricky:** What are you doing this weekend?

**Marcus:** I don't know—Cam wants to hang out after the game.

**Ricky:** Oh yeah. You're gonna get some!

**Marcus:** Yeah, well...

**Ricky:** C'mon—what's your problem? Here. *(Hands Marcus a condom)* Use one of these. I want to hear all about it.

**Marcus:** *(Looks at it and shakes his head)* I don't know.

**Tyrell:** Back off—it's not your business. Besides, not everyone's a player like you.

**Ricky:** What do **you** know about it?

**Tyrell:** I know you waited 'til your partner had sex with you and then dumped them the next day. They didn't even come to school for two days! How would you like to be treated like that?

**Ricky:** Whatever. You're just mad that you're not getting any.

**Tyrell:** I don't want to get it that way. Besides, it's not like you're gonna get any once everyone hears what a jerk you are.

**Ricky:** I'm not worried about that. I look good and I'm popular. That's all I need.

**Marcus:** C'mon, stop! Look, I got a good thing going and I'm not gonna push Cam into anything. *(Hands Ricky back the condom)* I respect Cam **and** myself. We're not ready. Now let's go to practice.

*(Marcus leaves the stage)*

**Tyrell:** *(Laughs)* He told **you**.

**Ricky:** Whatever. *(Shrugs and follows them out)*

## ► Processing the Skit

*(Peer educators in the skit turn and speak to the audience.)*

**Ricky:** I know it happens all the time, but it's not cool to use anyone for sex. It's actually a sign of being insecure.

**Tyrell:** Give yourself time to get to know someone. Make sure you have a good relationship where you both feel the same way about each other before you have sex. That's the only way you'll know if they're with you for the right reasons. Our next skit asks the question, "Am I ready for sex?"



## Skit: Am I Ready for Sex?

**Scene:** *Group 1 (Blake, Isabella, and Sophie) are on one side of the stage. Group 2 (Tim, Andre, and Cory are on the other side of the stage. When one group talks, the other group freezes.*

**Andre:** So, did you hear about that party at Mason's this Saturday? No parents, empty bedrooms.

**Tim:** I'll be there.

**Cory:** Me too.

**Tim:** I got to tell you, Sophie and I had sex last night, it was so good.

**Cory:** *(Moving forward and facing audience while other characters freeze)* What?!? Tim's having sex and he's only been going out with Sophie for two months. I've been with Blake for almost 6 months and we've hardly talked about it. Am I ready for sex?

**Tim:** Until...well...you know how we learned in health class that condoms hardly ever break?

**Cory:** Yeah...it only happens if you don't know how to use it.

**Tim:** Yeah, well it happened to me.

**Andre:** *(Laughing)* Hey, Tim, you're gonna be a daddy!

**Tim:** *(Pushing Andre)* Shut up; that's not funny.

**Cory:** *(Moving forward and facing audience while other characters freeze)* So, Tim's condom broke?!? I can't even walk and text at the same time, let alone use a condom the right way. Am I ready for sex?

**Andre:** Did you hear about James? That girl he hooked up with the other night went to get tested for HIV at the health clinic.

**Tim:** What?! She didn't look sick.

**Cory:** *(Moving forward and facing audience while other characters freeze)* Condoms, babies, HIV? What's this world coming to? Whatever happened to sex being safe? Am I ready for sex?

*(Group 2 freezes as Group 1 begins to talk)*

- Isabella:** Hey! Are you going to Mason's party? *(Turns to face Blake)* Blake, here's your big chance to be with Cory. Lots of bedrooms, I hear.
- Sophie:** Yeah, Blake you've got to do it with Cory. What are you two waiting for? Tim and I had the best time last night. *(Pause)*
- Blake:** Really?
- Sophie:** Yeah...but there was just one tiny little problem.
- Isabella:** What?
- Sophie:** Uh, well, the condom sort of broke.
- Blake & Isabella:** Sort of?? *(In unison)*
- Blake:** *(Moving forward and facing audience while other characters freeze)* Sophie and Tim are having sex already? Cory and I haven't even talked about it yet. I want to but I'm really scared. I'm not ready for the consequences. *(Pause)* Oh my gosh, Sophie could be pregnant. Or have an STI! *(Pause)* Am I ready for sex?
- (Group 1 freezes as Group 2 talks)*
- Tim:** Hey, Cory, have you and Blake done it yet?
- Cory:** Nah, I'm not ready for sex.
- Isabella:** So, Blake do you think you and Cory will have sex at Mason's party?
- Blake:** I don't think so, Isabella. I'm just not ready.
- (The two groups of peer educators come together in a straight line across the stage with Blake and Cory in the middle. The following lines are spoken to the audience as the speaker moves forward.)*
- Tim:** If you can't talk about it...
- Sophie:** Or if you have too many questions about it...
- Andre:** Or if you just don't want to take the risk...
- Isabella:** Maybe you're just not ready for sex.
- Blake:** And *that's* cool.
- Cory:** Sex can wait.

All: Masturbate.

Cory  
& Blake: That's cool.



## Am I Ready for Sex?

### *Alternate Ending*

Tim: If you can't talk about it...

Sophie: Or if you have too many questions about it...

Andre: Or if you just don't want to take the risk...

Isabella : Maybe you're just not ready for sex.

Blake: And that's cool.

All: Sex can wait.

Cory  
& Blake: That's cool.

FOR REVIEW ONLY

## Note for Teachers:

*Masturbation* is a word that makes some people uncomfortable and there are teachers who may feel that using it in a skit is inappropriate for their school. We include it in the first version of the skit because masturbation is a safe alternative to sexual intercourse.

We recommend that the students do a read-through of the first version and then have a discussion using the following questions. At the end of the discussion the teacher can determine which ending will be used.

- **Define masturbation**

*Masturbation means to touch one's own genitals for sexual pleasure.*

- **How common do you think masturbation is?**

*Masturbation is very common, from childhood through adulthood.*

- **Why is this behavior so difficult to talk about?**

*There used to be myths about bad things that could happen to you if you masturbate: hair growing on the backs of your hands, going blind, or becoming sterile. Some people think it is inappropriate to talk about sexual pleasure; for others masturbation may be against their religion.*

- **What are the cons of including this word in our workshop?**

*It might make people embarrassed. Some people may find it offensive and may tune out everything else we say.*

- **What are the pros of including this word in our workshop?**

*It's a great attention-getter—and students sit up and laugh and start listening. It is important to communicate that no medical risk is involved with masturbation. Masturbating is common, so we need to be able to say it. Getting to know your body is a good thing and having an alternative to sexual intercourse is healthy.*



## Bridge to Small Group Activities

*(A peer educator moves forward and speaks to the audience.)*

**Peer Ed.:** We hope the skits helped you think about all that's involved in making a decision to become sexually active. We're going to break up into small groups and do some activities that will help you to think about your **own** values. Please count with me while I number you off. Then look for the peer educator holding your group number and go with that peer educator to your small group location.



## Small Group Activity: Sexual Decision-Making, Part 1

### Why Teens Have Sex/Why Teens Wait to Have Sex

*(After introductions, a peer educator in each small group says:)*

**Peer Ed.:** We're going to do some activities about sexual decision-making. First, we're going to think about the reasons that teens engage in sexual activity (oral, vaginal, or anal) and the reasons that teens choose to wait.

### Step 1

One peer educator places a sheet of newsprint labeled *Why Teens Engage in Sexual Activity* in the middle of the circle. Ask participants to brainstorm **10 reasons** why teens have sex and record their ideas on the newsprint.

*(\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers.")*

#### Why Teens Engage in Sexual Activity

<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• To feel wanted</li> <li>• Love</li> <li>• Lonely</li> <li>• Fun/feels good</li> <li>• Feel upset and want comfort</li> <li>• Bored</li> <li>• Feel "horny"</li> <li>• To explore sexuality</li> <li>• To be cool</li> </ul>	<ul style="list-style-type: none"> <li>• To feel grown up: to be a "woman"/"man"</li> <li>• To keep partner</li> <li>• Rebelling against parents/rules</li> <li>• Curiosity</li> <li>• To have a baby</li> <li>• It's what you're supposed to do</li> <li>• To get attention, feel attractive or popular</li> <li>• Low self-esteem</li> </ul>
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### ► Discussion Questions

1. In what ways might teens feel pressure to engage in sexual activity? Where is the pressure coming from? What is the influence of the media?
2. Why would a teen want to have a baby? *(To feel loved, to feel grown up, to feel important, to keep a partner, as a status symbol, etc.)* In what other ways could someone address these feelings?
3. Why would some teens have sex to rebel? *(To feel empowered; to get back at their parents, other adults, or peers; to break the rules; etc.)*
4. Under what circumstances might a teen have oral, vaginal, or anal sex to "prove" something to others? *(Teens who are struggling with their sexuality may have sex with an opposite sex partner as a way to "prove" they are heterosexual; prove they're not a prude; prove they're a "real man," or prove they're attractive to others.)*
5. What are the drawbacks to having sex for the reasons we discussed? *(Feel regret, feel guilty about it, feel embarrassed, get a bad reputation, making the decision based on external pressures rather than based on their own comfort and reasons.)*

**Step 2.**

Give a marker to one participant and ask them to cross out one item on the list that they think is an “unhealthy” reason for a teen to have sex (or one that they would **not** recommend to someone they care about) and say why that reason is unhealthy. Pass the marker around the circle until the only reasons left are the ones that nobody wants to cross out. Ask the group for volunteers to say why they think the reasons that are left represent “healthy” reasons for a teen to have sex. If there is disagreement, ask for different opinions and leave the reason on the list.

1. Ask the group what they notice now about the reasons left on the list. (*There are only a few reasons that they think are healthy reasons for teens to have sex.*) What do you think about the reasons left on the list? If someone’s decision to have sex goes against their morals or religious values, how might that feel? Set the list aside.
2. Follow the same procedure for *Why Teens Wait to Engage in Sexual Activity*. The second peer educator places newsprint in the middle of the circle and asks participants to brainstorm **10 reasons** why teens wait to have sex. (*\*The following are common items for lists. If students don't come up with most items themselves, ask appropriate questions to help them generate complete lists, rather than giving them the "answers."*)

**Why Teens Wait to Engage Sexual Activity**

- Religious/moral reasons
- Reputation—don't want to be labeled
- No opportunity
- Waiting for love
- Scared/afraid it will hurt
- Uncomfortable with body
- Not ready/partner not ready
- Don't want to/not ready/too busy
- Consequences: pregnancy, STIs, HIV
- Afraid parents will find out
- Can't afford to have a baby
- No money for protection
- Goes against their values/boundaries
- Could end/change relationship

**► Discussion Questions**

1. A lot of teenagers wait to engage in sexual activity because they have fears. What are their fears? (*It will hurt, they will get caught, pregnancy, embarrassed to show their body, might get a disease, word might get out, etc.*)
2. How do you think sex changes a relationship? How can it change it in a positive way? How can it change it in a negative way? How does it change relationships with peers? With parents?
3. What are the values that guide your decisions? How do you decide what is right or wrong?
4. We've mentioned some of the negative physical consequences of sex (*Pregnancy, STIs, HIV.*) What are the possible negative emotional consequences of sex? (*Broken heart, feel hurt, feel used, feel embarrassed, etc.*)
5. What do you notice about this list? (*Any reason a person chooses to wait to have sex is a good reason.*)
6. What makes it hard for teens to wait?
7. How do those things compare to the benefits of waiting? (*For example, is it more important to keep your social standing or avoid pregnancy or an STI?*)

**Step 3.**

Put both lists *Why Teens Engage in Sexual Activity* and *Why Teens Wait to Engage in Sexual Activity* in the middle of the circle. Ask a participant what they notice about the two lists. (*There are only a few reasons to have sex [oral, vaginal, or anal] and many healthy reasons to wait.*) Ask a volunteer to share the purpose of this activity. (*To understand some rationale for why teens decide to engage in sexual activity and the many healthy reasons and benefits for why teens choose to wait to have oral, vaginal, or anal sex.*)

**Bridge to Part 2**

**Peer Ed.:** Good work. This activity made it clear that there are a lot of healthy reasons to wait to engage in sexual activity. Now, let's think about how you would know when you are ready. Imagine there is a couple right in front of us. This is the ideal couple; they have every characteristic and quality necessary to have a healthy, responsible sexual relationship.

**Small Group Activity: Sexual Decision-Making, Part 2**

*Characteristics/Qualities of a Healthy & Responsible Relationship*

**Step 1.**

A peer educator places a piece of newsprint prepared with the heading, *Characteristics of a Healthy & Responsible Sexual Relationship* in the middle of the circle.

**Peer Ed.:** Let's think of **10 qualities** we want this couple to have before they engage in sexual activity. Think about how long they should be together, what they want to know about each other, what they need to talk about, and what decisions need to be made.

**Step 2.**

Engage the whole group in brainstorming qualities of this ideal couple. Remind the group that during brainstorming, all ideas are accepted without judgment. (*See examples below*)

**Characteristics of a Healthy & Responsible Sexual Relationship**

- Have been together for "a while" (How long? Married?)
- Love/emotional attachment
- Trust, Respect
- Privacy/confidentiality
- Both can express opinions, including defining and holding boundaries, without fear
- Share past sexual history
- Both feel ready to have sex (oral, vaginal, or anal)
- Make decision sober
- Informed about birth control, internal/external condoms, possible consequences
- Both have been tested (if previously sexually active) and are free of STIs, share their status
- Communication about feelings, sex, protection, consequences
- Decision about what protection to use, where and when to get it—before in the sexual situation
- Have gotten consent from partner (no coercion or force) and have given consent
- Have talked to a parent or other trusted adult
- Both feel safe and have a safe space

**Note:**

Make sure students know that if they are allergic to latex condoms, they should use polyurethane, or polyisoprene (*pol-ee-ahy-suh-preen*) condoms.

**Peer Ed.:** At some point in their lives, many people will make the decision to become sexually active. Some may choose to wait or choose never to engage or to stop engaging in sexual activity (oral, vaginal, or anal), and that's okay! For those who do, it is important to think ahead about what you want in a relationship before deciding to become sexually active.

**► Discussion Questions**

1. How long do they need to have known each other before they have sex? How old do you think they need to be? Does age matter for couples engaging in a healthy sexual relationship? Why? (*Allow participants to give different opinions.*)
2. What type of relationship do they need to be in? Do mutual monogamy matter for a healthy sexual relationship? Why?
3. What does trust and respect have to do with a relationship? (*Privacy and not telling others, honesty about past sexual history and testing status, monogamy/not cheating, will not do something to hurt you, etc.*)
4. When we think about communication, what exactly do you think the couple needs to be able to talk about? (*Consent, protection, sexual history, testing status, etc.*)
5. Why do you think it's important that partners are very clear about giving consent to their partner and making sure they have consent from their partner?
6. Why is it important to talk about possible consequences (STIs and pregnancy) even if a couple is using a birth control method and internal/external condoms or latex barrier/dental dams? (*No birth control method is 100% effective and only internal/external condoms can reduce the risk of STIs; need to talk about decisions related to possible unintended pregnancy and STIs*)
7. How likely is it that a couple could have all these things if they get together when they are drunk at a party? Which of these items would it be hard to have while under the influence? (*Very unlikely and in the case of consent not legally possible.*)
8. Is it possible to have all these characteristics in a relationship? (*Yes, but it requires both partners to bring these qualities into the relationship.*) How do you get there? (*Take your time to get to know your partner and communicate your values and expectations to each other. If you are struggling with an unhealthy relationship of any kind, it's important to reach out to a trusted adult for help.*)

**Bridge to Part 3**

**Peer Ed.:** Now we're going to keep all those characteristics and qualities in mind as we look at different scenarios of couples who believe they're ready for a healthy and responsible sexual relationship. Let's see what you think.



## Small Group Activity: *Sexual Decision-Making, Part 3*

### Are They Ready?

#### Step 1.

Have students divide into pairs. Distribute one *Relationship Scenario* and one set of *Quality Cards* to each pair. Instruct students to spread the *Quality Cards* out so both participants can see them. Have one person read the scenario aloud. After hearing the scenario, the pair will:

- Choose the *Quality Cards* that they think apply to their couple, to make one pile
- Choose a second group of *Quality Cards* that represents what the couple is **missing**, to make another pile
- Come to a consensus on whether or not the couple is ready for a healthy and responsible sexual relationship

#### Note:

Students should make assumptions about the qualities their couple has based on the information they were given.

#### Step. 2

Reconvene the small group. Have an individual from 2-3 pairs volunteer to be the reporter and read their scenario aloud to the group. The other individual will show which *Quality Cards* applied to their couple and report why they thought their couple was or was not ready for a sexual relationship. After all scenarios have been reported, discuss the following questions.

#### ► Discussion Questions

1. What would happen if any of our couples decided to postpone sexual activity for a while? (*They could make their relationship stronger, or they could lose the relationship*)
2. What could happen if they decided to have sex (oral, vaginal, or anal) right now? (*They might feel hurt or used, they could have an unintended pregnancy, contract or transmit an STI/HIV, or lose their partner anyway*)

#### ► Wrap-up

**Peer Ed.:** During these activities you identified many healthy reasons that you think teens should wait to engage in sexual activity, and you've listed many qualities that you think are important for a healthy and responsible sexual relationship. The point is that you can have most of these qualities if you want them. It takes time, consent and good communication. Don't settle for less.



## Bridge to Next Small Group Activity

**Peer Ed.:** At some point in life, most people will become sexually active and it's important to understand consent and build skills so that we can communicate what our sexual boundaries are. All different kinds of things can come up that people want us to do and

it can be hard to talk about what we want or don't want, or to say "no." We're going to explore situations where partners need to discuss consent and teach you strategies you can practice using in these situations so you can communicate consent and refusal with a partner.



## Small Group Activity: Communicating Consent

### Step 1.

Peer educator places the **Communicating Consent** sign in the middle of the circle of participants and asks:

- What is the definition of sexual consent? (*To have active permission to engage in a sexual act from your partner(s). Consent must be given **directly, freely, continuously, and while sober.***)
- Why is it important to give and receive consent each time you engage in sexual behaviors? (*Remember that every time you engage in any sexual behavior it is a decision that requires mutual consent. You and your partner have the right to say "no" at any time, even if you've had sexual encounters before, and even if you change your mind in the middle of an act. Having sex with someone who doesn't give their active consent can cause long-term consequences for them and for you for years to come.*)
- What might make it hard for someone to get out of a sexual situation? (*Feeling like saying no is not an option; fearing the partner's response or reaction; feeling coerced into being there in the first place; not having the skills to communicate with a partner; feeling like you've committed to something but then change your mind and don't know what to say or do.*)

Tell students that there are three skills to use when you are in a sexual situation.

#### Note:

Talking about consent, especially for students who are victims of a nonconsensual sexual act, can be triggering. Be sure to get the help of an advisor if you see a student in your group struggling.

### Step 2.

Peer educator places the **Skills** sign below the **Communicate Consent** sign and asks three volunteers to read each skill aloud. After each skill is read, peer educators lead the participants in a discussion using the corresponding questions.

#### 1. Think about your sexual boundaries.

- Why is it important to think about your boundaries before getting into a sexual situation? (*Studies show that thinking about your boundaries or limits before getting into a situation increases the chance you will be able to communicate them effectively.*)

#### 2. Have a conversation with your partner about each other's boundaries.

- Why is it important to tell your partner what your boundaries are? *(Even if it can feel awkward at first, it is important to talk about what you are comfortable doing and not doing with a partner so that you can be clear with each other and ensure you have consent.)*
- How can you start that conversation with a partner? *(Choose a location and time where you can talk comfortably and privately about this; practice what you want to say ahead of time; use good communication skills like “I” statements to help you be clear about your needs and wants.)*
- Why is it important to listen carefully to what your partner’s boundaries are? *(Because every time is a decision, and you don’t know what that person’s boundaries may be this time.)*
- How do you know if you are being a good listener? *(Use good active listening skills, like showing eye contact, focusing your attention on the speaker, and playing back what you heard for clarity.)*

### 3. Give and receive consent or walk away.

- How is giving or receiving consent different from talking about your boundaries? *(Talking about what you’re comfortable doing is important—but before you engage in any sexual act it’s important to give and receive active consent. Remember, every time is a decision!)*
- How will you know when you have consent? *(Both of you will give active consent by saying “yes” to the behaviors to which you are both comfortable.)*
- What might be some signals that you don’t have consent? *(Your partner says “no,” “wait,” or “stop,” body language changes, gets quiet, stiffens, cries, or if your partner is drunk, asleep, or incapacitated. You question if you do have consent or not, it feels confusing or unclear, you recognize that your actions are outside of your boundaries and your partners.)*
- What happens if you don’t have consent? *(You should not engage in/or stop engaging in any sexual activity with someone who does not give clear verbal consent.)*
- What happens if a partner changes their mind during sex? *(If your partner’s body language or verbal cues change during sex, check in to make sure you still have consent and, if you don’t, stop what you are doing. If you don’t want to continue in a sexual situation, you have the right to stop at any time and be respected by your partner.)*
- What are some things that could make a partner feel unsafe? *(Not being heard or listened to, feeling forced coerced or pressured, refusing to have a conversation about consent, and being threatened.)*
- What happens if you are feeling coerced or unsafe in a sexual situation? *(Speak up or walk away/get out from the situation. If you feel like you are in danger, get away as quickly as possible and call for help. If you have been coerced or forced to have sex, remember that it is not your fault and seek help immediately.)*
- Why can it be hard for people to give and receive consent? *(Difficulties may include struggles with power dynamics, confidence, self-esteem, being afraid of how a partner might respond, status and belonging, etc.)*

#### ► Role Play

Read aloud the following scenario and directions:

- *Your partner knows you've had sex (oral, vaginal, or anal) before. Now after only a few weeks of being together, your partner expects you to have sex, but you are not ready.*
- Your task is to work out a solution. During the role-play, indicate when each one of the steps has been demonstrated by holding up the appropriate card or number of fingers that corresponds to the skill being used. For example, hold up the #1 "*Think about your boundaries,*" card when that is being demonstrated.

### **Skit**

**Peer Ed 1:** *(Talking to themselves)* I know I've had sex before, but I really regretted it last time. I am just not ready to have sex again...I don't want it to get in the way of our relationship. I think I am really only comfortable making out right now. That's my boundary limit. **That's it.**

**Peer Ed 2:** *(Enters "stage")* Hey...I'm glad I'm here with you. Sooooo...do you have a condom?

**Peer Ed 1:** What? No. What are you saying? Why do you need a condom? We haven't even talked about sex yet.

**Peer Ed 2:** Let's go upstairs. Come on baby, you know I want you.

**Peer Ed 1:** Wait. We've only been together a few weeks. I'm not ready to have sex with you. I really don't want to do anything except make out.

**Peer Ed 2:** What? You know I love you...you know you want to.

**Peer Ed 1:** No, I don't want to. Not yet. I need more time.

**Peer Ed 2:** Oh come on. I thought you already had sex before we got together. Is there something wrong with me?

**Peer Ed 1:** Hey, that's not fair. You're not listening to me. It's not about you. If I'm not ready, I'm not ready. Look, we can kiss and stuff, but nothing more.

**Peer Ed 2:** Okay, okay; I get it. So you want to make out, but nothing else? *(Thinks about it for a while.)* Alright. I am comfortable with that, too. I really want to have sex with you, but definitely not if you don't want to. So...can I come kiss you?

**Peer Ed 1:** Thank you for respecting my boundaries. You know, I really appreciate that you are listening to me about what I want. Yeah, come over and kiss me...

### **► Discussion Questions**

After the skit, ask students the following questions:

1. What skills did Peer Ed 1 use?
2. How do you know the partners gave and received consent?

3. If Peer Ed 2 continued to put pressure on their partner to have sex, what options does Peer Ed 1 have? (*Recommunicate the boundary, check to make sure the partner is listening and understanding, walk away from the scenario.*) What should Peer Ed 2 do? (*Slow down and listen to their partner, check out and stop any behavior the other partner is uncomfortable with until you have consent, respect your partner's decision to walk away.*)

### Step 3.

Divide students into groups. Explain that each group will receive a piece of paper with a scenario that two volunteers in each group will have to *act out* using the skills they just learned, as demonstrated by the advisors. The other people will hold up cards or fingers as they did in the model with advisors. Pass out the scenario, and have groups determine who will play each role.

Pass out *Scenario 1* to each group, so that they are all working on the same scenario at the same time.

### Step 4.

Ask for a group to volunteer to demonstrate the scenario. Have students from the other groups hold up the card to indicate the skill being used. Following the demonstration, discuss the following questions. Have 1-2 other groups demonstrate the same scenario before moving on.

- What skills did they use?
- What suggestions do you have about how the scenario could end differently?

### Step 5.

Repeat steps 4 and 5 with *Scenario 2*, and again with the *Scenario 3* if time allows.

#### ► Discussion Questions

1. Why might it be difficult to talk about our boundaries and consent? What might someone be afraid of? (*Afraid of losing the friend or partner, afraid of being embarrassed, not sure how to start the conversation or what to say, feeling unsafe or coerced by a partner.*)
2. What could make this easier? (*Having thought about boundaries ahead of time, having open communication with your partner about other things and making shared decisions together about non-sexual things first, making sure you are in a safe and healthy relationship.*)
3. Why is it important to talk about boundaries and give and receive consent? (*It's important to talk about boundaries to make sure you are on the same page with your partner, and if you can't talk about your boundaries, it may be because you aren't ready to have sex [oral, vaginal, or anal]. Remember that every time you engage in any sexual behavior it is a decision that requires mutual consent. You and your partner have the right to say "no" at any time, even if you've had sexual encounters before, and even if you change your mind in the middle of an act. Having sex with someone who doesn't give their active consent can cause long-term consequences for them and you for years to come.*)

### Step 6.

Summarize the activity by emphasizing the following points:

- Thinking about your sexual boundaries is an important first step if you are going to engage in sexual behavior.
- Remember that to give and receive consent, both partners need to:

- Communicate what their boundaries are and listen to their partner
- Make their sexual decisions sober
- Feel no pressure, coercion, or force
- Remember that any partner can change their mind at any time and reverse their consent, even in the middle of an act, or if that person has engaged in sexual activity in the past
- Respect their partner's right to walk away/get out of the situation
- If you feel like you've been coerced, remember that it's not your fault and that you should seek help. You can seek out a trusted adult or school counselor or visit <https://hotline.rainn.org/online/terms-of-service.jsp>.
- For more information, check out these great resources on consent: <https://www.plannedparenthood.org/learn/teens/sex/all-about-consent>



## Bridge to Large Group

**Peer Ed.:** Thank you for your great role plays and discussion. Now we are going to go back to the large group for closure.



## Closure

**Scene:** *In large group, all peer educators form in a line across the stage, as in the introductions.*

*(Six peer educators move forward and say the following:)*

**Peer Ed. 1:** We hope this workshop has been helpful to you and that you'll remember these things...

**Peer Ed. 2:** There are lots of healthy reasons to wait to have sex.

**Peer Ed. 3:** Take the time to decide what **you** want in a relationship before you decide to have sex.

**Peer Ed. 4:** Don't be afraid to take it slow and talk to your partner about what's okay and what's not okay.

**Peer Ed. 5:** Stand up for your values and use the skills you learned today to communicate consent with a partner.

**Peer Ed. 6:** Now, we need you to take a few minutes and fill out this evaluation to provide feedback on today's workshop. We will also pass out a homework assignment that you can do with a parent, guardian, or other trusted adult. Thank you for your time, and for your participation today.

 **Evaluation**

Pass out evaluations and pencils. Ask all participants to fill out an evaluation and hand it in before leaving the workshop.

 **Homework**

Pass out *Parent/Guardian-Teen Homework* handouts to all participants. Instruct participants to complete this handout for homework with their parent/guardian, obtain a signature from their parent/guardian, and return it the next day to their classroom teacher.

FOR REVIEW ONLY

## **WORKSHOP REFERENCES**

- I. Centers for Disease Control and Prevention. 2017 Youth Risk Behavior Survey.  
Available at: <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>.  
Accessed on January 17, 2019.

FOR REVIEW ONLY

# Workshop Materials & Templates



*(Copy and cut the following set of scenarios into strips for each small group.)*

## Are They Ready? Scenarios



Maurice and Ash, who are both 17, have been dating for 4 months. They spend a lot of time together and are really in love. They have talked about having sex a few times, and both feel they are ready to have a sexual relationship. Ash has made a clinic appointment to start birth control pills. They have also talked about what would happen if Ash got pregnant. Ash has never had sex before, but Maurice has had 2 previous sexual partners. Maurice didn't use condoms with the last partner because that partner was on birth control pills and doesn't expect to use them with Ash either. Maurice has not told Ash about any other partners and has never had an STI test.

Shawn is 18 and Jo is 16. They started seeing each other about 4 weeks ago. Jo has never been treated this way by a partner before—receiving lots of attention and tons of gifts. Jo is beginning to develop very deep feelings, but Shawn is not ready to commit to being in an exclusive relationship. Shawn is very honest about previous sexual partners, and still has sex with other “friends.” Jo wants to have sex with Shawn and thinks that if they take their relationship to this next level, eventually Shawn will want to settle down and be monogamous.

Chris and Jamie are both 17 and seniors in high school. They have been dating for 2 years and have a very serious relationship. They talked about having sex a year ago, but Chris didn't feel ready. Now, Chris is ready to have sex, but neither one of them really knows much about protection. Chris has gotten some information on how to use internal/external condoms and latex barrier/dental dams and plans to talk with Jamie.

Fabian is 15 and Jayden is 14. They have been going out for close to 1 year. A while ago, they both decided to wait to engage in any sexual activity until marriage and never really felt they needed to learn about protection. Now, Fabian wants to have sex and is pressuring Jayden to have sex just once. Since neither of them has ever had sex, Fabian doesn't think they need any protection. Jayden doesn't think it's possible to contract an STI if they have sex just once, but is more concerned about becoming even more attached to Fabian and will be heartbroken if they break-up.

Kelly and Micah are both 16 years old and have been dating for 7 months. They have had oral sex and have come very close to having vaginal sex. Since they've been together for a while, they feel that it's the logical next step. Yesterday, they had a long talk about using different types of protection, including various condoms and a hormonal birth control method, together. They are still a little unsure but are feeling the pressure to take this next step. Today they are drinking at a party, and they go upstairs to be alone.

*(Copy and cut the following set of scenarios into strips for each small group)*

# Quality Cards



<b>Long-term relationship</b>	<b>Love/emotional attachment</b>
<b>Trust and respect</b>	<b>Confidentiality</b>
<b>Have a place to be that is safe and comfortable</b>	<b>Share past sexual history honestly</b>
<b>Both ready for sexual relationship</b>	<b>Make decision sober</b>
<b>Communication about feelings</b>	<b>Communication about protection</b>