



GET | REAL

Comprehensive sex education that works
8th Grade

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Day 2



Lesson 8.4

Lesson 8.4



8.4 Lesson Goals

- ▶ Name two ways to protect against pregnancy and STIs.
- ▶ Demonstrate knowledge of at least one form of contraception, including how to access it.
- ▶ Evaluate reasons people use or don't use methods to reduce the risks if they choose to participate in sexual activity and discuss consequences.



ACTIVITY 8.4-2

THE NEED FOR PROTECTION



The best way to stay protected is by using responsible decision making (making healthy choices) and relationship skills (communicating with and respecting one's partner).

It's important for people to check in with their own values and boundaries (self-awareness) and also to be aware of how other people feel about these things (social awareness).

When situations get difficult, people may need to use self-management to help them stick to their decisions.

Lets Process.....

1. What was one thing you learned in this activity?
2. Why is it important for someone your age to know this information?
3. Which methods of protection do you think are popular among teens?
Why do you think that is?



ACTIVITY 8.4-5

WHAT'S THE DEAL?



Quiz:

1. What is the only protection method that is 100% effective, if practiced perfectly?
2. What does it mean to use a method perfectly?

Lesson 8.5

STI/HIV TRANSMISSION

Lesson 8.5

8.5 Lesson Goals

- ▶ Identify feelings attached to STI exposure
- ▶ Analyze how feelings affect subsequent behavior
- ▶ Name two behaviors in each category of risk
- ▶ Name highest-risk behaviors
- ▶ Name ways to reduce risk
- ▶ Identify a resource for support and testing



ACTIVITY 8.5-2

SWEETLY TRANSMITTED INFECTIONS



Directions:

1. Each of you, including myself will get a bag of candy and an index card. Please don't eat the candy until after the activity is over.
2. Go around the room and introduce yourself to three people. As part of the introduction give them a piece of candy, or as many pieces as you like and then sign their index cards.
3. When you finish return to your seat.



How many of you have a green candy, raise your hand.

The green candies represent an STI. How many of you with green candies never had direct contact with the teacher?

How did those green candies get from the teachers bag to yours?

- Let's say I went to the clinic and saw the doctor, and the doctor told me I've been diagnosed with _____, do you know what this STI is?
- What would I want to know about this particular STI?
- What would you recommend I do in this situation?
- Would I want anyone to know that I have an STI? Is there anyone I need to tell? Should a person diagnosed with an STI tell current partner(s)?
- How do you think I might feel telling my partner?
- Is it possible a person diagnosed with an STI wouldn't tell a partner? Why?
- If some people don't tell their partners, or don't even know they have STIs, how might that affect sexually active people?



Everyone who has a green candy has been exposed to the STI from contact with the teacher. Not all people who have been exposed will actually get the STI, but that exposure is always risky. Everyone who has a green candy stand up.

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- How did it feel to find a green candy once you knew what it meant?
 - How can you know if someone has an STI?
 - Is it possible for someone to have an STI, including HIV, but not know it?
 - How would you handle this situation with your current partner? Would you tell? How would this feel?
 - In our simulation, I chose to tell my partners. What might be some reasons people might choose not to tell their partners?
 - What would have been the result of this activity if you had refused to share your candy with anyone? (would not risk getting green candies; simulates choosing abstinence.)
 - People won't always tell past or current partners that they have an STI. Some might have a STI but not even know it. What do these facts mean for you? Knowing this, how can you keep yourselves safe?



ACTIVITY 8.5-3

MULTIPLE PARTNERS AND OTHER RISK FACTORS



STI Facts

- 37.7% of sexually active teenage girls have at least one STI.
- Half of new STI transmission each year affect young people ages 15-24
- The use of dental dams and latex condoms can reduce the risk of STI transmission during oral sex.

Ways to reduce risk:

- Most sexual activity carries some risk for STI, but there are some much riskier behaviors. Having multiple partner during the same time period is an example of behavior that puts people at high risk for getting an STI, including HIV.

1. Is getting an STI inevitable?

2. Will everyone who has sex contract an STI?

3. Is there a way to avoid contracting an STI?

- STIs are preventable. They are 100% preventable by practicing abstinence.

Ways to reduce risk:

- Most sexual activity carries some risk for STI, but there are some much riskier behaviors.
 1. Under the influence of alcohol or other drugs
 2. Feeling pressure from peers/partner
 3. Dating an older partner
 4. Not comfortable asserting sexual boundaries

In these situations it can be much harder for people to remain abstinent or protect themselves and their partners from getting STIs, including HIV.



The only way to find out for sure if a person has an STI is to be tested.

Many places offer free and confidential testing for youth, and there are rapid HIV tests that give results within 15 minutes.

Lets Process.....

1. When are people at the most risk for STI transmission?

Any time body fluids are exchanged or through skin to skin contact during sexual activity.

2. What can people do to reduce their risk?

The only 100% effective method is abstinence. A latex barrier can reduce the risk if used consistently and correctly but is not 100% effective

3. What can people do if they have engaged in risky behavior?

It is never too late to make the decision to be abstinent.

4. Where can people who want to get tested go?

A doctors office or local Health Clinic.



ACTIVITY 8.5-4

HIV REVIEW



Although HIV has no cure and a difficult treatment plan, it's still an STI.

What are some of the body fluids that can transmit HIV?



HIV Fact

According to the CDC, 29% of HIV diagnosed in 2007 were of people between age 13 and 29

Lesson 8.7 Refusal Skills

8.7 Lesson Goals

- ▶ Model, rehearse and demonstrate refusal skills.
- ▶ Discuss feelings of characters in scenarios and challenges to communication



ACTIVITY 8.7-3

REVIEW COMMUNICATION, REFUSAL AND NEGOTIATION SKILLS



How to Refuse and Be Respected

- You can say NO without making an excuse
- Speak for yourself, don't try to guess what someone else is thinking
- Speak from your heart and honor your values
- Be clear. Your words and tone should be consistent
- Repeat the message if you need to.
- Suggest doing something else-an alternative activity idea.
- Let the other person know if you feel disrespected.
- Be assertive, not aggressive. Avoid physical contact. Leave the situation if you need to
- Keep a serious face and use assertive body language.
- Be willing to accept NO and respect the other person's decision.