Setting the Right Environment

Essential Questions

- How can we practice effective communication skills to make sure we are all safe and respected?
- How can we acknowledge that each of us may have different beliefs and values when learning about sexual health?
- How do we identify the trusted adults that we can go to for medical advice on sexual health?

Learning Intentions

- I can define our shared classroom agreements for communicating in a safe and respectful way so that everyone feels included.
- I can identify the trusted adults who can give me guidance if I have questions after the Sexual Health lessons.

Introduction	An essential part of learning about our overall well-being and taking care of our sexual health is to be able to establish agreements as a classroom community for safe and respectful learning. Focus on building community to set the stage for effective communication and learning.
CA Health Standards 7th-8th Grade	 2.5 Recognize that there are individual, family, and cultural differences in relationships 3.1 Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health 4.1 Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health 5.4 Analyze the responsibilities and privileges of becoming a young adult 8.1 Support and encourage safe, respectful, and responsible relationships.

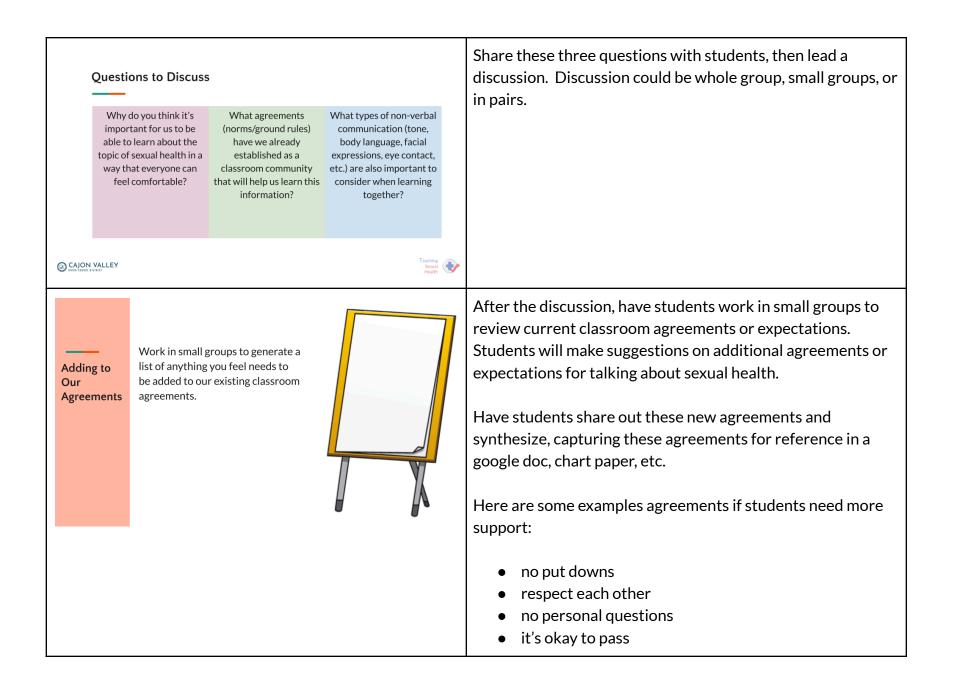


Building Community: What's in a Name?	 Write your entire name. Then, write the story of your name below it, include details like: Any history or meaning associated with your name Who you might have been named after If you've ever had a sense of pride in your name Any changes in your name over time Any nicknames you might be known by, etc. Pair up with another person. Take turns sharing your story in an uninterrupted way while the other listens. Find another person and repeat. 	 Provide students with notecards for this activity. If not using notecards, students can write their responses directly in their workbooks. Allow time for students to write their responses, and then provide time for students to talk to at least two other students in this process.
Essentia	al Questions	Share the Essential Questions for this lesson with students. Clarify any information
 How can we practice effective communication skills to make sure we are all safe and respected? How can we acknowledge that each of us may have different beliefs and values when learning about sexual health? How do we identify the trusted adults that we can go to for medical advice on sexual health? 		Introduce the salmon colored box with information on where students should go if they need additional resources for their sexual health. Let students know that this information is also on the last page of their workbook for each lesson.
CAJON VALLEY	If you need resources or support for your sexual health Talk to a parent/guardian or other trusted adult Call 2-1-1 Visit 211sandiego.org	

Learnir	ng Intentions	Share the Learning Intentions for this lesson with students. Clarify any information.
 I can define our shared classroom agreements for communicating in a safe and respectful way so that everyone feels included. I can identify the trusted adults who can give me guidance if I have questions after the Sexual Health lessons. 		
CAJON VALLEY	Teaching Sexual Health	
RESPECT: Find Out What It Means to Me	We are often told to be respectful in school and at home, but respect can mean different things to different people. With a partner, share what it means to you to feel respected and how you demonstrate respect for others (words, actions) To feel respected means I show that I respect others by	Provide time for students to think about the meaning of "respect" or "respectful", and to complete the two sentence frames. Allow time for students to partner and discuss.

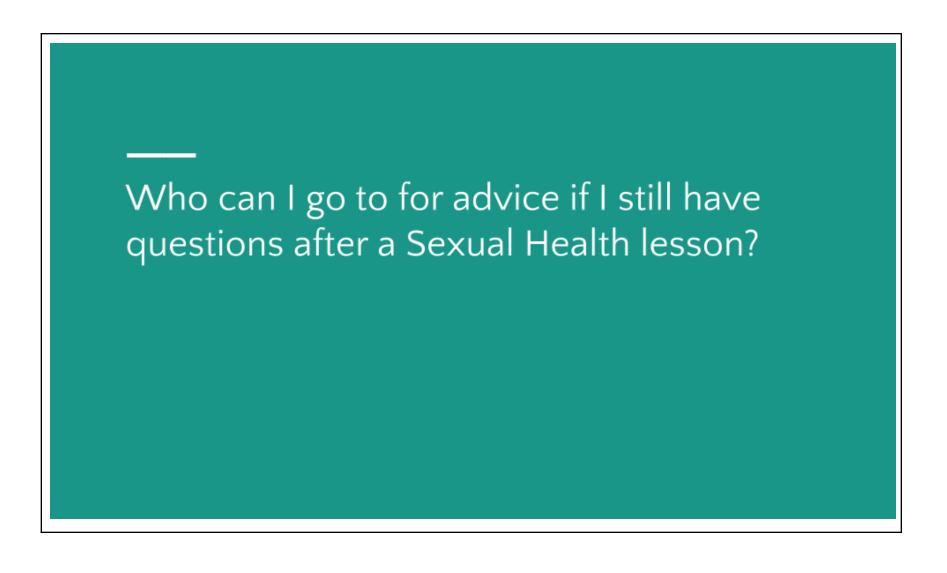
Teaching Agreement	Teaching agreement is shared in each lesson. Introduce students to the requirements of being a "mandated reporter"	
 I am a mandated reporter, which means I'm required to report suspected abuse or neglect. We will be examining sexual health through research, evidence, and scientific facts. We will be learning and using accurate scientific terms for systems, processes, and anatomy that comes directly from the California Health Standards for 7th and 8th grade. We will not be discussing our personal values or opinions about any of the topics. We will focus on questions that relate to the science we are learning and encourage you to talk to your parent/guardian at home about your values and opinions when it comes to making choices. 	It is critical for the teacher to demonstrate that they will be keeping agreements as well as the students during each Sexual Health lesson. This helps the teacher model fairness and accountability for students.	





	 Questions about the information shared are welcome use scientific terms for body parts and activities use inclusive language listen when others are speaking classroom discussions are confidential speak for yourself respect personal boundaries we will be sensitive to diversity, and be careful about making careless remarks it's okay to have fun
Defining Your Terms	Review the terms for the lesson with students.
Value: a person's principles or standards of behavior; one's judgment of what is important in life as determined by their family, society, culture, and/or individual beliefs	
Opinion: a person's preferences, thoughts, or personal feelings about a given topic	
Scientific Fact: a thing that is known or proved to be true by science	
Perspective Taking: Understanding that we are all different and that a person's values and opinions may influence how they learn new information	
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	Read each statement and decide whether it represents a (V)alue, an (O)pinion, or a scientific (F)act:	Read each statement as a class and decide whether it represents a (V)alue, an (O)pinion, and/or a (S)cientific fact:
Practicing the Terms	 Family, honesty, and fairness are important in my culture. I don't think you should date before you're 18 years old. Puberty is the time during which adolescents reach sexual maturity. I plan to marry someone who shares my faith and is the same militaire areas. 	(Value) Family, honesty, and fairness are important in my culture.
	 religion as me. I feel sort of nervous, but I also feel excited about going to high school. The production of human offspring is referred to as reproduction. 	(Opinion, and Value) I don't think you should date before you're 18 years old.
		(Fact) Puberty is the time during which adolescents reach sexual maturity.
		(Value) I plan to marry someone who shares my faith and is of the same religion as me.
		(Opinion) I feel sort of nervous, but I also feel excited about going to high school.
		(Fact) The production of human offspring is referred to as reproduction.



Reliable Sources	 Work in a group. While you analyze each scenario, consider the following questions with your group: What or who is a trustworthy source for medically accurate and scientific information advice or information? What types of print and digital sources provide medically accurate and scientific information? What or who is not a reliable source for medically accurate and scientific information? 	Divide students into groups of 4-5 and circulate to support as needed. You can assign each group a single scenario, or if time permits, multiple scenarios. Circulate to support groups as needed. When groups are finished, address each scenario to the whole class. Have groups share the sources they identified, and then share any of the following answers for students to add to their list.	
<section-header><section-header><text><image/></text></section-header></section-header>		Possible answers for reliable sources: School nurse, Healthcare provider, doctor, nurse, parent/guardian, medical websites/journals	

Scenario 2

Recently Pedro has been thinking about what he would like to do once he graduates from high school. He loves coaching Little League and he has always wanted to have kids of his own, but he knows his dad wants him to go to college first before thinking about starting a family. Who else could Pedro talk to about options for his future after graduation?





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

Sexual Health

> Sexual Health

Scenario 3



Dante and Jamal are working on a team research project on teen mental health for their English class. Their final project must cite academic research, as well as an interview with an expert on the subject. Dante suggests watching one of their favorite YouTuber who often speaks about their own personal struggles with mental health. To get an A on the project, should Dante and Jamal interview the YouTuber for their expert opinion, or is there another trusted person they might interview? Possible answers for reliable sources: School Counselor, Mental Health Specialist, School Psychologist, American Psychological Association journals/articles, JAMA journals/ articles

Scenario 4

Carrie is in an active group chat with other student athlete friends her age in her school district. Someone in the chat mentioned a rumor that the star goalie for the All-County team might be injured and out for the rest of the season. Carrie would love to try out for the goalie position, if it is, in fact, open. Who could Carrie go to for reliable information regarding the situation?



Possible answers for reliable sources: Local news, principal, teacher, coach, parent/guardian

Teaching Sexual Health How Can I Practice Effective Communication When it Comes to My Health?

Ways to Communicate Effectively about Your Health			inicate Effectively about	Your Health	Share with students these examples of ways to communicate about their health.
	Keep in mind tha everyone has dif values and opini it comes to their and that's okay.	ferent ons when	Identify your network of trusted adults that you can talk to and ask questions about your health.	When researching health information, consult reliable medical and scientific sources rather than relying on social media or peers.	Students have a "fill-in-the-blank" format for each statement
	Demonstrate re kindness throug words and action ensure everyone safe when learni together.	h your ns to e can feel	Practice using the scientific and medical terms for your anatomy and your health.	 If you need resources or support for your sexual health Talk to a parent/guardian or other trusted adult Call 2-1-1 Visit 211sandiego.org 	
0	CAION VALLEY			Teaching Sexual Health	
					Have students identify the trusted adults in their network they can talk to about their health.

