



Planned Parenthood of the St. Louis Region and Southwest Missouri

Healthy Sexuality Series: Lesson Objectives

<p>Anatomy and Physiology</p> <p>Language of Sexuality</p> <p>“Male” & “Female”</p> <p>Reproductive Anatomy and Physiology</p> <p>Menstrual Cycle</p> <p>Pregnancy</p> <p>Reproduction myths and facts</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Report increased comfort with medically accurate language relative to sexual health & sexuality</p> <p>Identify the names of 5 to 7 “male” and “female” reproductive body parts</p> <p>Identify the functions of 5 to 7 “male” and “female” reproductive body parts</p> <p>Summarize the menstrual cycle</p> <p>Explain how pregnancy occurs</p> <p>Identify 5 myths about reproduction and anatomy and why they are false</p>
<p>Body Image</p> <p>Media influences</p> <p>Person-in-environment perspective; influences on self-images</p> <p>Self-care and self-love</p> <p>Empowerment</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Identify 2 ways media influence self-esteem and body image</p> <p>Name 3 ways negative and positive body image can impact self-esteem and behavior</p> <p>Identify 2 effective responses to body-based bullying</p> <p>Name 2 things that make them feel beautiful</p> <p>Define “self-care” and “self-love”</p> <p>Set 3 customized self-care goals for their personal lives</p> <p>Create 3 positive messages about their bodies</p>
<p>Communication</p> <p>Elements of Communication</p> <p>Communication Styles</p> <p>Improvisations</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Describe the elements of effective communication</p> <p>Provide examples of verbal and nonverbal feedback</p> <p>Overcoming communication barriers</p> <p>Describe and distinguish between passive, aggressive, and assertive communication styles</p> <p>Describe the importance of listening and being an active listener</p> <p>Discuss and practice at least 2 effective communication skills</p>



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<p>Consent and Sexual Assault</p> <p>Consent</p> <p>Rape and Sexual Assault</p> <p>Communication</p> <p>Coping and Response</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Define the key terms: consent, coercion, and incapacitation</p> <p>Define meaningful consent</p> <p>Define and explain the difference between rape and sexual assault</p> <p>Explain the importance of communication in getting consent and managing sexual relationships</p> <p>Identify 2 ways to support sexual assault survivors</p>
<p>Contraceptive Methods</p> <p>Facts, attitudes, and decisions about contraceptives- including Abstinence</p> <p>Decisions about sexual activity - including Abstinence</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Describe the use of 3 to 4 contraceptive methods, how they work, their side effects and effectiveness</p> <p>Identify 3 to 4 items in Contraceptive Methods Kit which includes hormonal and barrier birth control methods</p> <p>Describe the advantages and disadvantages of different methods, including cost and accessibility</p> <p>Accurately describe at least 5 steps of correct condom use</p> <p>Relay the importance of using reliable contraceptives with every act of intercourse in order to delay pregnancy until it is desired and be protected from STI's</p>
<p>Healthy Relationships</p> <p>Characteristics of healthy Relationships</p> <p>Warning signs of abusive relationships</p> <p>Relationship evaluation</p> <p>Dating violence & sexual Offenses</p> <p>Coping with sexual assault</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Identify 4 to 5 characteristics of healthy relationships</p> <p>Identify 4 to 5 characteristics of unhealthy relationships</p> <p>Define rape and sexual assault</p> <p>Describe 2 warning signs of an unhealthy or abusive relationship</p> <p>Identify 2 strategies to prevent and respond to abusive or unhealthy relationship behaviors</p> <p>Identify 2 accessible resources for coping with sexual assault</p>



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<p>Media Literacy</p> <p>Impact of media on sexuality, identity, relationships, gender roles</p> <p>Role of media in sexuality education and personal development</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Identify 4 gender role messages perpetuated by the media and potential harmful impacts of each</p> <p>Name 2 ways porn may present an unrealistic view of sex</p> <p>Name 2 sex myths promoted by mainstream media</p> <p>Identify 3 valid and reliable sources of sex education and information on the internet</p>
<p>Puberty and Hygiene</p> <p>Puberty changes & coping strategies</p> <p>Attitudes towards puberty</p> <p>Decisions about relationships</p> <p>Decisions about hygiene</p>	<p><u>Objectives</u> (adapted from FLASH 4/5/6): By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Describe at least 5 physical, emotional and/ or social changes of puberty</p> <p>Explain that puberty is triggered by the endocrine system, specifically the pituitary gland.</p> <p>Distinguish among definitions of erection, menstruation, nocturnal emission, ovum, puberty, and sperm.</p> <p>Explain the purposes of bras, athletic supporters and menstrual hygiene products.</p> <p>Distinguish at least 5 puberty facts from myths.</p> <p>Anticipate puberty with positive feelings, recognizing that the timing of change is individual</p>
<p>Sexual Self-Advocacy</p> <p>Life & reproductive planning</p> <p>Identifying desires</p> <p>Considering personal objectives for current and future relationships</p> <p>Obtaining needed testing and safer sex tools</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Identify personal goals for their sex lives</p> <p>Name 2 places they can obtain birth control, condoms, and/or dental dams</p> <p>Name 2 sources of self-esteem in their lives</p> <p>Explain how sexual pleasure impacts well-being</p> <p>Identify 2 sources of pleasure in their lives</p> <p>Practice communicating with a partner(s) about sexual pleasure</p> <p>Improve sense of self-efficacy in obtaining reproductive and sexual medical care</p>



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<p>Sexual Responsibility</p> <p>Abstinence & Safer Sex</p> <p>Protections from STIs</p> <p>Prevention of unintended Pregnancy</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Describe risky sexual behavior</p> <p>Condom demonstration (with permission of client)</p> <p>List 4 main STIs</p> <p>Name the most effective pregnancy prevention method (PIV abstinence) and 2 highly effective hormonal birth control methods</p> <p>Explain 2 ways they are committed to taking sexual responsibility in the future</p>
<p>Sexual Orientation and Gender Identity</p> <p>Sex, gender, and sexual orientation</p> <p>Gender identities</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Explain the difference between sex, gender, and sexual orientation</p> <p>Identify 4 common gender roles and stereotypes</p> <p>Identify 2 common sexual orientation stereotypes</p> <p>Name 3 harmful ways that stereotypes/prejudice/discrimination can impact LGBTQIA populations</p> <p>Examine feelings about gender via private or group personal reflection</p> <p>Name 1 way in which stereotypes about masculinity and femininity impact their lives</p>
<p>Sexually Transmitted Infections</p> <p>Facts, feelings, and attitudes about Sexually Transmitted Infections (STIs) including HIV/ AIDS</p>	<p><u>Objectives:</u> By the end of a 60 minute session students will have accomplished at least 2 of the following:</p> <p>Describe 3 to 4 methods of STI/HIV transmission</p> <p>Describe 3 to 4 common STI/HIV symptoms (including no symptoms at all)</p> <p>Describe 2 to 3 methods of STI/HIV prevention and risk reduction, including abstinence</p> <p>Accurately describe at least 5 sequential steps for correct condom use</p> <p>Name 2 accessible places to receive STI/HIV testing and treatment</p> <p>Describe 2 methods of STI / HIV testing</p> <p>Briefly name which STIs have treatments or cures</p>