



## ***Michigan Model for Health*** ***Healthy and Responsible Relationships:*** ***HIV, Other STIs, and Pregnancy Prevention*** **A Module for Grades 9-12**

### **Lesson Titles and Objectives**

#### **Lesson 1: Friendship First**

- Describe guidelines for class discussions that promote a safe, productive learning environment.
- Describe criteria for selecting peers to be friends or potential romantic partners.
- Identify infatuation as a normal phase during which decision-making is impaired.
- List ways to make good choices while getting to know people.

#### **Lesson 2: Relationships and Responsibility**

- State that having a healthy, responsible relationship as a couple means avoiding possible physical, emotional, economic, and legal consequences of sex, including pregnancy, HIV, and other STIs.
- Explore how stereotypes and peer influence can impact sexual decision making.
- Describe different ways of communicating caring, love, and respect, without sexual intercourse.
- Explain the importance of making decisions regarding personal sexual limits.
- Explain the importance of communicating personal sexual limits and values in relationships.
- Clarify the benefits of abstaining from sex or ceasing sex if sexually active.

#### **Lesson 3: Building Healthy Relationships**

- Define the terms "love," "infatuation," "sex," "sexuality," "sexual activity," "abstinence," and "sexual intercourse."
- Describe ways to develop healthy relationships with friends and family members, and healthy dating relationships.
- Talk with parents and/or other trusted adults about relationships and sexual issues.
- Describe the contributions healthy relationships make to the quality of life. (Optional Activity)
- Compare and contrast different ways of communicating caring and love in different relationships. (Optional Activity)

#### **Lesson 4: The Many Facets of Intimacy**

- Discuss why teens sometimes confuse love, sex, and intimacy.
- Discuss characteristics of intimate relationships, both friendships and romantic relationships.
- Identify honesty and safety as key ingredients in a healthy relationship.
- Analyze the impact of sexual intercourse on building intimacy in relationships and the benefits of abstaining from sex.
- Describe ways to develop intimacy in four domains.
- Identify and select things to do to build true intimacy without having sexual intercourse.

#### **Lesson 5: Let's Hear the Facts**

- List the most prevalent and serious sexually transmitted infections.
- Summarize the symptoms, modes of transmission, consequences, and how to prevent transmission of six sexually transmitted infections: HIV, chlamydia, gonorrhea, genital warts, herpes, and syphilis.
- Identify sexually transmitted infections as a possibility of sex that can be prevented by abstinence.

### **Lesson 6: More About STIs**

- Examine answers to questions regarding sexually transmitted infections.
- Summarize facts about sexually transmitted infections.
- Illustrate how sexually transmitted infections spread in a progressive manner.
- Conclude that abstinence and lifetime monogamy are the most effective ways to prevent sexually transmitted infections.

### **Lesson 7: The Stake are High**

- Recognize teens' vulnerability to HIV infection.
- Summarize the physical, social, and emotional impacts of HIV infection and AIDS on teens and society.
- Summarize the impact of HIV infection and AIDS on friends, family, and future dreams.
- Identify reputable sources of information.
- Demonstrate how to contact resources appropriately.
- Assess personal perception of risk for HIV infection and other STIs.
- Identify abstinence from sex as the most effective way to prevent infection.

### **Lesson 8: Know the Risks!**

- Review the terms "sex," "sexuality," "sexual activity," "abstinence," and "sexual intercourse."
- Categorize different behaviors according to level of risk for transmission of HIV and other STIs.
- Establish personal limits for personal behavior.

### **Lesson 9: Examining Influences, Including the Law**

- Examine influences that encourage and/or discourage risky behaviors.
- Identify the law as an important influence in making decisions regarding relationships, abstinence, and sex.
- Identify the legal age of consent and consequences of underage sex.
- Discuss the benefits of laws that regulate the age of consent for sex.

### **Lesson 10: when Talking is Tough**

- Summarize the benefits of discussing decisions about sex and potential consequences with parents, family members, other trusted adults, peers, sexual partners, and medical professionals.
- Explain why STIs, HIV infection, AIDS, and related subjects are difficult to discuss.
- Demonstrate use of skills for communicating with parents, family members, other trusted adults, peers, sexual partners, and medical professionals.

### **Lesson 11: Know Your Limits and Avoid the Risks**

- State that the majority of students in ninth and tenth grades are not having sexual intercourse.
- Describe possible legal consequences of sex.
- Identify and predict situations that could result in pregnancy or transmission of HIV or other STIs.
- Identify ways to avoid risky situations and behaviors.
- Demonstrate methods of controlling personal behavior to avoid situations that could result in pregnancy or transmission of HIV or other STIs.

### **Lesson 12: Exerting Positive Influence**

- Describe reasons different influences affect how people behave and why people follow the law.
- Describe ways to be a positive influence on peers.
- Practice ways to influence peers to choose behaviors that are not risky.

### **Lesson 13: Escape the Risks by Setting Limits and Using Refusal Skills**

- Identify ways to escape situations that could result in pregnancy or transmission of HIV and other STIs.
- Demonstrate effective limit-setting and refusal skills to escape situations that could result in pregnancy or transmission of HIV and other STIs.

**Lesson 14: The Cost of Pregnancy and Teen Parenting**

- Evaluate the economic costs of pregnancy and teen parenting.
- Predict the social and emotional impact pregnancy and teen parenting would have on personal lifestyle.
- Identify adoption as an option for teen parents who decide they are not ready for parenting.
- Identify Safe Delivery as an alternative to infant abandonment for teen parents.
- Conclude that pregnancy can be fully prevented by abstaining from sex.

**Lesson 15: Reducing the Risks: Condom Use**

- Review behaviors that are high risk for pregnancy or transmission of infection.
- Review the possible legal consequences of sex and how abstinence can fully prevent pregnancy and STIs.
- Identify ways to reduce the risks for pregnancy and STIs.
- Identify barriers to condom use and reasons people give for not using condoms.
- Suggest ways to reduce the barriers to condom use and refute the reasons for not using condoms.
- Apply steps for correct condom use as a risk reduction strategy.

**Lesson 16: Reducing the Risks: How to Prevent Pregnancy - Part 1**

- List reasons to postpone and/or prevent pregnancy.
- Describe parents' responsibilities to children born in and out of wedlock.
- Identify current contraceptive methods to reduce risk of pregnancy.

**Lesson 17: Reducing the Risks: How to Prevent Pregnancy - Part 2**

- Identify places to access contraceptive information, products, and services.
- Compare and contrast the pros and cons of current contraceptive methods.
- Identify what method of preventing pregnancy, including abstinence, might work best for individual circumstances now and in the future.

**Lesson 18: Responding to Pressure**

- Demonstrate effective use of limit-setting and refusal skills with partners who resist using condoms and other contraceptive methods (abstinence-based).

**Lesson 19: Testing: Who, Why, and How**

- List reasons to be tested for pregnancy and STIs, including HIV.
- Identify who should be tested.
- Summarize the advantages of early diagnosis of pregnancy, and early detection and treatment of STIs.
- Summarize the procedures used for testing for pregnancy and STIs.
- Practice communicating with a peer who might need to be tested for pregnancy and STIs.

**Lesson 20: Looking to the Future**

- Distinguish between wishing or dreaming, and personal goal-setting.
- Describe the steps in goal setting.
- Identify personal goals.
- Practice making a plan to reach personal goals.
- Predict the impact of unintended pregnancy, HIV infection, AIDS, and other STIs on goal achievement.
- Conclude that abstinence from sex and drugs are the most effective ways to avoid unintended pregnancy and infection with HIV or other STIs.

**Lesson 21: Sharing Our Knowledge and Skills – Part 1**

- Decide what information and/or skills are critical to share with others to help them avoid pregnancy, HIV, and sexually transmitted infections.
- Prepare a project to motivate others to be informed about, and protect themselves and their partners from, pregnancy and STIs.

**Lesson 22: Sharing Our Knowledge and Skills – Part 2**

- Execute projects to motivate others to be informed about, and protect themselves and others from, pregnancy and STIs.