

Sex Ed: A Comprehensive Approach to Developing Healthy Sexuality

Introduction

Healthy adolescent sexuality means feeling comfortable and prepared to make decisions related to sex. Whether the decision is about controlling one's body, a decision about intercourse, a decision about pregnancy, a decision about being in a relationship, or a decision about anything in between, in order to be a healthy adolescent in regards to sexuality and make these healthy decisions, the adolescent must have an understanding of their values and evaluated consequences of making any such decision. In short, an adolescent must have a foundation of values.

“Values don't just tell us what we do; they tell us why we do it, which is much more important. Our values reflect our core beliefs; they tell us what really matters to us. Most people strive to do what they think is right or correct in any given moment or circumstance. Your values help to guide each of those seemingly separate decisions, helping you determine what's right in an ethical, moral, or spiritual sense” (Vernacchio, p. 22). Using values at the core of a curriculum in adolescent sexuality is important as it forces students to think about the ‘why’ of each decision, and in turn think about their responses in regard to each topic and question that I pose. It also provides adolescents with a sense of independence as they realize that they are capable of developing their own sets of values, and this can be an empowering strategy to allowing adolescents to lead more healthy sexual lives.

The topic of values is echoed in Sharon Lamb's book on *Sex Ed for Caring Schools*, but she takes it a step further as she vouches for an ethics based curriculum as this will allow adolescents to communicate about their morals and beliefs using strong arguments not only inwardly, but outwardly with those that they will be influencing sexually (Lamb, p. 17). Whether

the vocabulary term is ethics or values, the impact of both is that facilitating conversations with adolescents about values and ethics will lead them to make healthier choices about sexuality.

In conjunction with values, healthy sexual adolescents should be able to determine what gives them pleasure. By first understanding values, adolescents will have less anxiety when making certain decisions, bringing them more emotional pleasure, and they can truly begin exploring the parts of sexuality that bring them more physical pleasure. For women, understanding what brings them pleasure can be a powerful tool for saying no in certain sexual situations (Lamb, p. 28).

Reflecting on my own past, it was too late to talk about values when I made certain decisions that could be viewed as “mistakes” by my parents. Had we had conversations about my values before I jumped into certain decisions related to my sexuality, I could have avoided a lot of pain and disappointment within myself. Additionally, I was never encouraged to think about what brought me pleasure. Therefore, drawing on the information provided by these two authors as well as many others, I believe healthy sexuality means being able to articulate ones values and ethics, and allow these to guide ones decisions in a positive way.

The population I’m targeting with this sex ed curriculum are freshmen in high school part of a public school curriculum in California. All topics within my curriculum apply to all youth, but some are controversial: abortion, contraception, pregnancy. Therefore, by teaching in a more liberal state, I believe I’d have more power in developing this comprehensive curriculum. Why have a comprehensive curriculum for these adolescents? It has been shown that youth in abstinence-only education are more likely to engage in unsafe sex than those in comprehensive programs (Lamb, p. 37) and comprehensive programs acknowledge that students voluntarily have sex (Smiler, p. 166). Additionally, a lot of topics in this sex education curriculum relate to

adolescents within a particular age group. For example, I mention studies related to sexual coercion for which girls of 14 years or older are studied (Moore & Rosenthal, *Kindle Locations 4555-4558*). Retrospective studies suggest onset of masturbation around ages 13-15 (Bromberg & O'Donohue, Chapter 7) and it's a topic I mention as it's the second most common adolescent sexual behavior after abstinence (Bromberg & O'Donohue, Chapter 7). Overall, any adolescent can learn about values and has the right to reflect on acts related to sexuality that bring him or her pleasure, and eventually, I believe this would be a strong curriculum for facilitating discussion in any early high school classroom.

This will be done in a San Francisco public school, in a liberal region, as the curriculum includes controversial topics such as abortion and masturbation, and at one point in the curriculum one of the guest speakers is a porn star guest speaker — with an unlimited budget I could fly her from Los Angeles. Additionally being in the middle of Silicon Valley makes the topic of technology related to sexuality very interesting as it allows for me to bring lawyers in to talk about issues of privacy and the terms and conditions that teens agree to when using their social media.

The specific goals of this program are to change the mindset of adolescents to break away from what they might consider normal in a lot of these behaviors, and encourage them to develop their own sets of values and beliefs in relation to any topic that we discuss. Additionally, another specific goal is to encourage these adolescents to be able to communicate and understand what brings them pleasure, so that if they engage in sexual relationships, they can communicate with their partners and experience more rewarding and healthy acts. The way that I will measure the success of these goals is to have students answer what they believe to be healthy behavior in regards to each of the ten lessons and why they consider this healthy before starting the

curriculum, this is required before the first lesson. Following the final lesson, I'll ask the same questions in regards to each topic, and see if there's a shift in responses. To measure long-term outcomes, I'll send a follow-up survey of what the students have experienced during their high school years and how they've dealt with varying scenarios. The questions here should challenge the adolescents to think about whether their actions have been in line with what they argued to be healthy sexual behavior.

Lesson 1: Pleasure, Resilience, and Body Image

objectives

1. Students will be able to reframe the way they view their bodies.
2. Students will be able to be more aware of the alterations to bodies in ads, toys, and media.
3. Students will be able to acknowledge their body types and know how to show gratefulness for their bodies.

materials needed

1. Body satisfaction handout (Vernacchio, p. 205-206):

BODY RATING EXERCISE PART I— INDIVIDUAL RATINGS

Directions: Listed below are various parts of your body. Your task is to rate your satisfaction with each individual body part. You are not comparing body parts here, but are looking at each one individually and determining your satisfaction with it. Use the following scale: 1 = very dissatisfied 2 = dissatisfied 3 = neutral 4 = satisfied 5 = very satisfied

Rating	Body Part	Rating	Body Part
	neck		uterus / prostate
	hair (on your head)		thighs
	hands		eyes
	fingers		teeth
	vagina		waist
	calves		nose
	knees		stomach
	buttocks / butt		abdominals
	feet		vulva / penis and scrotum
	breasts / chest		mouth
	arms		ears
	shoulders		back
	tongue		nipples
	face (entire)		toes
	skin		body hair
	ovaries / testes		pubic hair
	belly button		lips
	hips		wrists
	eyebrows		earlobes
	height		weight
	other (specify)		other (specify)

PART II— TOP/ BOTTOM 5

Directions: Go back to the list in Part I. Write the five body parts that received the highest scores or with which you are most satisfied and the five body parts that received the lowest scores or with which you are least satisfied in the spaces below:

MOST SATISFIED (TOP FIVE):

LEAST SATISFIED (BOTTOM FIVE):

PART III— REFLECTION QUESTIONS:

Directions: After completing sections I and II, reflect on the questions below.

- 1) Were there body parts left off of the lists that you found yourself thinking about? Which ones? Would they get positive or negative ratings?
- 2) Were there body parts that you realized you don't think about much? Why don't you think about them?
- 3) What makes a body part one that gets your attention versus one that gets ignored by you?
- 4) What feelings were you aware of when you were completing this exercise? Did those feelings surprise you? Why or why not?
- 5) Overall, what did this exercise suggest about your own body image? Does that please you? Why or why not?

Other materials:

2. Index cards and pens
3. Projector to show YouTube Dove Evolution film: <https://www.youtube.com/watch?v=iYhCn0jf46U>

activities

1. An introduction to the topic by showing the Dove Evolution film: <https://www.youtube.com/watch?v=iYhCn0jf46U> (2 mins)
2. activity: how satisfied are you with each part of your body, WHY (15 mins), handout found in Vernacchio's book
3. activity: write what you like about your body on an index card with no name, these are read aloud (10 mins)
4. Lecture about ectomorphs, endomorphs, mesomorphs (although this may have been covered in other parts of school like physiology) it is important to understand the make that you are rather than believing you can change your body to look a certain way (15 mins)
5. final activity: write down people you know that you love and care about, now circle the people you love and care about because of the way that you look (10 mins)

information provided

1. Information about photoshop and how models undergo many edits
2. Information about the various body types and knowing how to identify which body type you are, while also understanding that you might be somewhere in between
 - ectomorph: a person with a lean and delicate body build
 - mesomorph: a person with a compact and muscular body build
 - endomorph: a person with a soft round body build and a high proportion of fat tissue
3. Information clarifying the facts behind things we see each day such as mannequins and toys and how these compare to the average proportions of people in real life
 - example: "The average American woman is five seven and weighs about 140 pounds. The average female fashion model is five eleven and weighs about 120 pounds. Research has shown that twenty years ago, the average fashion model was 8 percent thinner than the average woman. Today the average model is 23 percent thinner." (Vernacchio, p. 165)

justifications

Many teens have heard that models are altered in magazines and billboards, but not many have seen to what extent. By starting the discussion of body image by illustrating a clear example of the changes that models experience when going through photoshop, it sets a clearer picture of how unreasonable our expectations of beauty are. This video can be followed by some other interesting statistics such as the unreasonable size of mannequins in stores, the size of muscles on G.I. Joe dolls, and the ever famous example of Barbie's unreasonable proportions (Vernacchio, p. 167).

Vernacchio stresses how important it is to reframe how students think about their bodies, rather than encouraging them to change their bodies to fit some norm (Vernacchio, p. 166). One activity he mentions, is reflecting on each body part, thinking about the extent to which the student is dissatisfied with that particular body part, and answering the question of 'why'? The 'why' questions allows room for reflection on the students' values, and begins the conversation of pleasure in the context of body image. Perhaps some girls face dissatisfaction with their stomach, by asking why they are able to think about whether the reason why makes them feel good or not.

The next step is to write down the parts of our bodies that we are grateful for and happy about. Similar to Donovan's talk about relationships and letting your partner know the things you are grateful for, there's no longer relationship a person is in than the relationship with their bodies. Therefore, it is important to thank your body for the parts that you are grateful for, and the parts that you find especially beautiful. These are read aloud to the class to allow a positive vibe and association in regard to body image, as often we spend too much time discussing the negatives. "Most teenage boys and men say that they want to be taller, more muscular and

heavier. Many, if not most, teenage girls dislike their bodies, seeing themselves as fat or overweight when in fact they are either average or below average weight for their age and height” (Moore and Rosenthal, *Kindle Locations 1675-1677*). Moreover, this dissatisfaction can lead to displeasure in sexual activity. “There is no doubt that body image has an impact on the way we approach sexual activity and behave during it. A good body image is correlated with increased sexual pleasure and satisfaction, while a poor body image is correlated with the reverse. The reason is pretty simple: the most satisfying sexual experiences happen when the people involved are fully present in the moment and fully understand and appreciate their bodies” (Vernacchio, p. 174-175).

Seeing the changes in photoshop, and reflecting on parts we like and don’t like as much about our bodies, it is important to understand the biology that lies underneath. Although some schools provides classes on physiology, it is important to understand the biology within a sexuality context, as it is extremely related to the way in which we view our bodies. Many people might be frustrated that they spend hours working out, and working on certain parts of their bodies, only to realize that the results they are seeing are not what’s demonstrated in the media. This is due to the three body types that we fall into. By understanding the limits of each one, we can grow comfortable in the make that we got, understand that each one is beautiful, but simply that each one is different (Vernacchio, p. 168). Gaining this understanding, adolescents should be able to make healthier decisions in regards to their bodies, biology has its own values. Biology can also help us understand the differences between the negative and positive feelings of boys and girls towards body image. *Body Image and Child Well-Being* explain the following: “With the onset of puberty, girls start gaining body fat (particularly on hips, thighs, and breasts) and find themselves moving farther from the societal thin ideal of beauty in societies where it has

been studied. Boys' pubertal development, on the other hand, is associated with growing taller and gaining muscle mass. These changes move them closer to the dominant mesomorphic male ideal. Thus, whereas pubertal development may affect girls' body image negatively, it may affect boys' body image positively (Smolak et al. 2001)" (Gattario et al., p. 83).

Lastly, we finish the class by relating the topic of body image to relationships. We think about the people that we value in our lives, and how many of those people we value due to the way we look. As described in *Challenging Casanova*, many ads targeted at boys give the image that 'sex sells,' and those that buy into the Casanova Complex believe appearance is central to image (Smiler, p. 123). This can transition into a larger discussion of how many people we see in loving relationships and how many of those relationships are due to the persons' beauty, or even how many people in those relationships match the people we see on billboard ads as we saw in the Dove Evolution image.

sources

1. Gattario, K., Frisen, A., Anderson-Fye, E. *Body Image and Child Well Being*. Retrieved from Coursework/Materials/BodyImage.
2. Moore, Susan M.; Rosenthal, Doreen A. (2007-01-24). *Sexuality in Adolescence: Current Trends (Adolescence and Society)*. Chapter 3. Taylor and Francis. Kindle Edition.
3. Smiler, A. (2012). *Challenging Casanova: Beyond the stereotype of the promiscuous young male*. Chapter 7.
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Lesson 2: Masturbation

objectives

1. Students will become more comfortable discussing the topic of masturbation

2. Students will reframe the way they view masturbation, rather than as a 'dirty deed,' as a means of self pleasure and knowing what feels good
3. Students will understand when masturbation becomes dangerous or a negative act

materials needed

Index cards, body diagrams

activities

1. <https://www.youtube.com/watch?v=F30PYWYdkZ4> (5 mins)
2. On private index cards, similar to the body image exercise, write about the parts of yourself that you enjoy touching, or that you enjoy others touching, this can vary from things like my back being rubbed to my clitoris being stimulated (10 mins) - these are read aloud anonymously
3. balance: make a list of things / activities that are important to you and the activities you enjoy doing in your free time (10 mins)
4. too much? do girls masturbate, too? understanding your body is crucial, and the media doesn't highlight female masturbation nearly as much, but self pleasure can do wonders for relieving stress (20 mins)
5. Myth busters! (10 mins)

information provided

1. Information on how to safely explore the body, and encouragement to do so
2. Information on what sorts of acts are dangerous (for example, not cutting off air supply during masturbation)

justifications

The topic of masturbation is often one that's avoided by sex ed curriculums as there's an uncomfortable stigma in discussion of the topic (Ponton, p. 61). However, it is an extremely topic to discuss with adolescents as it can become harmful (Lamb, p. 83). Additionally, masturbation is natural as adolescents seek to explore their bodies, and it is the most common source of orgasm in teenagers of both sexes and the source of a boy's first ejaculation in two out of three cases (Moore & Rosenthal, Kindle Locations 467-469). Encouraging teens in the classroom to write about the parts of themselves that they enjoy, similar to the body image exercise, should encourage adolescents to feel more comfortable in their bodies and allow for them to navigate future sexual activities to make them more pleasurable. "Masturbation may provide a means of gaining familiarity and comfort with one's sexual responses and genitals

(Hogarth & Ingham, 2009). Masturbation and non-coital orgasm among young women is associated with higher levels of sexual self-awareness, greater efficacy achieving pleasure, and more resistance to gendered double standards (Horne & Zimmer-Gembeck, 2005)” (Fortenberry).

The next activity of balance is meant to allow time for reflection on other values in order to understand if masturbation is “too much,” or if it’s affecting other parts of the adolescent’s life. Vernacchio answers the question of ‘Is masturbation harmful?’ by separating his answer into two parts: physical and emotional. Physically, masturbation isn’t harmful, although genitals can become sore if masturbation is practiced too much. Emotionally, if feelings of shame or guilt are brought on by masturbating, then it can become a harmful act. In addition, Vernacchio also states that if masturbation is occurring instead of human-human interaction, then it is also unhealthy (Vernacchio, p. 43). The goal of the balance exercise is to make adolescents aware of other parts of their lives that they value and become less ashamed of masturbating.

The next two activities of leading an open discussion about questions relating to masturbation and the section on myth busters can highlight the benefits of masturbating. Studies have shown that boys that report having masturbated in the past year are more likely to use condoms during penile-vaginal intercourse than young men who do not report masturbating (Robbins et al., 2009, as referenced by Fortenberry). For women, the effects of masturbation can be extremely empowering, as they reach higher efficacy for achieving pleasure, higher levels of sexual self-awareness, and more resistance to gendered double standards (Horne & Zimmer-Gembeck, 2005, as referenced by Fortenberry).

Additionally, Dr. Ponton includes stories of patients that she’s had that have had dangerous experiences with masturbation. One example is of Daniel that uses a vacuum cleaner

to test his penile reaction to such stimulation. He explains in a session that he was concerned that he wasn't having wet dreams like other boys his year and therefore wanted to make sure everything worked properly (Ponton, p. 53). Dr. Ponton in response says that it is perfectly normal to want to touch your penis, and to explore, but that this must be done in safe ways. She notes another Doctor, explaining, "Dr. Peter Blos wrote that masturbation in adolescence was essential for promotion of growth in the area of attachment to others, and believes that a lack of masturbation in adolescence may indicate an inability to handle developing sexual desires" (Ponton, p. 62). Overall, the topic of masturbation, as all others discussed throughout this curriculum must circulate back to the individual's values. The goal is to promote healthy sexuality by reducing anxiety in regards to this taboo, but one of the most common sexual acts.

sources

1. Bromberg, D.S., O'Donohue, W.T., Fortenberry, D. (2013). *Handbook of child and adolescent sexuality: Developmental and forensic psychology*. Access online through Stanford library: <http://www.sciencedirect.com/science/book/9780123877598>. Chapter 7: Sexual Development in Adolescents.
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3. Moore, Susan M.; Rosenthal, Doreen A. (2007-01-24). *Sexuality in Adolescence: Current Trends (Adolescence and Society)*. Chapter 1. Taylor and Francis. Kindle Edition.
4. Ponton, L. (2000). *The sex lives of teenagers: Revealing the secret world of adolescent boys and girls*. Chapter 3: Alarming Arousal. New York: Dutton.
5. Vernacchio, Al (2014-09-16). *For Goodness Sex: Changing the Way We Talk to Teens About Sexuality, Values, and Health*. Chapter 7. HarperCollins. Kindle Edition.

Lesson 3: Media and Porn

objectives

1. Students will learn how to identify “what’s missing” in any film or pornography that they encounter
2. Students will learn to be aware of when they are comparing their relationships and their sexual activities to what they view in media and pornography to what’s realistic and to what feels good to them

materials needed

YouTube, guest speaker: Porn Star

activities

1. porn as an industry (5 mins) - info about the facts of the porn industry
2. different types of porn (10 mins) - lecture style about the various forms of porn that exist
3. open discussion: why do we enjoy looking at porn? what are the benefits of seeing porn? what are the downfalls? (20 mins)
4. guest speaker: hearing from a porn star (25 mins)

information received

1. Information about the porn industry
2. Information about what is missing in porn and media in comparison to what’s realistic
3. Information about the various types of porn that exist

justifications

The reason that it is becoming more important to discuss what’s missing in media and pornography with adolescents is that studies have shown that “consuming media with more sexual content may ‘speed up’ an adolescent’s progressing from kissing to coitus” (Smiler, p. 121). As the goal of this sex education curriculum is to allow teens to evaluate what they value and what feels good to them, it is important for them to make realizations about how media may be influencing their decisions. The various types of porn can help students understand that higher-end porn might be especially unrealistic.

In helping students understand their values in regards to pornography, the open discussion should help facilitate questions in regards to student values. As Lamb suggests, it could be beneficial to contrast the pleasure gained from watching pornography to the pleasure

they get from watching other films (Lamb, p. 96). Circling the conversation back to the adolescent's values and what brings them pleasure allows teens to make healthier decisions in regards to their sexuality. In addition, access to pornography is becoming much easier. One recent study of Australian teens showed that an alarming 84 percent of 16- and 17-year-olds agreed that watching X-rated videos is widespread among boys of their age; many fewer thought this was true of girls (Moore and Rosenthal, Kindle Locations 2439-2442). Indeed, 73 percent of boys admitted watching X-rated videos themselves. Additionally, accidental exposure to sex sites was high, "with 84 percent of boys and 60 percent of girls claiming to have been accidentally exposed to these sites" (Moore and Rosenthal, Kindle Locations 2442-2448). As these rates are reportedly high, it is important to lead a discussion about pornography and media to alleviate any anxiety that adolescents may have surrounding the topic.

In hearing from the porn star, he or she can help break stereotypes that adolescents might have about the sex that they see portrayed in pornography. Contraception is something that is left out of discussion on television, it amounts to less than 5 percent of sexual content (Smiler, p. 114). Therefore, the porn star can also encourage adolescents to have safer practices during sex regardless of what they might see in the media. The effect on adolescents due to pornography is something that has been of interest to researchers. In one study of adolescents aged 14-19, "sexual violence, unwanted sex, and pornography were all correlated" (Drury & Bukowski). The porn star would therefore be able to break the myths that surround pornography and provide an opinion on how gender roles are portrayed in pornography. We want our adolescents to have healthy views on sex, but with certain portrayals of sex in the media, certain actions, like forcing a girl into sex, might be seen as acceptable by adolescents (Drury & Bukowski).

sources

1. Bromberg, D.S., O'Donohue, W.T., Drury, K., Bukowski, W. (2013). *Handbook of child and adolescent sexuality: Developmental and forensic psychology*. Access online through Stanford library: <http://www.sciencedirect.com/science/book/9780123877598>. Chapter 5.
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4. Smiler, A. (2012). *Challenging Casanova: Beyond the stereotype of the promiscuous young male*. Chapter 6.

Lesson 4: Technology

objectives

1. Students will learn what goes into “Terms & Conditions”
2. Students will learn about the laws surrounding sending nude photos
3. Students will learn to think about sexting and messaging from what brings them and their partner both pleasure

materials needed

Lawyer as a guest speaker

activities

1. List all sources of social media you use, which bring you the most satisfaction, and why (10-15 mins)
2. Guest speaker: hear from a lawyer about the laws surrounding sexting and have Q&A session (25 mins)
3. Open discussion: what type of messages feel good to send? would you want your parents to see certain messages you send? having your privacy is good, but have you ever been hurt by a message that you decided to send? (10 mins)
4. Myth busters (5 mins)

information provided

1. Information about the laws about sexting relevant to the state
2. Information about what you agree to when clicking “accept” to Terms & Conditions for various social media sources

justifications

To start off, the activity about what types of social media adolescents use is important as social media trends are constantly changing. In addition, it is important to bring pleasure into the discussion of social media as adolescents must again reflect on their values in regards to technology use. A study in Australia investigated the likelihood of initiating ‘first moves’ based on gender and text messaging as this is becoming part of youth culture (Moore and Rosenthal, *Kindle Locations 2387-2392*). By allowing teens to evaluate how they feel in these experiences, we are providing a space for them to think about making healthy decisions.

Bringing in a lawyer is beneficial to explaining some of the dangers that may surround sexting and sending nude images. The percentage of adolescents who created sexually explicit images that potentially violate child pornography laws is low, at 1% (Mitchell et al., 2011, as referenced by Campbell et al.). Regardless of the number that may violate the law, the percentage of adolescents that report having sent or received a sexual image is 20%, and “some jurisdictions interpret sexting in the context of child pornography laws, prosecution of which certainly has important long-term consequences” (Fortenberry). Therefore, as all of the intricacies can be difficult to understand, it is important that a third-party professional, such as a lawyer, be able to explain to adolescents all of the dangers that could be relevant to sexting.

More than legal consequences, it is also important to discuss with adolescents the potential emotional harm that can be brought on by sending explicit images. “The personal issues at stake have to do with shame, jealousy, and the respectful treatment of another person. The moral issues involve intimacy, sharing, and the risks a person takes when he or she shares him- or herself with someone else. But the social issues at stake have to do with privacy and artistic expression” (Lamb, p. 91). The open discussion portion of this lesson can help students develop

a deeper understanding of the consequences of their behaviors. Besides the negative aspects of sexting, there can also be very positive experiences associated with sending these photos or messages.

Technology can help facilitate discussion, it can help connect us to family members that might live far away, and it can help us gain quick access to a plethora of information. However, it is important to know the limits of technology in developing intimate relationships. Vernacchio discusses the debates he has with his students in regards to intimacy and replacing face-to-face communication with texting (Vernacchio, p. 211). I agree, that technology and messaging can be a good source of being able to communicate at ease with many people, but important conversations should be left for face-to-face interactions. The open discussion is meant to surface this debate, and force adolescents to evaluate whether what they believe to be getting through a text is what they imagine receiving from a physical interaction. That is, if they are afraid of discussing certain ideas face to face, but feel okay discussing them via technology, maybe the relationship is more unhealthy than they think.

sources

1. Bromberg, D.S., O'Donohue, W.T., Drury, K., Bukowski, W. (2013). *Handbook of child and adolescent sexuality: Developmental and forensic psychology*. Access online through Stanford library: <http://www.sciencedirect.com/science/book/9780123877598>. Chapter 6.
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Lesson 5: Consent

objectives

1. Students will learn how to give and ask for active consent
2. Students will learn to differentiate between situations where consent is clearly given, and situations where it may look like nonverbal consent was given
3. Students will form values in relation to consent

materials needed

Handouts of scenarios that provide different types of consent

activities

1. Handout of three / four scenarios when a sexual situation is described and dialogue occurs between the two people in the scenario. The role of students is to identify when consent was clearly given. (10 mins)
2. Discussion of the definition of consent. Allow students to come up with these. (10 mins). Show the following YouTube clip as a follow up: <https://www.youtube.com/watch?v=JEAgXMtcJ0w>
3. role play: Relate consent back to values, with the person next to you, ask them what they want to do later to hang out. Challenge level: next level of role play act out how you would ask for consent at each stage (but be clear that there is no clear progression to intercourse) (10 mins)
4. Allow students to find examples of when a lack of consent was problematic as highlighted by the media (here media can actually be used as a pro as it shows the dangers of not asking for consent) (10 mins)
5. Myth busters: the legal consequences of not providing consent, age requirements for giving consent (10 mins)

information provided

1. Information about the various definitions of consent
2. Information about how to ask for consent and ensure that you are getting consent
3. Information about how alcohol and being under the influence can prevent consent from being legitimate

justifications

Differentiating between various forms of consent can be tricky even for college students, in knowing what classifies as consent. Therefore, the first activity is meant to challenge adolescents in their thinking of what true consent really is. Sharon Lamb poses interesting

scenarios to consider in discussion of consent, such as: “Is putting a person’s hand on her own breast morally right if the girl did so without consent in the first place? Is this invitation any different from a boy putting a person’s hand on his penis? In the SECS-C, lessons switch around the parties, their gender, their sexuality, their circumstances in order to test principles as well as stereotypes. Is there an assumption here that boys need to ask consent but girls don’t?” (Lamb, p. 74). Although we have been stressing self-pleasure in this curriculum and placing the hand on one’s breast might feel good, consent is more important. These questions lead to the next activity of defining consent.

There are many vague moments that teens and adults experience when engaging in sexual activity in relation to consent. Charlene Muehlenhard’s research at the University of Kansas, focuses on “sexual consent,” in which her studies over the last two decades have continuously shown that college students often provide nonverbal sexual consent. The example she provides is that of college boys placing a hand underneath a girl’s shirt and waiting to see if she removes it. If not, then this can be seen as a sign of nonverbal consent (Smiler, p. 185). However, this nonverbal consent isn’t enough for adolescents and adults to have healthy sexual relationships. The step following the definition of consent, is to help adolescents figure out how to ask for consent.

The purpose of the next activity is to prepare them for this. As Sharon Lamb notes, “the how-to of gaining consent in the middle of it all is tricky and so may lead a student to diminish the importance. yet consent is the foundation of sex that is just, respectful, and caring” (Lamb, p. 72). By providing students the opportunity to role-play various situations, they can further understand the intricacies of giving consent. Additionally, they may develop a scenario in which one partner switches mindsets halfway through the experience, and may choose to not proceed

with the sexual act, even if they had consented to it prior. Guiding adolescents through these conversations, can help prepare them for real-world scenarios.

Finding a lack of consent in situations presented by the media can help adolescents relate to various scenarios. Perhaps they find an article that describes something similar to what they've experienced, or they find an article vastly different from what would make them feel comfortable. The purpose of this exercise is to further reflect on values, and to understand what would feel good for the adolescent. Additionally, the media can highlight the legal aspects of consent. Many adolescents might be unfamiliar with age of consent laws, as these vary state by state, and across different countries (Moore & Rosenthal, Kindle Locations 2684-2689).

The myth busters section is meant to state some of this information in order to leave adolescents with facts about the legal aspects of giving consent. Additionally, myth busters can discuss ideas about expectations of consent. For example, "one element is the belief that women with a sexually active history are always willing to consent to sex or that they forfeit their right of choice" (Moore & Rosenthal, Kindle Locations 4825-4828). Therefore, it is important to deconstruct these preconceptions and make explicit statements about what active consent means. Lastly, it is important to make sure the adolescents have concrete understanding in their values when it comes to consent, and to be open in these conversations with their future partners. As Vernacchio writes, "I would think it's bad to give oral sex to a girl if it violates a person's values of what sex should be" (Vernacchio, p. 43). So, conversations about values should exist in conjunction with consent.

sources

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Lesson 6: Virginity

objectives

1. Students will be able to understand what goes into “being ready”
2. Students will learn about misconceptions they may have related to virginity
3. Students will evaluate their values in regards to losing their virginity, and how they define losing virginity

materials needed

YouTube

activities

1. intro: https://www.youtube.com/watch?v=o2cVfYKuM_I [start clip at 1:38]
2. role play: with the person sitting next to you, talk about ordering a pizza (5 mins)
3. discussion: what did you take away from the discussion? did you agree on what you wanted to order? would you want to order the same thing tomorrow? would you eat the entire pizza in one sitting? maybe neither of you like pizza? what toppings did you get? These questions slowly transition into the discussion of how we often approach sex, maybe one of you has never had pizza before... (10 mins)
4. Discussion of the big question, are you ready? This seems to be the question that most adolescents want to know the answers to. The plan is to discuss all the various elements that go into the decision of whether or not you are ‘ready’. (30 mins)
5. myth busters: virginity! The point here to list things that many teens might think of as true (10 mins)

information provided

1. Information about the pizza model of sex as described by Vernacchio rather than the baseball model of sex
2. Information about myths about losing virginity
3. Information about the definition of virginity

justifications

By starting with an Easy A clip that is humorous, discussion opens to the topic of virginity and highlights the insecurities that many adolescents in the class might have about losing their virginity. Some might feel like they can't wait to lose it, that virginity might help them look cooler. The goal is challenge the students about *why* they may have certain thoughts on the topic of virginity, and evaluate their values in relation to the topic so that they begin to think about virginity from a more mature stand point. In addition, it becomes important to get students thinking about how they define virginity. Vernacchio's definition of virginity is "not being involved with another person's body with the purpose of achieving sexual pleasure" and therefore he considers oral sex and anal contact as losing one's virginity (Vernacchio, p. 189). The prevalence of oral sex has increased in recent years because many adolescents don't view oral sex as losing one's virginity (Bromberg & O'Donohue, Chapter 7) and therefore it becomes more important to communicate the definition with oneself and one's partner.

The clip also provides language relevant to the 'baseball' model to sex. The goal is to move away from this to the 'pizza' model, or a model that allows for larger room to communication and incorporates pleasure. This is why the second activity is present. It is meant to actively force kids to act out the way in which they would order pizza with a friend in order to then reflect on how a similar conversation happen about sex (Vernacchio, p. 55). Maybe they're "not ready" to try pizza. Most pizza includes tomato sauce, and this constant can be translated to educating kids about the use of contraception during all the times that they have pizza. "If one or both members of a couple are virgins, there's a reasonable chance that they'll talk about protection before they have sex the first time, although the odds aren't great. The odds go down substantially if sex is unplanned, if it's a hookup, or if one (or both) partners are drunk or

otherwise impaired” (Smiler, p. 185). Therefore, it is important to remind adolescents of contraception, especially going into their first time.

Many of us remember asking ourselves this before our first time. Am I ready? Should I wait until marriage? My goal as a facilitator is to not encourage one way or another, but it is, more than ever, important for students to reflect on their values when making this decision. Dr. Ponton points out that many girls are having sex to confirm their physical attractiveness (Ponton, p. 215). If these girls had really thought about their values, perhaps they would have made different choices. In contrast, boys sometimes have sex to prove their masculinity (Smiler, p. 100). It is also important for them to understand that this decision is not only affecting them, but their partner. If they don’t feel comfortable about telling their partner that they are a virgin, then it is definitely not the right time. If they are uncomfortable discussing the idea of sex with their partner, then it is important to ask *why*. An open conversation in regards to the topic of virginity is necessary as there is no clear path to losing it. Additionally, as Vernacchio points out, it is important to distinguish the difference between being nervous and being afraid. If one is truly afraid, then something might be missing in the equation, whereas being nervous, as with anything that one hasn’t done before, is normal (Vernacchio, p. 191).

Lastly, as in other sections, it is important to end with myth busting certain ideas about virginity. A common one is that girls will bleed (Vernacchio, p. 192). Adolescents may have developed many more myths that I might not know about, and therefore an open question box would be present to ask anonymous questions that others in the class might have.

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Lesson 7: Contraception

objectives

1. Students will be able to describe the various types of contraception that exist for both females and males
2. Students will be able to identify the people that they need to ask in their area for the given contraception
3. Students will be able to know how to use the given method of contraception

materials needed

Condoms (female and male), dildos, artificial vaginas, birth control pill, sample IUD, a gynecologist

activities

1. Interactive activity: condoms (female and male), dildos, and artificial vaginas will be provided so that students can practice putting them on. The various sizes of condoms will also be provided so that students can understand and see the differences. Condoms will be distributed to students to take home (15-20 mins)
2. Lecture style of show and tell: Various types of birth control for females will be shown and take home pamphlets will be distributed. Five minutes will be allowed for students to browse and read online about the various forms of female contraception from this source: <http://stayteen.org/birth-control-101> (15 mins)
3. Role play: Adolescents in pairs (both boy-boy pairs, girl-girl pairs, and boy-girl pairs) model a conversation about contraception as they imagine it happening before, during or in case something happens if a condom breaks, and after sex (10 mins)

4. myth busters: A gynecologist will first present a list of common misconceptions and then take 'snowball' format questions about methods of contraception (20 mins)

information provided

1. information on how to properly use a condom
2. information on the various types of birth control methods (the pill, IUD, the shot), that abstinence is most effective
3. information on various STIs, and the various forms that they come in (which are curable, which aren't, how to get tested, where to get tested)

justifications

The first activity will be a fun way for students to get excited about the use of condoms, and to actually practice putting on condoms. Whether they have done this before, or if it's their very first time seeing a condom, all embarrassment in regards to the conversation about condoms should be lifted as everyone is trying to figure out how to take a condom out of its wrapper, how to make sure that a condom is big enough (hence the dildos), and to simply get to know what a condom feels like. "Sometimes people ask about condom substitutes because they don't know where to get condoms or are embarrassed to get them," (Vernacchio, p. 16). It is important to get to feel the condoms to really understand that there's no healthier substitute, and if one isn't mature enough to be using a condom, perhaps he or she is not mature enough to be having sex. Many teens believe that the presence of a condom will make sexual activity less pleasurable (Lamb, p. 31), so by showing how thin condoms can be (and that many come as ultra-sensitive types), this can alleviate that stereotype. Additionally, by gaining practice in a non-stressful setting, they are much more likely to know how to act when it comes to being in the heat of the moment (Lamb, p. 37).

Although female condoms will be provided, it is important to discuss all of the various types of female contraception, the pros and cons of each, and what's required of the female in using each method. There are many great online tools, and one that I would encourage adolescent

females to use is stayteen.org/birth-control-101 as it provides an interactive look at the various methods of birth control. However, the first activity remains extremely important, especially today, when “with greater sexual experience the responsibility for contraception falls on the young woman. There is evidence that many young people stop using condoms when the female partner is on the pill (Kirkman et al. 1998a; Lindsay et al. 1997; Smith & Rosenthal 1998). Unfortunately the disease prevention role of condoms is either not recognized or is forgotten in favour of protection from pregnancy” (Moore & Rosenthal, Kindle Locations 714-717).

The next activity of role play is extremely important. At this point, the students will have gained a good understanding of the basic methods of contraception that exist for both males and females, and therefore they should feel comfortable asking their partner questions about contraception before engaging in sexual activity. Additionally, the varied pairings in the classroom aim to not segregate heterosexual relationships from others, as contraception is something that should be used in order to reduce risk of STIs, not just teenage pregnancy. This is also a good point to encourage adolescents to think about whether their partner has been tested for STIs. The role play is meant to encourage adolescents to not only feel comfortable in future sexual scenarios, but also reflect on their values in regards to contraception. Some religions may not approve of various birth control methods, and this might be important to voice in the role play. The role play can also alleviate the embarrassment that can accompany purchasing contraceptives. As Moore and Rosenthal write, many adolescents, especially Latino men, often report a lack of availability (Moore & Rosenthal, Kindle Locations 739-741), and therefore condoms will be provided to take home.

Finally, a conversation with a medical professional is beneficial in that it might provide insight into greater medical issues that may arise when contraception is used, and it can also

serve as a way for myth busting certain ideas that adolescents might have about contraception. For example, is two condoms better than using one? What happens if I forget to take my birth control pill at the same time for three days in a row? Can I still get pregnant? What if a condom breaks during sex? Should I take the morning after pill? These questions, that many college students might still have today, are important to answer before adolescents become sexually active. Overall, talking about contraceptives, works. “Adolescents consistently report clear gains in their knowledge of how to prevent pregnancy. In most studies, they also report improved use of a variety of contraceptives, including but not limited to condoms” (Smiler, p. 167). In addition, the gynecologist can speak to various STIs, and educate adolescents about which are bacterial, viral, and transmittable (Vernacchio, p. 198).

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Lesson 8: Pregnancy

objectives

1. Students will be able to identify resources of who to talk to if faced with teenage pregnancy

2. Students will be able to list the various decisions that they have
3. Students will be able to communicate their values in regards to making a decision about their pregnancy

materials needed

Various guest speakers: abortion doctor, adoption agency person, teenage mother, a person that's given up a baby for adoption, a person that's had an abortion

activities

1. <https://www.youtube.com/watch?v=a8y6oqZqrcY> [amy finds out she's pregnant in secret life of an american teenager] (3 mins)
2. Understanding our reaction to teenage pregnancy - Why do we think teenage pregnancy is the end of the world? (5 mins)
3. Role play a conversation about telling the person next to you that you are pregnant. Did you pretend that the person was a parent? The person that's the father? A friend? How would each of these conversations be different? (10 mins)
4. Lecture style of the different options that you have (10 mins)
5. Have an abortion doctor, an adoption agency person, and a teenage mom come do q&a with the students, person that's had an abortion, person that's put up a kid for adoption (30 mins)

information provided

1. Information on who to talk to in the local area if teenage pregnancy becomes a reality
2. Information on the consequences and potential outcomes of each decision

justifications

The incentive for having a lesson on teenage pregnancy is that "Pregnancy and birth rates among teenagers in the United States are the highest of all developed countries (Bearinger et al., 2007 and Santelli and Melnikas, 2010)" (Bromberg & O'Donohue, Chapter 9). The goal of the first and second activities is to get adolescents to think about their own values in the way that they make a decision and to understand the reaction that they might have if they do become pregnant. Most adolescents that discover that they are pregnant, or that they got another person pregnant, often react with fear or disbelief. This is echoed by Vernacchio's discussion of one of the reasons that girls wouldn't want to have sexual intercourse, is of a fear of becoming pregnant (Vernacchio, p. 59). The goal of this lesson is to lessen that fear and anxiety and instead help

provide information to teens in case they face having to make a decision, or having to help out a friend in making this decision.

Providing frameworks for healthy conversations in case pregnancy does occur is part of relieving the anxiety that accompanies teenage pregnancy. Dr. Ponton describes a scenario in which Carol, a mother had discovered that her daughter was pregnant. “Looking back, I could see that Carol’s reactions to her daughter’s pregnancy had overshadowed her concern about her daughter’s feelings” (Ponton, p. 179-180). Many adolescent females might feel pressured into making a certain decision about their pregnancy because they want to keep a boyfriend, or don’t have enough money to support a baby. “Several studies have shown that the decision to carry a premarital pregnancy to term is influenced by the availability of financial aid from the young woman’s family of origin as well as the availability of public aid” (Moore & Rosenthal, Kindle Locations 4254-4256). Whatever the reason is, it is important to have set values before the time comes to make a decision.

Over the past few decades, we’ve also seen a shift in legalizing abortions. The percentage of teenager pregnancies terminated by abortion in the USA almost doubled between 1974 and 1980, with a levelling off in abortion rate since then (Moore & Rosenthal, Kindle Locations 4167-4169). Having an abortion doctor on the Q&A panel as well as someone who has chosen an abortion can help adolescents gain more significant insight into what goes into the decision of choosing an abortion, especially because this information is often missing when pregnant women seek advice from doctors (Moore & Rosenthal, Kindle Locations 4269-4272). An adoption agency person can also help explain some of the challenges and benefits that go into the decision of putting a child up for adoption.

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Lesson 9: Violence

objectives

1. Students will be able to physically demonstrate how to protect themselves when attacked
2. Students will be able to identify who to call in case of an emergency
3. Students will be able to know how to use a rape kit

materials needed

Self-defense coach

activities

1. <https://www.youtube.com/watch?v=97JIFQzw8NM>
2. Activity: an instructor on self defense (20 mins)
3. Discussion: what can we do to prepare ourselves? Communication! (10 mins)
4. Guest speaker: person in charge of issuing rape kits, a guide on who to call, and how to use one and what next steps should be (10 mins)
5. Guest speaker: psychologist on how to help a classmate when you know that they've suffered from sexual violence or are in an abusive relationship (20 mins)

information provided

1. Information on how to literally protect oneself
2. Information on how to seek help after a rape has occurred
3. Information on counseling services that can be made available following sexual violence

justifications

“Data from national samples of high school students find high rates of sexual coercion and/or violence: 10% have experienced dating violence and 8% experienced forced sexual

intercourse” (Bromberg & O’Donohue, Chapter 9). These statistics serve as an incentive in guiding this lesson. Additionally, “Male perpetrators of relationship violence reported non-use of condoms within steady, often abusive, relationships (Raj et al., 2007). Unwanted sexual activity also increases adolescent girls’ risk of pregnancy (Blythe, Fortenberry, Temkit, Tu, & Orr, 2006). Furthermore, adolescents who report forced sexual intercourse are more likely to experience negative psychological outcomes and increased suicide attempts (Howard & Wang, 2005)” (Bromberg & O’Donohue, Chapter 9). The goal is to provide adolescents with the tools to protect themselves if they do experience serious danger. Therefore, the best way to do this is to get a lesson in self-defense, something that will be useful for the duration of their adolescent as well as adult lives.

Following, it is important to discuss how to prevent violence and abusive relationships as well as discuss the outcomes of violence. Dr. Ponton includes a tragic case in her book of a boy who experienced being taken advantage of by his priest: “The twenty-fifth! My attorney told me you had seen a lot, but twenty-five—twenty-five boys abused by priests?” (Ponton, p. 216). And many more cases go unreported. One way to prepare ourselves is to realize the messages we are getting from media in regards to power. Pornography especially can depict men as aggressors, and by having a conversation about media’s relation to our perspective we can make adolescents aware of the views they might have in regards to violence (Vernacchio, p. 230).

The next activity helps define what rape is as well as how to report it. “Research by Kahn et al. (2003) has shown that college students too are confused about what is and isn’t rape. When female students were asked if anyone had ever forced them to have sex, 57% of those who said yes did not call it rape. If they had been drinking, they did not call it rape. If they knew the man,

they were less likely to call it rape” (Lamb, p. 104). These blurred lines are imaginably even stronger in adolescents if college students are facing similar confusions.

sources

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Lesson 10: Relationships

objectives

1. Students will learn how to communicate what they want out of a relationship, regardless of the level of the relationship
2. Students will learn how to identify if there are serious issues within a relationship that need a third party for help
3. Students will understand that relationships are something that require work, but can be super beneficial to enhancing their lives

materials needed

Relationship counselor

activities

1. List all of the different types of relationships that you are in and the characteristics you try and portray in those relationships (10 mins)
2. Role play dealing with something you're upset by: your boyfriend forgot to wait for you after history class at a time and place where you usually meet, what would you say? (10 mins)
3. Guest speaker: relationship counselor on how to address problems, small things you can do to make your relationship better (30 mins)
4. Breaking up: how to do this? (10 mins)

information provided

1. Information on how to communicate effectively in an argument

2. Information on how to show gratefulness
3. Information on how to break up
4. Information on the benefits of being in a relationship

justifications

The purpose of the first activity is for adolescents to evaluate all of the different types of relationships that they are already in. By realizing the person that they are in each one of these relationships, they can better understand the qualities that they should bring to a new relationship that's aimed to be more romantic (Vernacchio, p. 72-73). Vernacchio moves to talk about the components that make up a relationship, and it is important to challenge adolescents to think about these: "He says that love has three components: intimacy, passion, and commitment—I think that's a handy rubric for talking about all kinds of relationships. Sternberg defines intimacy as the emotional aspect of a relationship. I call it the heart-to-heart connection. Passion (what I call the body-to-body connection) is the desire for sexual expression and pleasure with each other. The last aspect is commitment. That's the intellectual aspect of a relationship. I call it the mind-to-mind connection" (Vernacchio, p. 74). By evaluating the three components, adolescents gain a better understanding of the relationships that they are in, and what they value. Some might be surprised to hear other's thoughts, Smiler notes that 75% of boys report preferring dating to hooking-up (Smiler, p. 65).

Next, it is important to stress the importance of communication in any relationship and how to deal with arguments, and hence the trial run of role play. A relationship is work, and it is important to educate adolescents about the idea that a relationship is a third entity created by two individuals and figuring out arguments is part of making a relationship work (Vernacchio, p. 83). The argument role play also allows adolescents to reflect on their values and learn how to communicate their wants and needs to their partner (Smiler, p. 52).

Having a relationship counselor can highlight the benefits of being in a relationship during adolescence. “A responsible, safe, and fulfilling sexual life experience requires a positive approach to sexuality and sexual relationships, as well as an understanding of the interpersonal, social, and culture factors (e.g., gender violence, discrimination) that may lead to sexual ill-health” (Bromberg & O’Donohue, Chapter 9). College undergraduates also report that being in a relationship allows them to feel supported and special (Smiler, p. 65). The relationship counselor can also encourage adolescents to not worry as much about what their peers think of their promiscuity or sexual activity. As Dr. Ponton notes, “Sexually active girls and boys continue to be treated very differently. The girls that I see both in my clinical psychiatric practice and the pediatric clinics are very concerned about what others will think if their sexual activity or even interest is discovered” (Ponton, p. 13). Therefore, a relationship counselor can help voice these inequalities so that adolescents in the classroom leave the sex ed curriculum knowing how to approach their peers with respect in regards to sexuality.

The final exercise is meant to educate adolescents about how to break up in such a way so as to not hurt the other person. One third of adolescents today is in relationships with someone they already consider to be their friend (Smiler, p. 155) and it is likely that they will not want to lose that friendship upon breaking up. Therefore, by having a discussion about how they wish to be treated in the classroom if a potential break-up happens, adolescents can better prepare themselves for these challenging conversations.

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conclusion

The major lesson I want my students to take away is knowing what one's values are and how to apply these values to various scenarios related to sexuality. I want my students to understand that there is no normal path to making any decision in regards to sexuality, and that it is important to think about what brings them pleasure, while practicing safe habits. The reason I want values to be the main take away is so my students know how to reason through their decisions. By having a strong grasp on what they know to be important to them, they are much less likely to feel anxious or guilty in regards to their choices.

The limits of my curriculum is that I have no set class to discuss non-heterosexual relationships. However, throughout my curriculum I encourage role play scenarios in pairings not based on biological gender, and I try and refer to one's sexual partner as a partner, acknowledging that they are a different person, but not letting gender pronouns stand in the way of excluding someone in the classroom. Therefore, this limitation is overcome by being intertwined in each class. An obstacle I expect is making students feel comfortable discussing various topics that are generally considered to be controversial. Many might come from religious families and from parents or guardians that may hold strong opinions on certain topics. In order

to overcome this, it will be important to remind students at the beginning of each class that this classroom is a safe space in which they should respect one another and feel comfortable bringing up any concerns with me. In addition, a question box/concern box will be present so that students can submit the questions that might be a bit embarrassed about anonymously.

The way I plan to measure outcomes is to give students room for reflection on what they believe is healthy adolescent sexual behavior before I start my course. I want students to submit responses to scenarios and the reasons why they responded in the way that they did. Following the class, I would give students the same exact questions and see if their answers have changed. Because the class is intended for freshmen, it will be important to see how their sexual behavior changes throughout high school and therefore they will have to respond to a survey on sexual behavior by the end of senior year and see if their behavior has fallen in line with their values that they had initially established throughout the class. I can also measure the outcome of my class by comparing various statistical rates, so the rates of STIs, pregnancy, and abortion. If there were any of these present at the school initially, it would be beneficial to see a decrease after several years of implementing the curriculum.

The expected short term results are that students are able to voice their values and what they consider healthy sexual behavior given a particular topic in sexuality that we have discussed throughout the class. The expected long term results are that students continue to have these conversations with their future sexual partners or people that they are in relationships with. Over time, I expect students to remember how to give consent and how to practice safe sex, as these are some of the major issues we see in the news today. However, if a student forgets details about an STI, that's okay, as long as they remember who to contact, and how to get tested. One problem that I see occurring in the long-term is forgetting to abstract thoughts away from media.

Media is a powerful peer, and it is extremely hard to not let it influence the way we think about issues. But, I'm hoping that my students will be better prepared for making acknowledgements than those that didn't receive a crash course on the way media shapes our thoughts.

More than anything, I want my students to feel more comfortable in the short and the long term in knowing who they are, and what they believe in.

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