

Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention

Teaching the student learning objectives in the lessons of **Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention** in the left column contributes to meeting the Michigan Credit Guidelines for Health Education in the right column.

Student Learning Objectives	Michigan Credit Guidelines for Health Education- Strand 6: HIV and Other STIs Prevention and Strand 7: Sexuality Education
<p>Lesson 1: Friendship First</p> <ul style="list-style-type: none"> • 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. <p>Lesson 2: Relationships and Responsibility</p> <ul style="list-style-type: none"> • 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 	<p>HIV Prevention (Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)</p> <p>6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.</p> <p>6.2 Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV and other STIs.</p> <p>6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.</p> <p>6.4 Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.</p> <p>6.5 Analyze common behaviors and situations to eliminate or reduce risk related to HIV and other STIs.</p> <p>6.6 Evaluate one's personal perception of risk for HIV and other STIS.</p> <p>6.6 Evaluate one's personal perception of risk for HIV and other STIs.</p>

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

6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.

Recommended

6.8 Demonstrate acceptance for individuals living with HIV.

RECOMMENDED EXPECTATIONS

Sex Education (Note: State law makes whether to offer sexuality education a local district decision. Course content must be reviewed by the district’s Sex Education Advisory Board to determine whether it is consistent with the district’s board policies and approved sexuality education curriculum. If the district chooses to offer sexuality education, certain content must be included in an age appropriate fashion in the K-12 instructional program. This content is integrated into these guidelines. For specific language of the law, see Sections 380.1507, 380.1507a, 380.1570b of the Michigan Compiled Laws at www.michiganlegislature.org.)

7.1 Summarize and explain laws related to the sexual behavior of young people.

7.2 Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.

7.3 Describe routine medical screenings and examinations for maintaining reproductive health, and medical tests for pregnancy, HIV, and other STIs: who should be tested, the procedures used, and the importance of early detection and care. Note: Focus is HIV testing in the lessons.

7.4 Identify resources that provide information, counseling, and testing related to relationships, sexual violence, pregnancy, and contraception, including options for teens who are unable to care for a baby; analyze the validity of these resources; and describe how to access valid resources.

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 Stakes 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.

to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.

7.6 Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.

7.7 Evaluate the physical, social, emotional, and economic impacts of teen pregnancy, teen parenting, HIV infection or other STIs on personal lifestyle, goal achievement, friends and family members.

7.8 Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.

7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs. Note: Steps of decision-making are not specifically taught or practiced in the lessons.

7.10 Demonstrate the ability to establish positive relationships, communicate care and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.

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).
- Demonstrate effective use of limit-setting and refusal skills with partners pressuring to have sex (abstinence-only).

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 abstinence and how to protect themselves and others from pregnancy and STIs.

Strand 4-Social and Emotional Health credit guidelines **addressed** in **Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention:**

4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.

4.6 Develop short-term and long-term goals and aspirations.

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals.

4.11 Describe the impact of showing empathy for another person's emotions and point of view.

Strand 5-Personal Health and Wellness credit guideline **addressed in Healthy and Responsible Relationships: HIV, Other STIs, and Pregnancy Prevention:**

5.1 Describe how common infectious diseases are transmitted.

5.4 Demonstrate the ability to access valid information and resources in one's community and on the Internet related to personal health issues and concerns.

5.6 Describe health practices that can prevent the spread of illness.

5.7 Apply knowledge about symptoms of illness to determine whether medical care is required.