

11/12 F.L.A.S.H.



a curriculum in FAMILY LIFE AND SEXUAL HEALTH for grades 11 and 12 and college/university classes

Written by Elizabeth “Beth” Reis, MS
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The County of King, by and for
Public Health - Seattle & King County, Family Planning Program

Unplanned Pregnancy/Options lessons revised in 2005
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Contraception lessons revised in 2005
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Ordering Information

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Overview of 11/12 F.L.A.S.H.

NOTE: **11/12 F.L.A.S.H.** is the only level of the **F.L.A.S.H.** series that isn't intended to stand alone. It is a supplement to the 9th and 10th grade level of the curriculum. We asterisked the lessons below that depend upon prerequisite knowledge (from **9/10 F.L.A.S.H.**)

Critical Thinking:

- 1) **Critical Thinking** (1 period)
 - 1) Define and recognize a statement about values.
 - 2) Define and recognize a statement about feelings.
 - 3) Recognize gross fallacies (stereotypes, oversimplifications, etc.)
 - 4) Distinguish among facts, fallacies, feelings and values.
-

Child and Adolescent Sexual Development:

- 2) **Infant and Preschool Sexual Development** (1 period)
 - 1) Explain at least three non-verbal ways in which parents influence their children's sexual development.
 - 2) Begin to articulate messages about sexuality that he or she would like to communicate to his or her children.
 - 3) Distinguish between toddlers' behaviors which are common and developmentally normal and those that could warrant concern.
-

- 3) **Gender Identity & Expression** (1 period: homework)
 - 1) Define and distinguish between "gender expression" and "role extreme or stereotype".
 - 2) Recognize that a person's gender identity and expression are probably to some extent biologically predisposed and to some extent socially influenced.
 - 3) Give examples of dangerous or destructive consequences of carrying gender roles to extremes.
 - 4) Describe ways in which sexual stereotyping hurts us all, men and women alike.
-

- 4) **Sexual Orientation and the Individual** (1 period: homework)
 - 1) Define at least six relevant terms (sexual orientation, heterosexual, homosexual, bisexual, gay and lesbian).
 - 2) Distinguish among facts and common fallacies (myths, stereotypes) regarding homosexuality and bisexuality.
-

- 5) **Sexual Orientation and Society** (1-3 periods: video, panel)
 - 1) Describe ways in which harassment, violence and discrimination in general hurt us all: the hater, the hated, and the observer.
 - 2) Understand the experience of growing up gay, lesbian or bisexual in a world in which your people are feared and hated.
 - 3) Describe the role of "ally" to a gay, lesbian, or bisexual friend or family member.
-

- 6) **Learning to Love** * (1-3 periods: panel, homework)
 - 1) Name the two essential components of love (liking another and caring about his or her welfare).
 - 2) List and describe at least four different kinds of love and describe a "healthy relationship".
 - 3) Describe at least five warning signs, concrete behaviors that show that a romantic relationship is, or could be, unhealthy (dysfunctional, abusive, unequal).
 - 4) Evaluate the relative health of his or her own current or future romantic relationship.
-

Fertility and Infertility:

7) **Fertility and Infertility** * (2-3 periods: panel, reports)

- 1) Recognize that most men are fertile every day, while women are fertile only a few days a month and explain when, in a woman's cycle, she is fertile (the timing and the symptoms).
 - 2) Describe at least four causes of infertility, including the most frequent cause of preventable infertility, STDs.
 - 3) Describe at least four behaviors one can do to try to protect one's future fertility.
 - 4) Recognize that he or she is not immune to infertility and that it can be a major life crisis.
-

Unplanned Pregnancy:

8) **Abortion** (1 period: homework)

- 1) Define abortion, recognizing spontaneous and induced, surgical and medical, legal and illegal ones.
 - 2) Name and describe the two most commonly used procedures, identifying the trimester when each is performed.
 - 3) Distinguish among a few key facts (especially medical and legal facts), common fallacies, feelings and values regarding abortion.
-

9) **Adoption** (1 period: homework)

- 1) Define adoption and foster care, distinguishing them from one another and from informal arrangements (with friends or family) as well as "baby-selling".
 - 2) Explain the basic types of adoption: independent v. agency, and open v. traditional.
 - 3) Distinguish between facts and fallacies regarding adoptees, birth parents, adoptive parents and the law.
-

10) **Parenting** (1-2 periods: video, panel, homework)

- 1) Consider whether he/she might want to ever be a parent (biological or otherwise) and, if so, articulate at least three of his/her own criteria for the kind of parent he/she would like to be.
 - 2) Articulate at least three of his/her own criteria for the kind of parent he/she would like to find to be the other parent of his/her future child(ren) ... if parenthood is in his/her future.
 - 3) Recognize common stereotypes about fathers and describe the hurt they may cause (to all: the child, the father, and the mother).
 - 4) List at least three concrete things a father can do to parent actively.
 - 5) List at least three concrete things a mother can do to act as a father's ally in active parenting (given that society/friends/family will probably assume that she is the primary parent).
-

11) **Pregnancy Options and Society** (1-3 periods: panel, reports)

- 1) Recognize that there is a range of opinions on these issues and that others (even others who are thoughtful, well-meaning individuals) may hold opinions different from his/her own.
 - 2) Articulate opinions (his/her own and those of others) about the ethical issues surrounding abortion, adoption and parenting.
 - 3) Recognize that, regardless of the option a woman/couple chooses, unplanned pregnancy can feel like a life crisis.
-

Contraception:

12) **Contraception, Individuals and Society** * (1-2 periods: homework)

- 1) Articulate opinions (his/her own and those of others) about the ethical issues surrounding contraception.
 - 2) Recognize that there is a range of opinions on these issues and that others (even others who are thoughtful, well-meaning individuals) may hold opinions different from his/her own.
-

Human Immunodeficiency Virus and AIDS:

13) *HIV/AIDS: Update, Review, Pretest* * (1 period: homework)

- 1) Define and distinguish between HIV and AIDS.
 - 2) Explain how HIV is and is not transmitted.
 - 3) Describe at least three ways to prevent, or to reduce the risk of, transmission of HIV.
 - 4) Recognize that the asymptomatic HIV-positive individual is contagious.
 - 5) Describe the process of how HIV leads to AIDS and at least three conditions diagnostic of AIDS, itself.
-

14) *HIV/AIDS: Focus on Testing* (1 period)

- 1) Distinguish the facts from the myths about the HIV antibody test.
 - 2) Distinguish among “no-risk,” “risk” and “highest-risk” behaviors and recognize that persons who engage in risky behaviors need to get themselves tested regularly.
 - 3) Explain at least three reasons a person at risk for HIV might decide to be tested (or not to be), and explain how a person goes about getting an antibody test.
 - 4) Explain at least three things a person should do to protect him/herself and others:
 - if he/she decides not to be tested, and
 - if he/she tests positive, and
 - if he/she tests negative.
-

15) *HIV/AIDS, Friends and Families* (1 period: video, panel, reports)

- 1) Imagine what it might feel like to learn that one is HIV-positive, or to face the news that a friend or family member had HIV/AIDS.
 - 2) Describe at least three possible constructive actions one can take, to serve one’s community and feel less powerless in the face of this epidemic.
 - 3) Identify at least three local or accessible resources for HIV information and/or social and health services.
-

16) *HIV/AIDS & Society* (1 period)

- 1) Articulate opinions (one’s own as well as those of others) about ethical issues surrounding HIV and AIDS.
 - 2) Recognize that others (even others who are thoughtful, well-meaning individuals) may hold differing opinions.
-

Sexual Response:

17) *The Sexual Response System* (1 period)

- 1) Define the sexual response system and distinguish it from the reproductive system.
 - 2) Describe the three phases of human sexual response.
 - 3) Describe at least three of the five most common sexual concerns/dysfunctions.
 - 4) List the four categories of causes of sexual concerns/dysfunctions: misconceptions and myths, feelings and values, alcohol and other drugs, and medical factors. Give an example from each category.
 - 5) Recognize that s/he is already capable of resolving some sexual response concerns (e.g., by acting consistently with his/her own values, abstaining from alcohol and other drugs) and describe a situation where professional help may be needed.
-

Abstinence, Attitude and Activism:

18) *Abstinence, Attitude and Activism* (1 period)

- 1) Define “sexual abstinence” and discuss its potential benefits. List and describe at least three negative and three positive possible consequences of sexual intercourse, recognizing that the latter is controversial.
 - 2) Explain the kinds of subtle and overt sexual messages in our society and recognize that these messages can be less influential if one notices and questions them.
 - 3) Describe one way to influence a mass medium and one way to influence a friend or acquaintance, with whom one disagrees.
-

Lifelong Sexuality and Unit Closure:

- 19) ***Lifelong Sexuality and Unit Closure (Post Test)*** (1 or more periods: reports, homework)
- 1) Distinguish among definitions and/or examples of ten basic aspects of human sexuality.
 - 2) Explain that some of these aspects are present from conception until death, while others develop gradually and/or evolve throughout one's life.
 - 3) Score at least 75% on a unit test of knowledge, coping skills, and ability to articulate opinions (one's own and those of others)