

9/10 F.L.A.S.H.



a curriculum in FAMILY LIFE AND SEXUAL HEALTH for grades 9 and 10

9/10 F.L.A.S.H.

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 and Contraception lessons revised in 2005

Abstinence and Emergency Contraception lessons written in 2005

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With illustrations by Molly MacGregor

Sexually Transmitted Disease lessons revised in 2006 & 2007

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Sexual Exploitation Lessons revised in 2006

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Ordering Information

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* Specifically for 9/10 and 11/12 F.L.A.S.H. (All other appendices are universal, for all the F.L.A.S.H. curricula)

Overview of Grades 9 and 10

	LESSON NUMBER AND TITLE	HOMEWORK * REPORTS **	SAMPLE OBJECTIVES
1.	<i>Unit Introduction and Pre-test</i>		a) Contribute to a serious, considerate class climate. b) Explain the value of ground rules.
2.	<i>Touch and Abstinence</i>	I/F	a) List reasons many teens decide to abstain from sexual intercourse. b) Give examples of nurturing, sexual, affectionate, and violent touch.
3.	<i>Reproductive System</i>	I	a) Locate and spell the parts of the male and female reproductive systems. b) Recall and pronounce those parts, given descriptions of their functions.
4.	<i>Puberty/Adolescence, Day 1: Overview</i>		a) Identify the physical, emotional and social changes of puberty. b) Recognize that puberty is a process, the age-of-onset and duration of which varies.
5.	<i>Puberty/Adolescence, Day 2: Who Am I? Where Am I Going?</i>	F/I	a) List his/her own emotional, physical, mental or social strengths. b) Cite short-term personal goals.
6.	<i>Puberty/Adolescence, Day 3: Am I Normal?</i>		a) Distinguish between "acquaintance" and "friend" and recognize degrees of the latter. b) Avoid using the term "normal" as an emotional weapon against self or others.
7.	<i>Puberty/Adolescence, Day 4: Will I Fit In?</i>	I	a) Explain the importance of a feeling of belonging. b) Recognize that ridiculing others does not help one to feel good nor to belong and that it is often based on ignorance or rumor.

8.	<i>Puberty/Adolescence, Day 5: What Will I Decide About Touch?</i>		<ul style="list-style-type: none"> a) List key factors that contribute to thoughtful decisions: alternatives, consequences, beliefs and feelings. b) Describe how to apply the model to peer touch situations.
9.	<i>Sexual Exploitation, Day 1: Communication</i>		<ul style="list-style-type: none"> a) Identify the components of good communication: really listening and assertiveness. b) Distinguish among assertive, passive, aggressive, and manipulative communication.
10.	<i>Sexual Exploitation, Day 2: Consent Vs. Exploitation</i>	F/ R	<ul style="list-style-type: none"> a) Describe the difference between consenting and exploitive touch. b) Recognize that forced intercourse is rape, regardless of circumstances.
11.	<i>Sexual Exploitation, Day 3: Continuum of Sexual Touch</i>		<ul style="list-style-type: none"> a) Identify where, on a continuum of consent/exploitation, a particular kind of touch belongs. b) Recognize that sexual assault is illegal and that all exploitive touch is wrong.
12.	<i>Sexual Exploitation, Day 4: Assault Strategies</i>		<ul style="list-style-type: none"> a) List ways, in addition to good communication, to reduce the risk of sexual assault. b) List things a victim or the friend of a victim can do, after an assault to help with recovery.
13.	<i>Pregnancy, Day 1: The Developing Baby</i>	F/I	<ul style="list-style-type: none"> a) Identify the definitions of pregnancy- related terms. b) Explain that the foundations of all organs and systems are laid in the first trimester.
14.	<i>Pregnancy, Day 2: The Experience</i>		<ul style="list-style-type: none"> a) List common early symptoms and physical changes pregnant women experience, and common social and emotional changes experienced by women and men. b) Explain the importance of early pregnancy testing.
15.	<i>Pregnancy, Day 3: Prenatal Health</i>	R	<ul style="list-style-type: none"> a) Describe maternal and paternal behaviors which improve the odds of healthy pregnancy outcome. b) Identify the first trimester as the most vulnerable time for the embryo.

16.	Planning to Parent, Day 1: Infant Health		<ul style="list-style-type: none"> a) Identify advantages of breast-feeding. b) Identify appropriate expectations for landmarks of infant development.
17.	Planning to Parent, Day 2: Do I Want Children? How Many? When?		<ul style="list-style-type: none"> a) Cite reasons people might choose different family sizes. b) Cite reasons people might delay parenting until maturity.
18.	Planning to Parent, Day 3: Am I Qualified?	F/I	<ul style="list-style-type: none"> a) Describe qualifications he/she believes are important for the job of "parent." b) Recognize that there are differing beliefs about qualifications.
19.	UN-Planned Pregnancy	F/I	<ul style="list-style-type: none"> a) Distinguish among the legal and illegal alternatives in unplanned pregnancy. b) Describe reasons some people choose each alternative, and reasons others decide against each alternative.
20.	Contraception, Day 1: Overview		<ul style="list-style-type: none"> a) Identify and spell methods of contraception currently available. b) Name the most effective.
21.	Contraception, Day 2: A Closer Look	R	<ul style="list-style-type: none"> a) Explain the difference between benign side effects and actual health risks, identifying methods with the fewest of the latter. b) Name the methods with the most health benefits.
22.	Contraception, Day 3: What's the Best Method?	R	<ul style="list-style-type: none"> a) Describe emotional factors which sometimes influence contraception decisions. b) Describe ethical factors which sometimes influence contraception decisions.
23.	Contraception, Day 4: Communication	F/I	<ul style="list-style-type: none"> a) Demonstrate assertive parent/child, doctor/patient, buyer/clerk, or partner/partner communication regarding contraception.
24.	Sexually Transmissible Diseases (STDs), Day 1: Overview		<ul style="list-style-type: none"> a) Describe what a person should do if s/he suspects s/he has an STD. b) Describe ways of reducing risk.

25.	STDs, Day 2: HIV/AIDS, Understanding the Disease	I	<ul style="list-style-type: none"> a) Identify the ways in which HIV is commonly spread and recognize that casual contact is safe. b) Recognize that AIDS is preventable and list ways to do so.
26.	STDs, Day 3: HIV/AIDS, Its Impact on People		<ul style="list-style-type: none"> a) Recognize that teens and others like him/herself can become infected with HIV. b) Verbalize the importance of maintaining or adopting behaviors which minimize the risk of giving or getting HIV and other STDs.
27.	STDs, Day 4: Epidemiology	R	<ul style="list-style-type: none"> a) Explain why curable STDs haven't been eradicated and are actually increasing. b) Identify resources for help with STDs.
28.	STDs, Day 5: Communication		<ul style="list-style-type: none"> a) Demonstrate assertive parent/child, doctor/patient, buyer/clerk, or partner/partner communication regarding STDs.
29.	Sexual Health Care	I	<ul style="list-style-type: none"> a) Explain reasons and procedures for breast and testicular self-exam and Pap test. b) Identify who should perform and/or seek each of these, and when.
30.	Review and Post-test		<ul style="list-style-type: none"> a) Recognize the importance of early detection and treatment of all sexual health problems. b) Recall the cognitive information (key concepts and vocabulary) from the unit.

* "I" means Individual Homework Exercise; "F" means Family Homework Exercise. They are listed on this chart in the lesson during which they are assigned. Individual assignments are generally due one week after they are assigned; family assignments are due two weeks after they are assigned, to accommodate families' busy schedules. This is why there are no family assignments in the last week of the unit. Family assignments are always confidential and optional; the individual assignment is always provided as an alternative for those unable or too uncomfortable to do the family assignment.

** Every student is assigned an Individual Field Trip Report on the first day or two of the unit. "R" indicates that one or more oral reports are due as part of the lesson with which they are listed.