



## Class 23 Guide: Are You and Your Partner Ready To Have Sex?

### Pre-teach

This week's class is the final lesson from Unit 3: Safer Sexuality. A lot of information has been presented in this unit, and while we have tried to build repetition into the classes themselves, it is likely that students will still need to hear the information from this unit several more times in order to be able to fully internalize and apply it. One way to reinforce information about protection from STIs is to have students play an STI protection matching game. In this game, students will need to match each protection method with the types of sex for which it can be used.

There are several options for playing this game. Students can play together as a class, in smaller groups, or as individuals. If the whole class plays together, tape the picture of condoms on one side of the whiteboard, and the picture of dental dams on the other. Print out one copy of each of the pictures of the different types of sex. Encourage the class to discuss which types of sex go with which protection method. As the class comes to a decision, tape each type of sex under the picture of the corresponding protection method. If students are playing in small groups or individually, you can have them tape the two types of protection on their desks, and then sort the types of sex onto the appropriate side of the desk. At the end of the game, students will have the picture of the condoms paired with vaginal sex, anal sex, and oral sex on a penis. They will have the picture of the dental dams paired with oral sex on vulvas and oral sex on anuses.

During the game, reinforce how important it is to use condoms and dental dams to keep bodies healthy when being sexual. You can also review where condoms and dental dams may be purchased. Condoms are sold at grocery stores, stores like Walmart and Target, pharmacies, gas stations, and online. Dental dams are sold online and at some sexual health clinics and stores.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

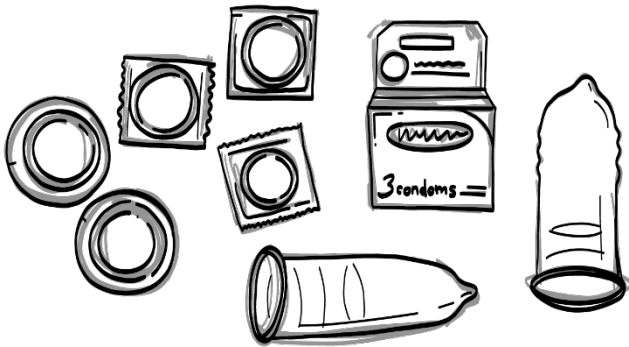
#### *Vocabulary terms and definitions*

- Public: places where other people can come in and out and there are sometimes a lot of people, like a mall
- Private: places where other people need your consent to come in and out like your bedroom

- Ask: talking to someone to get an answer
- Birth control: things that you can use to help you not make a baby if you are having penis in vagina sex
- Pregnancy: when a sperm and an egg grow together in the uterus into a baby
- Sick: when your body does not feel good
- Condom: a piece of rubber that goes over the hard penis and catches semen
- Dental dam: a piece of rubber that goes over the vulva or the anus when you have oral sex
- Doctor: someone who helps keep your body healthy
- Foreplay: things that people do to get their bodies ready for sex, such as kissing and touching each other's bodies

## STI Review Game Materials

### Condoms



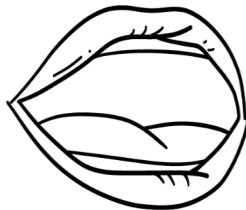
### Dental Dams



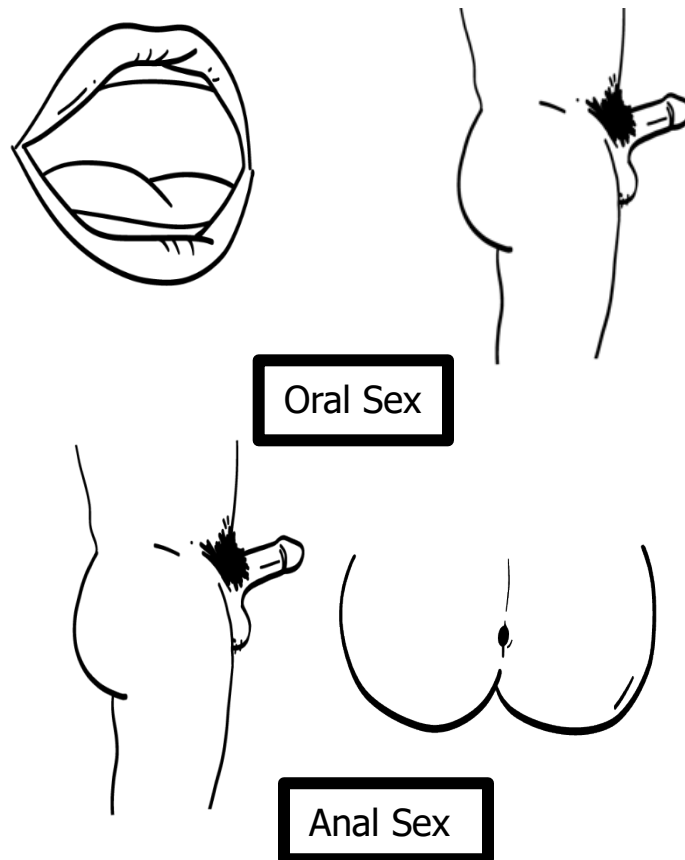
Vaginal Sex



Oral Sex



Oral Sex

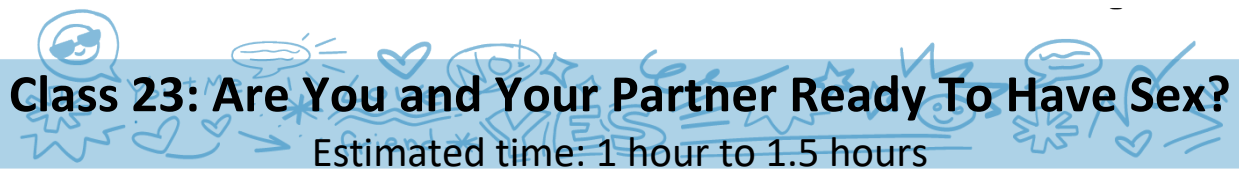


### Post-teach

This is the final class that explicitly talks about bodies and sex. A few of the classes in Unit 4 of *My Rights My Life (MRML)* will reference sex to talk about sexual harassment and abuse, but this is the last class that focuses exclusively on sex education. One way you can reinforce student learning from this unit is by making referrals and connecting students to resources they can use to continue to learn about their bodies and sex. Options may include sexual health clinics like Planned Parenthood, doctors and nurses, and other trusted adults in their lives including parents.

One way you can reinforce student learning from this unit is by giving them an opportunity outside of your regularly scheduled *MRML* class time to ask you any questions they still have about bodies and sex. Explore ways for students to ask questions privately, either through using notecards, or through online platforms that allow students to submit questions anonymously.

After you have gathered student questions, research and prepare answers. When answering questions in front of the group, be sure not to name which student asked which question. If your students do not come up with any questions on their own, you can also look up frequently asked questions about bodies and sex, pose them to your class, and provide answers as needed.



## **Class 23: Are You and Your Partner Ready To Have Sex?**

Estimated time: 1 hour to 1.5 hours

### **Objectives**

Students will:

- Understand what things they need to think about when deciding if they want to have sex.
- Review what steps they can take to be safer while being sexual using the seven items from the Safer Sexuality Checklist.

### **Materials**

- Whiteboard and dry erase markers or flipchart paper and makers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tools (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 23 PowerPoint
- Printed copies of Class 23 PowerPoint for all students (one slide per page)
- Class Safer Sexuality Checklist
- Class 1. Safe and Private Place; 2. Safer Sexual Partner; 3. Sexual Limits; 4. Consent; 5. Birth Control Plan; 6. STI Testing and Protection; and 7. Foreplay and Lubricants Manipulatives
- Completed Student Safer Sexuality Checklists

### **Class Preparation (5-10 minutes)**

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

Display and discuss slides 1-6.

### **Introduction (5 minutes)**

Display and discuss slides 7-9. Give students time to process the information, and check in periodically for questions.

### **Safe and Private Place (5 minutes)**

Display and discuss slides 10-11. Give students time to process the information, and check in periodically for questions.

**Safer Sexual Partner (5 minutes)**

Display and discuss slides 12-13. Give students time to process the information, and check in periodically for questions.

**Sexual Limits (5-10 minutes)**

Display and discuss slides 14-18. Give students time to process the information, and check in periodically for questions.

**Brain Break (5 minutes)**

Display slide 19. Use one of the suggested brain break activities from the slide notes, or come up with your own.

**Consent (5-10 minutes)**

Display and discuss slides 20-23. Give students time to process the information, and check in periodically for questions.

**Birth Control Plan (5-10 minutes)**

Display slides 24-27. Give students time to process the information, and check in periodically for questions.

**STI Testing and Protection (5-10 minutes)**

Display and discuss slides 28-32. Give students time to process the information, and check in periodically for questions.

**Foreplay and Lubricants (5 minutes)**

Display slides 33-37. Give students time to process the information, and check in periodically for questions.

**Questions (5 minutes)**

Display slide 38. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

**Exit Ticket (5 minutes)**

Use slides 39-41 to check for student comprehension of major class topics.

**Closing (5 minutes)**

Display and discuss slides 42-44.