

**2025 - 2026 Charleston County School District Growth and Development
7th Grade Curriculum**

7th Grade Scope & Sequence

Lesson	Lesson Topic	Health-Related Skill	Performance Indicators
1	<u>Puberty Basics</u>	<p>Health Promotion, disease prevention</p> <p>Influences on health behaviors</p> <p>Access Valid Information (Health Literacy)</p>	<p>G-6.1.2 Describe how the endocrine system affects growth and development.</p> <p>M-6.2.2 Examine the interrelationship among mental (cognitive), emotional, social, and physical health in adolescence.</p> <p>G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.</p>
2	<u>The Human Body</u>	<p>Health Promotion & Disease Prevention</p> <p>Access Valid Information (Health Literacy)</p>	<p>G-7.1.1 Explain the structures and functions of the male and female reproductive systems.</p> <p>G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.</p>
3	<u>Conception & Fertilization & Pregnancy & Abstinence</u>	<p>Health Promotion & Disease Prevention</p> <p>Accessing Valid Information</p>	<p>G-7.1.2 Describe the advantages of abstinence.♦♦</p> <p>G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.</p> <p>G-7.1.6 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.♦♦</p>

		(Health Literacy)	G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.
4	Protecting Your Future: STDs, STIs, and the Benefits of Abstinence Before Marriage	Health Promotion & Disease Prevention Access Valid Information (Health Literacy) Decision-Making Skills	G-7.1.2 Describe the advantages of abstinence.♦♦ G-7.1.4 Describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS). G-7.1.6 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS. G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.♦♦
5	Trafficking & Staying Safe Online	Health Promotion & Disease Prevention Access Valid & Reliable Resources (Health Literacy) Interpersonal Communication Skills Decision-Making Skills	G-7.1.7 Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent. G-7.1.8 Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology. G-7.3.2 Locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault. G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.♦♦ I-7.4.2 Demonstrate communication and refusal skills to promote boundary setting <i>when using technology</i> (i.e. social media, sexting) G-7.5.1 Apply a decision-making process to promote abstinence and to

			avoid risk behaviors.♦♦
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Lesson 1: Puberty Basics

Health-Related Skills	<ul style="list-style-type: none"> a. Health Promotion, disease prevention b. Influences on health behaviors c. Accessing valid information (Health Literacy)
Standard	<p>Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).</p> <p>Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.” (NHES, 2007).</p> <p>Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).</p>
Learning Target	<p>G-6.1.2 Describe how the endocrine system affects growth and development.</p> <p>M-6.2.2 Examine the interrelationship among mental (cognitive), emotional, social, and physical health in adolescence.</p> <p>G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.</p>
District/State Adopted Textbook:	<p>Lesson 17.1: The Beginning of Life</p> <p>Lesson 17.3: Adolescence and Puberty</p>

Essential Health Skills for Middle School	
District Approved Resources	<p>→ Approved resources are supplemental in nature and may be utilized only as authorized and in accordance with the parameters established by the CCSD Board of Trustees.</p> <ul style="list-style-type: none"> ◆ Guidelines for Use <p>Advocates for Youth: Change is Good! Advocates for Youth: Everybody's Got Body Parts- Part One and Two</p>
Other Supplemental Resources	
Materials Needed	<p>Oversized Poster Paper, Marker Sort the Changes 7th Lesson 1 (Puberty Basics)</p>
<u>Parent Playbook</u>	<p>What is puberty? What are some changes one may experience during puberty? What are some similarities and differences between male and female anatomy? What organ produces male reproductive cells? Female reproductive cells? It is normal to have questions about how your body is changing and developing. What are some resources, whether online or in person, where you can locate valid and reliable information?</p>
Lesson	<p>Opening:</p> <p>Teacher will introduce themselves and students will start with the pre-assessment</p>

Teacher introduction. Allow for “Meet, Greet, Share” opportunities with classmates.

Setting Ground Rules

We are starting the Growth and Development unit. We are going to be covering some private, sometimes uncomfortable, and awkward topics. Within this space and ourselves, we have a range of comfortability. Some topics are easy peasy, you could talk about them all day without a problem; however, other topics might make you feel like you want to crawl out of your skin, or your heart might begin to race and your palms begin to sweat, or you might feel completely embarrassed. No matter where you are on the continuum of comfortability, it is completely normal. But keep in mind, just because you are completely comfortable with a topic, does not mean your classmate is comfortable with the same topic.

For each classmate to feel valued, heard, respected, and recognized, we are going to begin our unit by creating some ground rules. With your group on your whiteboard, create three rules you feel everyone should follow for each person to be valued, heard, respected, and recognized as we begin this sensitive unit. Go.

Allow teams to share the created rules and create a classroom set of expectations. “If you can adhere to these rules, give me a thumbs up. If you feel you are unable to stick to these expectations or if something is missing or incomplete, give me a thumbs down.”

Activity 1: Puberty Brainstorm

Introduce the class by saying, “You are all at a time in your lives where your body is going through some amazing changes. For some of you, this may have started already; for others, these changes may not start for a few years yet. Some of these changes will make you feel really good about yourselves; it’s exciting to see yourself growing up! Other changes may feel weird, like your body is a bit out of control at times- even though these changes are completely normal. They are all important parts of growing up that everyone goes through. This time of growth is called ‘puberty’ and it’s started by the natural chemicals in our bodies, called ‘hormones.’”

I want you to imagine that I'm an alien and I'm brand new to planet Earth. On my home planet, we do not have this transition called puberty. So break it down for me into the: who, what, when, where, why, and how of puberty.

1. Who on planet Earth goes through puberty?
2. What happens during puberty? (Hit the pause button and indicate you will come back to that one.)
3. When does puberty occur?
4. Why do we go through puberty?
5. How does puberty happen?

Discuss each question and answer together. Consider adding the following information if it was not already shared:

What is puberty?

- Puberty is the period of growing and changing from a child to an adult.
- Puberty begins to prepare people for being capable of reproduction.
- Puberty generally begins sometime between ages 8 and 16.
- Each person is different and will start and go through puberty at their body's own rate.

The trademark of adolescence is physical changes, including puberty.

- Males and females complete most of their height and weight growth.
- The hormone testosterone leads to changes in males.
- The hormone estrogen leads to changes in females.

Hormones are chemical messengers which control certain jobs or functions in our body.

We all go through puberty at different times, some earlier or later than others, and that is OK!

Activity 2: Sort the Changes

We are going to dive a little deeper into "What does puberty look like?". Working with your table, sort the possible changes one may experience during puberty into four categories: Physical, Social, Emotional, and Cognitive.

Type of Change	Change
Social	Friendships become more important Interested in dating Want more independence Taking on more responsibility at home or school Thinking about your identity Peer pressure increases May have more conflict with parents
Emotional	Concerned about appearance (looks) Mood swings Sexual thoughts Sexual feelings Sometimes feel lonely and confused Stronger feelings of wanting to be liked Stronger feelings of wanting to fit in Feel “paranoid”
Physical	Both: <ul style="list-style-type: none"> ● Acne (pimples) ● Skin gets oily ● Start making sex hormones ● Grow taller ● Hair gets oily ● Hair grows in armpits ● Sweat glands develop ● Voice changes ● Pubic hair grows on genitals

	<p>Male-Specific</p> <ul style="list-style-type: none"> ● Erections (penis gets hard) ● Ejaculation (sperm released from penis) ● Hair grows on face ● Start producing sperm ● Testicles grow bigger ● Nocturnal emissions (wet dreams) ● Penis grows bigger ● Shoulders get wider <p>Female-Specific</p> <ul style="list-style-type: none"> ● Breasts develop ● Hips get wider ● Menstruation (periods) begins ● Ovulation (eggs released from ovaries) ● Vaginal discharge
Cognitive	<p>May want to try different, sometimes risky things</p> <p>Might have a hard time making up your mind/feelings of uncertainty</p> <p>Might have a hard time understanding instructions the first time they're told to you</p> <p>Feel like you forget things people told you just a few minutes before</p>
<p>Activity 3: Accessing Resources</p> <p>If you have questions about anatomy or physiology, puberty changes or sexuality, who can you ask?</p> <ul style="list-style-type: none"> ● Parent ● Trusted adult ● Teacher or guidance counselor 	

	<ul style="list-style-type: none"> ● Health care provider <p>What if you were looking online? (Encourage students to share websites they have used in the past to look up health information.) Show students a handful of websites including KidsHealth, Cleveland Clinic, and AskRoo.</p> <p>Closing:</p> <p>Your body is going through some massive changes and you aren't alone.</p> <p>Question Box:</p> <ol style="list-style-type: none"> 1. What's one important thing you learned in class today? 2. What is something you have questions about from today's lesson? 3. What would help make today's lesson more effective?
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Lesson 2: The Human Body

Lesson 2: The Human Body	
Health-Related Skills	
Standard	<p>Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007).</p> <p>Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007).</p>

Learning Target	G-7.1.1 Explain the structures and functions of the male and female reproductive systems. G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.
District/State Adopted Textbook: Essential Health Skills for Middle School	Lesson 17.1: The Beginning of Life Lesson 17.3: Adolescence and Puberty
District Approved Resources	<p>→ Approved resources are supplemental in nature and may be utilized only as authorized and in accordance with the parameters established by the CCSD Board of Trustees.</p> <ul style="list-style-type: none"> ◆ Guidelines for Use <p>Advocates for Youth: Change is Good! Advocates for Youth: Everybody's Got Body Parts- Part <u>One</u> and <u>Two</u></p>
Other Supplemental Resources	Video: How to Perform a Testicular Cancer Self Exam Video: The Menstrual Cycle Video: Early Signs of Pregnancy for Teens
Materials Needed	Male and Female Reproductive System Anatomy Terms and Function Video: How to Perform a Testicular Cancer Self-Exam Video: The Menstrual Cycle 7th Lesson 2 (The Human Body)
Parent Playbook	What is puberty? What are some changes one may experience during puberty? What are some similarities and differences between male and female anatomy? What organ produces male reproductive cells? Female reproductive cells?

	It is normal to have questions about how your body is changing and developing. What are some resources, whether online or in person, where you can locate valid and reliable information?
Lesson	<p>Opening: Activity 1: Male Anatomy Worksheet</p> <p>“We have hundreds of different body parts. Can someone tell me a body part that almost everyone has?”</p> <p>Say, “While there are hundreds of parts that almost everyone has in common, there are only a few parts that just males have that females don’t have and there are only a few parts that just females have that males don’t have. Today, we are going to talk about those parts which are part of our reproductive system.” Tell them that the reproductive system includes those body parts that are used in reproduction; that is, in making and having babies.</p> <p>Distribute the laminated Male and Female Anatomy Worksheets. Ask everyone to turn both sheets over to the male reproductive system side.</p> <p>Working down the terms and definitions, label the male side of the worksheets.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Bladder: A sac inside the body that holds urine.</p> <p>Epididymis: A long, coiled tube which carries and stores sperm cells that are created in the testes.</p> <p>Penis: Made of spongy tissue and blood vessels, the two main functions are sexual intercourse and urination.</p> <p>Prostate Gland: A walnut-sized structure which contributes additional fluid to nourish the sperm.</p> <p>Scrotum: External sac containing the testicles.</p> </div>

Seminal Vesicles: Sac-like pouches that produce a sugar-rich fluid providing sperm with a source of energy and helps with the sperms' ability to move.

Testicle: Oval organs about the size of very large olives that produce testosterone, the primary male sex hormone, and sperm.

Urethra: The tube that transports both semen and urine out of the body.

Vas deferens: Narrow tubes that carry sperm from the testicles to the urethra.

Testicular Torsion: A twisting of the organ that affects the nervous system and blood flow. May have pain, a visual misalignment, nausea, and swelling. Correctable by medical professionals. Lack of treatment could lead to loss of testicles and other complications.

- Because of the location of the penis and testes, they can get bumped, hit, or kicked pretty easily. If you have ever been hit there, you know how much it can hurt. Even though the pain can be bad, the penis and the testes can survive most hits without being permanently injured because they are spongy. The pain should go away within an hour, but if it doesn't, it's important to see a doctor.
- Here are some suggestions to make it feel better after being hit hard in the penis or testes:
 1. Stop playing.
 2. Lie down.
 3. Bend your knees, or pull them up toward your belly.
 4. Place an ice pack over your testes.
- You should call a doctor if any of the following things happen:
 1. The pain worsens or lasts more than an hour.
 2. You notice bruising or swelling.
 3. You have a difficult time going to the bathroom (to urinate, or pee).
 4. Your urine looks pink or bloody.

- **Straps and Compression:** If you are involved in team sports, you may have been encouraged to wear compression shorts. Compression shorts hold the penis and scrotum snug to the body so it's more comfortable to run and move. A jockstrap is another type of compression that has an elastic waistband with a mesh pocket for the penis and scrotum and elastic straps for holding everything close.
- **Athletic Cups:** In contact sports involving a ball, puck, or other flying object, it's important to use an athletic cup to protect the penis and testes from injury. Most football, baseball, hockey, and lacrosse sports leagues require athletic cups.

Testicular Self-Exam: The average age of diagnosis for testicular cancer is 33 years old, with most cases occurring in men in their late 20s and early 30s. According to the Cleveland Clinic, healthcare providers recommend that boys start performing testicular self-exams (TSEs) regularly at age 15. Let's take a look at this video on how to perform a testicular exam: [How to Perform a Testicular Cancer Self Exam](#).

Activity 2: Female Anatomy Worksheet

Ask everyone to turn both sheets over to the female reproductive system side. Working down the terms and definitions, label the female side of the worksheets. Explain that both males and females have internal and external genitalia. Point to the exterior view. Point out the vulva. Pronounce the word and say, "This is another term for these genitals. These parts are on the outside of the body."

Anus: The opening at the end of the digestive tract where feces leave the body.

Cervix: The bottom of the uterus that opens into the vagina.

Clitoris: Sensitive sex organ that becomes larger and firmer during sexual arousal.

Fallopian Tube: Narrow tubes that are attached to the upper part of your uterus and serve as pathways for your egg (ovum) to travel from your ovaries to your uterus.

Labia Majora: Encloses and protects the other external reproductive organs. During puberty, hair growth occurs on the skin of the labia majora, which also contains sweat and oil-secreting glands.

Labia Minora: Surrounds the opening to your vagina and urethra. This skin is very delicate and can become easily irritated and swollen.

Ovary: Small, oval-shaped glands that are located on either side of your uterus. Your ovaries produce eggs and hormones.

Urethra: Urine passes through this tube to the outside of the body.

Uterus: Hollow, pear-shaped organ that holds a developing baby during pregnancy.

Vagina: A muscular canal that joins the cervix to the outside of the body.

Menstruation: Let's talk about what some say is the biggest event for females during puberty: getting her period.

What is a period? It is also called menstruation. This is when the blood and fluid that has built up on the inside of the uterus sheds and leaves the body through the vagina.

Girls often feel most comfortable talking with an adult they trust (parent/guardian, aunt, sister) or their health care provider if they have questions.

Periods come about once per month and last for 4-7 days, but this can vary widely. It is common for females just beginning to have periods to have an irregular schedule. She may skip a month or two or they might come more frequently. It can take up to two years for a female's body to adjust and have more regular periods.

A female knows she has her period when she sees a bloody looking discharge in her underwear, usually it looks red, but sometimes it can look brown in color. This is a period or menstrual fluid. There are many products that help collect the period fluid. She has a choice of pads, sometimes called sanitary napkins, tampons, and menstrual cups.

Anyone can purchase products in a grocery store or drugstore, but you might ask a parent or trusted adult to buy them for you. They may also be available at school if you have a nurse's office or health center.

Show the video ([The Menstrual Cycle](#)) and discuss.

What are some ways to cope with menstruation?

- Use pads, tampons, menstrual underwear (period panties) or a cup for menstrual flow.
- Various sizes of pads, tampons, menstrual underwear and cups are available. Unscented ones are less likely to cause skin irritation.
- Be sure to read the instructions before using tampons or a cup for the first time.
- Tampons may need to be changed every 3-4 hours, although some can now be left in longer at night. Check the instructions on the package for more information.
- Cups need to be changed every 6-12 hours.
- Pads need to be changed before they are soaked through, which will depend on the thickness of the pad and the menstrual flow. If the pad is not soaked through, change it at least every 4 hours during the day and first thing in the morning if worn overnight.
- Wash your hands before and after handling pads, tampons or cups.
- To relieve cramps, try a hot water bottle, pain medication or moderate exercise. If severe cramps persist, it is important to see a doctor.
- PMS (premenstrual syndrome) can occur any time in the two weeks before menstruation. It can make a person feel moody, irritable or have tender breasts or bloating. Exercising and limiting caffeine and salt can help minimize the symptoms of PMS.

- If your period starts at school and you don't have supplies, ask a friend, teacher or the office staff. If you have started puberty, keep menstrual supplies in your backpack, desk or locker to be prepared.
- Tracking your menstrual cycle using an app or a calendar can help you learn about your body and predict when your next period will arrive.

Closing:

Your body is going through some massive changes and you aren't alone.

Question Box:

1. What's one important thing you learned in class today?
2. What is something you have questions about from today's lesson?
3. What would help make today's lesson more effective?

Lesson 3: Conception, Fertilization, Pregnancy, Abstinence	
Health-Related Skills	<ul style="list-style-type: none"> a. Health Promotion/Disease Prevention b. Accessing Valid Information (Health Literacy)
Standard	<p>Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).</p> <p>Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).</p>
Learning Target	<p>G-7.1.2 Describe the advantages of abstinence.♦♦</p> <p>G-7.1.3 Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.</p> <p>G-7.1.6 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning.♦♦</p> <p>G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.</p>
District/State Adopted Textbook: Essential Health Skills for Middle School	<p>Lesson 17.1: The Beginning of Life</p> <p>Lesson 17.3: Adolescence and Puberty</p>
District Approved Resources	<p>→ Approved resources are supplemental in nature and may be utilized only as authorized and in accordance with the parameters established by the CCSD Board of Trustees.</p> <ul style="list-style-type: none"> ♦ Guidelines for Use <p>Advocates for Youth: Puberty and Reproduction</p>

	Advocates for Youth: Great Expectations: Signs and Symptoms of Pregnancy
Other Supplemental Resources	<p><u>We Teach Family and Consumer Sciences</u></p> <p>Video: <u>Pregnancy: Month by Month Guide</u></p> <p>Fetal Development <u>How Far Along?</u> (suggested to post around the room for reference during the week)</p>
Materials Needed	<p><u>Male and Female Reproductive System Anatomy Terms and Function</u></p> <p><u>Anatomy Puzzle Images</u></p> <p><u>First Signs of Pregnancy</u> (matching)</p> <p><u>First Signs of Pregnancy Slide</u> (matching answer key)</p> <p>Video: <u>Early Signs of Pregnancy for Teens</u></p> <p><u>7th Lesson 3 (CFP)</u></p>
<u>Parent Playbook</u>	<p>What is the dominant hormone present in males? females?</p> <p>What needs to happen before a person is able to have a baby? (puberty)</p> <p>What cells are produced in the testes? Ovaries?</p> <p>What does fertilization/conception mean? Where does this occur in the body?</p> <p>What did you find exciting or surprising about how the fetus develops inside the woman's uterus?</p>
Lesson	<p>Opening:</p> <p>With a partner/group, label the male and female reproductive system. <u>Anatomy Puzzle Images</u></p> <p>Tell students that today you are going to discuss how puberty can prepare the human body for the potential to reproduce.</p> <p>Ask: "Who remembers what puberty is?"</p> <p>Say, "One of the biggest differences between a person who has gone through puberty and somebody who has not is that an adult body is the ability to reproduce, or make a baby. That is an important change that happens during puberty. The main</p>

changes that happen during puberty are the result of hormones: testosterone and estrogen mainly. Hormones are the natural chemicals our bodies make.”

Activity 1:

Say “Who can remember the names of the male body parts that we talked about in a previous lesson?” Together with the students, name the parts on the diagram.

Ask “Who can remember the names of the parts of the female body parts that we talked about in a previous lesson?”

Activity 2:

Tell students: “Puberty starts because a person’s body starts to produce a very large quantity of hormones that they were only producing in small amounts before. Male bodies start to produce a lot more testosterone and a little bit of estrogen and female bodies start to produce a lot more estrogen and a little bit of testosterone. All of these changes happen because of the new surge of these hormones.”

Say, “On the male diagram, the parts that are used in reproduction are the testicles, penis, urethra and vas deferens.” Say, “On the female diagram, the parts that are used in reproduction are the uterus, ovaries, fallopian tubes and vagina.”

Tell students: “Through the production of testosterone and estrogen, the reproductive system becomes able to reproduce or make a baby.” Tell them that you are now going to explain to them how conception occurs.

Say: “When puberty begins, testicles, which is where most of the hormone testosterone is produced, start to produce sperm. Sperm are tiny cells that are needed to reproduce. For reproduction to happen, the sperm exit the testicles and travel up through the two small tubes called the vas deferens. After they pass through the vas deferens, the sperm cells mix with semen. Semen is a fluid that helps to protect and nourish the sperm and make them able to fertilize an egg. After the

sperm mixes with the semen, they travel up through the urethra in the penis and out of the tip of the penis. This is called an ejaculation.”

Next, say: “When puberty begins, ovaries, which produce most of the hormone called estrogen, start to release an egg, called an ovum, about once a month. The process of the ovary releasing an ovum is called ovulation. When ovulation occurs, the egg or ovum enters the fallopian tube. (Remind students that once ovulation begins, the uterus, each month, starts to prepare for a fertilized ovum because if a person becomes pregnant, the uterus is where the fetus will live and grow until it is born.) So, every month, the lining of the uterus thickens with extra blood and tissue. If no fertilized egg comes down to the uterus, which is most months, then the uterus sheds its lining, which flows out of the body through the vagina and this is called menstruation or having a period.)

Say “Conception, or reproduction, generally happens when the semen containing hundreds of millions of sperm cells leaves the penis (ejaculation) and enters the vagina through sexual intercourse. The semen with the sperm travels through the vagina and into the uterus through its opening called the cervix and then into the fallopian tubes. Even though hundreds of millions of sperm are ejaculated only one sperm can attach itself to the egg and fertilize it. The fertilized egg then travels back down to the uterus where if it attaches itself to the wall of the uterus a pregnancy has started. The fetus will stay in the uterus for about nine months before a baby is born.”

Activity 3: Signs and Symptoms of Pregnancy

What are some symptoms of early pregnancy? Show the following video: **[Early Signs of Pregnancy for Teens](#)**

Review the video and discuss the various symptoms of pregnancy.

[First Signs of Pregnancy](#) (matching)

[First Signs of Pregnancy Slide](#) (matching answer key)

A note on Miscarriage (if asked)

Miscarriage is the loss of a fetus during the first 20 weeks of pregnancy. Miscarriages are more common than most people realize. About 15-20% of pregnancies end in miscarriage, most often during the first 8 weeks of pregnancy. After the first trimester, the risk of miscarriage drops to about 3%. Most of the time, no one knows why a miscarriage happens. Some possible reasons include:

- A problem or abnormality in the fetus
- Problems with the cervix or uterus
- Hormonal problems
- Infections
- Using tobacco products, drinking alcohol or drug use
- Abdominal trauma

When a pregnancy ends in miscarriage it can be a very emotional time for all members of the family. Feelings of fear, anxiety, anger, and grief are common. Some families are open about having had a miscarriage and others are not.

A note on Still Birth (if asked)

Stillbirth is the death of a fetus after 20 weeks of pregnancy but before birth. This can happen during pregnancy or labor. Many times, the reason for the stillbirth is not known. Like a miscarriage, a stillbirth is a very emotional time for a family. Feelings of fear, anxiety, anger, and grief are common. Some families are open about having had a stillbirth and others are not.

Closing:

We have studied what happens when an egg is unfertilized. What if a sperm has fertilized the egg while in the fallopian tube?

- If the egg is fertilized, it may travel to the uterus and then implant in the uterine lining (implantation). This could result in a pregnancy. Pregnancy begins at implementation of the fertilized egg in the uterus.

What needs to happen before a person is able to have a baby?

- A person needs to ovulate (release an egg) and a sperm cell needs to fertilize the egg in order to produce a baby.
- Because a person will ovulate before their first period, it is possible to become pregnant even if they have never had a period, if they have vaginal sex or a penis or semen come in contact with the vaginal area.
- Puberty is the beginning of the body changing to be able to produce a baby.

Where can an expectant mother access reliable information pertaining to maintaining a healthy pregnancy?

If you have questions about anatomy or physiology, puberty changes or sexuality, who can you ask?

- Parent
- Trusted adult
- Teacher or guidance counselor
- Health care provider

Question Box:

1. What's one important thing you learned in class today?
2. What is something you have questions about from today's lesson?
3. What would help make today's lesson more effective?

Lesson 4: Protecting Your Future: STDs, STIs, and the Benefits of Abstinence Before Marriage	
Health-Related Skills	<ul style="list-style-type: none"> a. Health Promotion/Disease Prevention b. Accessing Valid Information (Health Literacy) c. Decision-Making Skills
Standard	<p>Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).</p> <p>Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).</p> <p>Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health.” (NHES, 2007)</p>
Learning Target	<p>G-7.1.2 Describe the advantages of abstinence.♦♦</p> <p>G-7.1.4 Describe signs and symptoms and effective treatment of sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS).</p> <p>G-7.1.6 Explain effective methods for the prevention of unintended pregnancy in the context of future family planning</p> <p>G-7.3.1 Demonstrate the ability to access valid information and resources related to reproductive health and STIs/STDs, HIV, and AIDS.</p> <p>G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.♦♦</p>
District/State Adopted Textbook: Essential Health Skills for Middle School	Chapter 18: Sexually Transmitted Infections and HIV/AIDS
District Approved Resources	→ Approved resources are supplemental in nature and may be utilized only as authorized and in accordance with the parameters established by the CCSD Board of Trustees.

	<ul style="list-style-type: none"> ◆ Guidelines for Use <p>Advocates for Youth- Protecting Your Health: Understanding and Preventing STDs</p>
Other Supplemental Resources	
Materials Needed	<p>STI Clues Activity</p> <p>STI Clues Posters</p> <p>Video: What are STDs</p> <p>7th Lesson 4 (STDs/STIs)</p>
<u>Parent Playbook</u>	<p>What is an STD/STI?</p> <p>What is the most common sign or symptom of an STD/STI? (asymptomatic)</p> <p>There are several ways to reduce the spread of STDs/STIs. What is the only 100% effective STI/STD prevention? (abstinence)</p> <p>Where can you find information and resources about STDs/STIs?</p> <p>How did today's STD/STI activity change your thoughts/actions going forward?</p>

Lesson	<p>Opening:</p> <p>Explain that today’s lesson is about sexually transmitted diseases (STDs).</p> <p>Say the following, writing key terms on the board as needed: “A sexually transmitted disease means a disease a person can get from another person when they do something sexual with that person. You can only get an STD from someone who has one. You may hear ‘STD’ or ‘STI’ used out in the world; the ‘D’ refers to ‘disease,’ and the ‘I’ refers to infection. There is a minor difference between the two, you may hear both or either.</p> <p>We’re also going to be talking about HIV, which stands for the Human Immunodeficiency Virus. The ‘Human’ part means only people can get it and transmit it to other people. While there are animal versions of HIV, a person cannot get HIV from a cat or a dog or any other animal, or vice versa. ‘Immunodeficiency’ is actually two words stuck together – you might remember from science class that our immune system is the system in our body that fights off infection. A deficiency is when something isn’t working the way it should. So when a person has HIV, they have a deficient immune system – meaning, infections their body could usually fight off on its own are harder or even impossible to fight off. So HIV is a virus that weakens the immune system that, if it is not successfully treated, can become AIDS.”</p> <p>Tell the students that there are many STIs, but STIs tend to have at least a few things in common with others. Students will be assigned a card with the name of an STI on it. Students’ task is to discover all the associated “clues” (appropriate pathogen, signs/symptoms, prevention, and treatment) for the STI on the assigned card by reading the associated STI poster. Students trade clues with others to gather the clues that match their STI card.</p> <p>Activity 1: STI/STD Graphic Organizer STI Clues Activity (and STI Clues Posters)</p> <p>Divide the class into groups of 3-4. Distribute the STD/STI graphic organizer. Explain that each group will receive information specific to one STD/STI. Using the graphic organizer, identify the type of germ/pathogen which causes the STD/STI, common signs and symptoms, mode of transmission, and treatment, if available.</p>
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STI Clues Answer Key:

STI	Letter	Pathogen	Signs & Symptoms	Treatment	Prevention
Chlamydia	F	14	34	4	24
Gonorrhea	D	16	36	6	26
Hepatitis B	C	17	37	7	24
Herpes	E	15	35	5	25
HIV/AIDS	A	19	39	9	29
HPV	H	12	32	2	22
Pubic Lice	B	18	38	8	28
Syphilis	G	13	33	3	23
Trichomoniasis	I	11	31	1	21

Activity 2: Debrief the Activity

In order to complete today's activity, you were given fact sheets about the STI/STD. Where did the fact sheets come from? Once ten minutes have passed, ask each group to share their findings with the class. Summarize findings on the board:

Pathogen	Bacteria	Virus	Parasite
Types of STIs/STDs	Gonorrhea Chlamydia Syphilis	HIV/AIDS Herpes HPV	Pubic Lice Trichomoniasis*

		Hepatitis B	
Treatment	Antibiotics	Symptom Management	Antiparasitic Lotions/Creams; Antibiotics*
Most Common Symptom	Asymptomatic	Asymptomatic	Asymptomatic
Most Effective Prevention	Abstinence	Abstinence	Abstinence

Activity 3: Summarize

Video: [What are STDs](#)

Activity 4: STD Prevention & Benefits of Abstinence Until Marriage

Review what a person can do to reduce their risk for STIs.

- Abstain from sex and sexual contact
- Get vaccinated for hepatitis B and HPV
- Use condoms/dental dams for all sexual activity
- Limit the number of sexual partners
- Go for STI testing and complete any treatment as needed
- Get piercings and tattoos only from reputable places that clean and sterilize all equipment and use only sterile needles

Discussion:

Knowing that the best prevention is abstinence, what are some benefits for choosing abstinence until marriage?

Mental/Emotional Development:

- You won't be concerned about your reputation
- Less stress about teen pregnancy and the responsibilities that come with it
- Confidence in complying with your personal values and beliefs

	<ul style="list-style-type: none"> ● Confidence in knowing you can focus on your goals and education without delaying <p>Closing:</p> <ol style="list-style-type: none"> 1. What part of the experience did you find challenging? 2. What did you learn from completing the STI/STD organizer? 3. What questions are you asking now that you've completed this activity? 4. How will this activity change your actions going forward? <p>Question Box:</p> <ol style="list-style-type: none"> 1. What's one important thing you learned in class today? 2. What is something you have questions about from today's lesson? 3. What would help make today's lesson more effective?
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Lesson 5: Staying Safe Online/Trafficking

Health-Related Skills	<ol style="list-style-type: none"> a. Health Promotion/Disease Prevention b. Accessing Valid Information (Health Literacy) c. Interpersonal Communication Skills d. Decision-Making Skills
Standard	<p>Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007).</p> <p>Standard 3: "Students will demonstrate the ability to access valid information, products, and services to enhance health" (NHES, 2007).</p> <p>Standard 4: "Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks" (NHES, 2007).</p> <p>Standard 5: "Students will demonstrate the ability to use decision-making skills to enhance health" (NHES, 2007).</p>

Learning Target	<p>G-7.1.7 Discuss the impact of bullying, cyberbullying, dating violence, domestic violence, sexual harassment, rape, sexual assault, sexual abuse, and consent.</p> <p>G-7.1.8 Discuss South Carolina laws related to the sexual conduct of minors, including criminal sexual conduct through the use of technology.</p> <p>G-7.3.2 Locate valid information and resources related to dating violence, sexual harassment, sexual abuse, and sexual assault.</p> <p>G-7.4.1 Demonstrate communication and refusal skills to promote empathy, abstinence, and healthy relationships and to avoid risk behaviors.♦♦</p> <p>I-7.4.2 Demonstrate communication and refusal skills to promote boundary setting <i>when using technology</i> (i.e. social media, sexting)</p> <p>G-7.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors.♦♦</p>
District/State Adopted Textbook: Essential Health Skills for Middle School	
District Approved Resources	<p>→ Approved resources are supplemental in nature and may be utilized only as authorized and in accordance with the parameters established by the CCSD Board of Trustees.</p> <ul style="list-style-type: none"> ♦ Guidelines for Use <p>Lesson 13.2 Promoting Safety in the Community and Online Advocates for Youth: Being Smart, Staying Safe Online Advocates for Youth: Trafficking</p>
Other Supplemental Resources	<p>Common Sense Education: My Social Media Life Video: Teen Voices: Friendships and Social Media Video: Internet Danger; Everyone Knows Sara</p>

	<p>Video: Sex Trafficking: What is it?</p> <p>Video: Sextortion: Online Coercion and Blackmail</p> <p>National Center for Missing & Exploited Children</p> <p>Find the Match</p>
Materials Needed	<p>Internet Safety Tips Handout & Internet Traffic Light Handout with Scenarios</p> <p>Noticing Red Flag Feelings</p> <p>Sex Trafficking: Is It Common? Assessment</p> <p>Video: Sex Trafficking: What is it?</p> <p>Video: Sextortion: Online Coercion and Blackmail</p> <p>7th Lesson 5 (Staying Safe Online)</p>
Parent Playbook	<p>What are some of the positive things about connecting with people online? Negative?</p> <p>What are some rules for staying safe when interacting with others online?</p> <p>Imagine you start chatting with someone online, what are some red flag behaviors that would cause alarm?</p> <p>What should you do if someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself?</p> <p>What is something new you learned about human trafficking?</p> <p>What is grooming? What are some strategies that someone might use to try and groom you?</p> <p>What is sextortion? What are some ways that can help prevent sextortion before it begins?</p>
Lesson	<p>Opening:</p> <p>Ask, “What percentage of people in this class do you think are on social media, like Instagram, Snapchat, or something similar? Hold up five fingers if you think most or everyone, three fingers if you think maybe around half, and zero or one finger if you think very few or none.” If necessary, clarify that social media includes websites and applications that enable users to create and share content or to participate in social networking. Explain that, legally, many social media sites require you to be at least 13 years old to sign up, and some even require you to be 17 or 18. Ask, “How do you think the</p>

percentage in this class compares with teens in general? What percentage of teens in the U.S. do you think are on social media?"

Call on students to respond. Point out that 70% of teens use social media multiple times per day.

Invite students to share other things they notice on the infographic. Ask them whether these results match their own experiences and those of their friends.

Activity 1: Sharing It All

1. Show the Teen Voices: Friendships and Social Media video. After watching, have partners discuss the questions. Call on pairs to share out. They should identify some or all of the following responses:

- Benefits: You can connect with friends, share pictures of what you are doing or thinking, share exciting things you're doing, stay up-to-date on the latest happenings.
- Problems or drawbacks: It's distracting, you feel you have to be on it, there's pressure to be perfect, there's pressure to look like your life is great, it can make you feel sad or even depressed.

Follow up by asking students whether they themselves have experienced any of those benefits or drawbacks.

2. Explain that one negative part of social media, as shared by teens in the video, is the feeling that you have to be on social media all the time. Invite students to share how they feel when they are without their phones or devices for a period of time. Students might mention feeling anxious, depressed, worried, or fearful they're missing out.

3. Say: Using social media this much can sometimes lead to oversharing, which is sharing personal feelings, information, or experiences that later make someone feel uncomfortable or regretful. Examples of oversharing include things like:

- sharing thoughts or feelings in the heat of the moment
- sharing things you wouldn't want everyone to see, such as photos from a party, or of you acting silly or weird, but then it was shared with a bigger group of people

- sharing every detail of your life, like what you ate for breakfast or every thought that comes to mind

4. Say: Now we're going to do a quick activity reflecting on your views about social media. Keep in mind that people have different opinions and experiences with social media, and there isn't always a right or wrong answer. For each example we go through, show whether you agree, disagree, or are undecided with thumbs up, down, or sideways.

Note: You can also adapt this activity by using a polling app with students such as Mentimeter or Kahoot.

Read aloud each example, allowing time for students to take a stance. For each one, highlight what the class opinions are (e.g., most people tend to agree, the class seems split, etc.).

- Posting on social media allows me to connect with people who have the same interests I do.
- If you're having a bad day, social media makes it worse. You scroll through and see how great everyone else's life seems. It's depressing.
- Building real relationships with people is much easier face-to-face. Those relationships are stronger and last longer.
- Social media isn't really about connecting with other people; it's just about showing off who you want people to think you are.

If time permits, call on students of opposing viewpoints to explain their rationale.

Activity 2: Noticing Red Flag Feelings

1. Explain that in the video, students talked about both positive and negative experiences using social media. Some of their negative experiences were caused by feelings of being isolated, anxious, or uncomfortable. Say: These feelings can be red flags. A red flag feeling is when something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious. It is a warning that something might be wrong.
2. Explain that when you have a red flag feeling, it's important to slow down, pause, and think about how you're feeling by using the Feelings & Options steps. Have students read aloud the questions associated with each step.
3. Distribute the **Noticing Red Flag Feelings Student Handout**. Tell students they're going to use the Feelings & Options steps to explore how to handle a digital dilemma.

- a. Feelings & Options is a thinking routine that supports social skills and thoughtful decision-making for digital dilemmas. Learn more about teaching with digital dilemmas and thinking routines. Have students complete the worksheet individually.
4. Arrange students into groups of three to four, and have them discuss their responses together. Give groups three minutes to discuss each of the four sections. Use a timer if necessary and have them move on. Then invite each group to summarize their responses to the Feelings & Options steps. Use the Student Handout - Teacher Version for guidance.
5. Optional: If time permits, have students discuss the questions on Part 2 of the handout in groups. Have students share responses with each other or with the whole class.

Activity 3:

Say: It's a good idea to follow the Feelings & Options steps anytime you experience a red flag feeling. Taking these steps will help you think through the options you have for handling the situation.

Read aloud the prompt. Give students three minutes to pair-share.

Call on students to share their responses.

Activity 4: Internet Traffic Light

Distribute the “**Internet Traffic Light Handout.**” Review the Internet Safety Tips on the handout with them aloud. Tell students to keep these rules in mind during the activity you are about to do.

Arrange students in groups of four or five. Distribute one Internet Traffic Light scenario handout for each group. Follow the instructions on the “**Internet Traffic Light Handout – Teacher Version**” to guide students through the group activity and class discussion.

Closing:

Process by using the following questions:

- What are some of the positive things and what are some of the negative things about connecting with people online? (Probe for: The Internet gives you the opportunity to connect with people your age that aren't in your close friend group; with the Internet, you can work together with people in an online game or virtual world; dealing with online harassment can be a pitfall when connecting with strangers online.)
- In what online situations should you get a "gut feeling" that tells you that you may be at risk? (Probe for: When people you know only online flirt with you or talk about sex; when someone you don't know wants you to send them a picture, to meet you alone, or asks you to keep your conversation a secret.)
- What are some rules for staying safe when talking and messaging online? (Don't reply to any questions that make you uncomfortable; tell a friend or trusted adult when someone bothers you online; avoid flirting or using sexual language online, especially with people you and your friends do not know in person; never plan a face-to-face meeting with someone you met online without taking along a parent or guardian.)

Question Box:

1. What's one important thing you learned in class today?
2. What is something you have questions about from today's lesson?

What would help make today's lesson more effective?

Opening:

Say something like, "Today we are going to talk about a difficult topic, sex trafficking and sexual exploitation. This topic might be particularly challenging to hear about or discuss, which is normal. If at any point you feel like you need to excuse yourself to talk with the school counselor, please let me know. I also want to take the time to remind everyone of our group agreements regarding respecting others and keeping information private. Just to remind all of you, I am here as a trusted adult and I am a mandatory reporter so if you share that you are being harmed or might harm others I must report this to the appropriate adults in order to get you help. Does anyone have any questions before we begin?"

Activity 1: Sex Trafficking: Is It Common? Pre-Assessment

Distribute the “[Sex Trafficking: Is It Common? Assessment](#)” and let the students know they should complete the five questions independently. Assure the students that the assessment will not count towards the grade so they should just make an educated guess. Once the students have completed the assessment, review the correct answers as a class using the answer key. Have the students correct their answers as you review each question. Process the answers with the students by asking the following:

- What did you already know?
- What was new information?
- What surprised you?

After the assessment, say, “We are going to watch a short video to get a better understanding of what sex trafficking is.” Play [Sex Trafficking: What is it?](#) and ask the students to share their thoughts. As the students watch the video, write the following questions on the board:

- What is something new you learned about sex trafficking?
- Why do survivors of sex trafficking continue to experience challenges even after they are no longer being trafficked?
- In what ways does sex trafficking impact young people?

After the video, ask the students to find a partner to discuss their answers to the questions you wrote on the board for about 3 minutes. Once partners have discussed their answers, ask for volunteers to share their responses with the larger group.

Activity 2: Internet Traffic Light

Distribute the “**Internet Traffic Light Handout.**” Review the Internet Safety Tips on the handout with them aloud. Tell students to keep these rules in mind during the activity you are about to do.

Arrange students in groups of four or five. Distribute one Internet Traffic Light scenario handout for each group. Follow the instructions on the “**Internet Traffic Light Handout – Teacher Version**” to guide students through the group activity and class discussion.

Activity 3: Grooming and Coercion

When reviewing sex traffickers say the following, "Sex traffickers use all kinds of strategies in order to traffic people for their benefit. This is called grooming where traffickers manipulate others in order to traffic them. Traffickers can act as if they love or want a relationship with the person they are trafficking, make promises of gifts, offer safety, or even appeal to needing help with extreme situations. What are some other ways that traffickers might groom their targets?" Allow the students time to identify other ways that traffickers might recruit their targets.

Grooming can take place online which can lead to something called Sextortion. Play [Sextortion: Online Coercion and Blackmail](#). Debrief the video.

Activity 4: Sextortion- Prevention is Key

Use these tips to help stop sextortion before it begins:

- Don't take images of yourself that you wouldn't want everyone to see.
- Don't forward anyone else's picture or video. Imagine how betrayed you'd feel if this happened to you.
- Don't ask or pressure anyone to share an image. Many teens send sexts because they've been asked to by a boyfriend, girlfriend, or crush. But you shouldn't ask anyone to take this kind of risk.
- Talk to a trusted adult or a friend if you receive a revealing image, are being pressured into sending one, or have sent one.
- Talk to your friends about being active bystanders by not resharing and saying something if someone else does.
- Do not comply with blackmailing demands such as money or more images.

Recognizing the red flags associated with sextortion can help you protect yourself or your friend.

Someone trying to groom you might:

- Flatter you.
- Send you gifts, like cell phones or money
- Discuss adult subjects, like sex.
- Ask you to keep secrets, such as not telling anyone about the relationship.
- Turn you against your family and friends – they want you to depend on them.
- Share or ask for revealing images.
- Blackmail you. If you've shared revealing images or secrets with someone, they may threaten to make them public unless you send more content or money. Paying the money and sending additional content rarely stops the blackmailing. THE BLACKMAILER COULD CONTINUE TO ASK FOR MORE. Most times payment of money or additional content does not ensure that the images or videos won't be spread online. THE BLACKMAILER CAN'T BE TRUSTED. Instead, tell an adult you trust and/or report it to NCMEC immediately so they can help report it to law enforcement.

Activity 5: How to Talk About It

Pose the following self-reflection:

Ask Yourself:

1. Has anyone ever tried talking to you online about inappropriate or sexual things? What did you do?
2. Do you trust all of your online friends? Are there any people you should unfriend or block?
3. Do you know how to report, flag, or block people on the websites and apps you use? Can you show me?
4. Who would you talk to if you were upset by a request you received online?

Allow students to process and debrief each question. Reinforce key reminders:

- You have the right to say “NO” to anyone who talks about or asks you to do something that makes you uncomfortable, even if it’s someone you know.
- Someone who pressures you to talk about or do something sexual online is not someone you should trust.
- Block, unfriend or report anyone sending an unwanted sexual request.
- Talk to a friend or an adult you trust if you get upset about a sexual request. Sometimes just talking about it can help.
- Be very careful about meeting offline. You should get your parents’ or guardians’ permission first, take them or another trusted adult with you and meet and stay in a public place.

Some people are so good at manipulating teens that sometimes the teens don’t even realize they’ve been tricked. Then they might be afraid to say anything about it because:

- They’ve been threatened.
- They feel guilty and think people will blame them.
- They think that no one will believe them.
- They feel confused and do not know what to do.
- They feel alone and do not know who they can reach out to for help.
- Boys may feel more embarrassed that this happened to them.

Maybe you made a mistake. Maybe you need some advice about something uncomfortable. It’s not always easy to approach an adult in these situations. Here are some tips for talking to a trusted adult and how to navigate their responses:

- Tip #1: Practice- Practice what you want to say to start the conversation as well as the main points you want to be sure to include. It’s easy to leave out important details when you’re nervous or if a conversation gets heated. Say the words out loud. Try practicing in front of a mirror
- Tip #2: Be Clear About What You Want- What do you want your trusted adult to do? Give advice? Help make a report? Just listen? Whatever it is, be clear about how they can help you.
- Tip #3: Be Honest, Even If It’s Hard- You might feel embarrassed or ashamed of a mistake, or worried that if you tell the whole truth, adults will get mad or people will get in trouble, but honesty really is the best policy. Laying it all out there may even mean the problem gets solved faster because everyone has all the facts.

- Tip #4: Focus on Forward- Answer any questions your trusted adult has about what happened, but try to keep the conversation moving and focused on what actions you and your trusted adult will take next to resolve the situation.
- Tip #5: Keep Calm- Try to keep calm throughout the conversation. You may feel nervous at the beginning, someone may get angry in the middle – that's normal. If things become too tense to move on, it's OK to take a break and come back to the conversation. Practicing what you want to say (tip 1) will also help you stay calm during this discussion.

Activity 6: Reporting

It can be very difficult to disclose an uncomfortable online or in-person interaction. Remember, it is not the child who is at fault. Together, with your trusted adult, you can report incidents to the [CyberTipline](#). (Demonstrate with students) Upon opening the link, select “Report Incident.” Other options are listed to report domestic violence, child abuse, and for those with suicidal thoughts or ideations.

Select “I Understand” to open the reporting form in order for students to get a glimpse of what the reporting process looks like.

Select the option at the top, “Other Resources”.

- Is Your Explicit Content Out There?: provides help with removing imagery from a specific location online, including information about how you can report directly to an online platform
- Take It Down: Provides resources and support if you have nude, partially nude or sexually explicit images or videos taken before you were 18 that you believe may have been or will be shared online.
- Emotional Support Assistance
- Legal Resources

Select “Contact Us” to list contact information.

Closing:

Say something like, "sex trafficking is a difficult and challenging thing to talk about but it is important to have these conversations because it is common. When we have these tough conversations it provides additional protection because we then might be able to identify when trafficking is taking place and alert the proper people and also continue to provide support to those who are most at risk for violence and assault. Please remember that I am available to talk if you need additional support after today's class and of course the school counselor is also available. Thank you for your hard work."

Students will now take the Post-Assessment