



## **MIDDLE SCHOOL SHARE REMINDERS**

- Each grade level lesson, workbook, and parent permission slip is listed on our website. **Please make sure you are using the current forms as they are updated yearly.**
- You should have received the workbooks in your office. Those were sent to print over the summer. If you did not receive them or need extra copies, please let our office know.
- Please communicate the anticipated dates of teaching to the SHARE office on Edison. Jamie Nelson (JLNelson@washoeschools.net) is the assistant that coordinates all of the video checkouts. She will catalog your dates, and send the videos prior to the lesson window. Videos will be sent out to your site a few days prior to the launch of your lesson.
- Parent permission slips must be sent home and secured in order for a student to participate in SHARE. Contrary to what has been communicated in the past, we must have a signed permission slip from a parent. Please make certain you provide supplemental activities unrelated to SHARE for those who do not participate.
- **ALL permission slips must be retained and sent through inner office mail to the attention of the SHARE Coordinator, C&I, Edison Way.**
- Two regional parent preview nights have been scheduled. Your attendance at the parent preview night is strongly encouraged. Parents want to hear from the teachers' who will be teaching the course.
- When you are finished conducting the lessons, please complete the lesson tracking form. This data along with the permission slips must be kept on file in our office at C&I according to legislative regulation and for state reporting.
- All SHARE Lessons need to be completed prior to the last two weeks of the school year.
- All SHARE Materials need to be returned to the SHARE office prior to the last week of the school year.



**MS SHARE LESSON TRACKING FORM 2017-2018 SY**

School \_\_\_\_\_ Teacher/Counselor \_\_\_\_\_

Dates SHARE Lessons Scheduled:

Fall: \_\_\_\_\_ Spring: \_\_\_\_\_

Student Data:

GRADE	Total Enrolled	Yes Response	No Response	Not Returned
6				
7				
8				

<i>Program Successes</i>	<i>Program Obstacles</i>	<i>Program Needs</i>

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Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**WASHOE COUNTY SCHOOL DISTRICT**  
**S.H.A.R.E. PROGRAM INFORMATION**  
(Sexuality, Health, And Responsibility Education)

**7<sup>th</sup> Grade**

**Your Child's S.H.A.R.E. Dates and Time** \_\_\_\_\_

Dear Parents:

The Washoe County School District, per NRS 389.036, will be presenting the S.H.A.R.E. program. A trained educator provides instruction for S.H.A.R.E. Each 7th grade student will receive three lessons

NRS 389.036 requires written parental approval for your child to participate in the S.H.A.R.E. program.

If you would like to have your child participate in the program, mark "YES" below. If you do not want your child to participate in the program, mark "NO". It should be noted that the daily outline found on the S.H.A.R.E. website only indicates the general topics of the daily lessons and that subsequent lessons will often include previously introduced topics. If your child does not have permission they are taken to another classroom and given an alternative assignment by their regular classroom teacher.

- **Lesson 1-** Media Influences on Body and Self-Image, Healthy Attitude about Body-Image, Gender Stereotypes, Role of Self-Esteem in Relationships
- **Lesson 2-** Teen Pregnancy, Impact of Teen Pregnancy, Risks, Decision Making and Setting Personal Boundaries
- **Lesson 3-** Sexual Responsibility, Abstinence, Building Relationships, Resisting Peer Pressure

**Please complete this form and Return ONLY this page to your child's regular classroom**

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Student's Name: \_\_\_\_\_

**YES**, I give permission for my son/daughter to be included in the entire S.H.A.R.E. Program.

**NO**, I do not give permission for my son/daughter to be included in the S.H.A.R.E. Program.

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Signature of Parent/Guardian OR Student if over 18

Date

For more information and details, please visit our website at [www.washoeschools.net](http://www.washoeschools.net) and look under the Department link for the SHARE program information or call the SHARE office at 775-861-4476.

**DISTRITO ESCOLAR DEL CONDADO DE WASHOE**  
**S.H.A.R.E. INFORMACIÓN SOBRE EL PROGRAMA**  
(Sexualidad, Salud, y Educación de la Responsabilidad)

**7º Grado**

Su estudiante de SHARE Fecha y Hora \_\_\_\_\_

Estimados Padres:

El Distrito Escolar del Condado de Washoe, como indica el NRS 389.036, estará presentando el programa de SHARE. Un educador entrenado prove instrucción para SHARE. Cada estudiante del 7º grado recibirá 3 lecciones.

NRS 389.036 requiere aprobación de los padres para que su hijo-participe en el programa de SHARE.

Si desea que su hijo participe en el programa, marque "Sí" a continuación. Si no desea que su hijo participe en el programa, marque "NO." Hay que señalar que el esquema diario encontrado en el sitio Web SHARE está diseñado como un programa integral, el distrito no puede garantizar que la información contenida en las lecciones excluidas no sean introducidas nuevamente en otras lecciones. Si su hijo no tiene permiso son llevados a otro salon de clases y dados una asignación alternative por su salon de clases regular.

- **Lección 1-** Influencias de los medios sobre el cuerpo y la autoimagen, sana actitud acerca de la imagen corporal, los estereotipos de género, rol de la autoestima en las relaciones.
- **Lección 2-** Embarazo adolescente, el impacto del embarazo adolescente, riegos, toma de decisions y establecer límites personales.
- **Lección 3** – Responsabilidad sexual, abstinencia, establecer relaciones, resistir a la presión de los compañeros.

**Por favor complete este formulario y devuelve SÓLO esta página a la maestro de la clase regular de su hijo/hija**

Escuela: \_\_\_\_\_

Maestra: \_\_\_\_\_ Grado: \_\_\_\_\_

Nombre del estudiante: \_\_\_\_\_

**SÍ**, doy mi permiso para que mi hijo/hija esté incluido/a en el Programa complete de SHARE

**NO**, no doy permiso para que mi hijo/hija esté incluido/a en el Programa de SHARE.

\_\_\_\_\_  
Firma del padre o guardian

\_\_\_\_\_  
Fecha

Para más información y detalles, por favor visite el sitio web del distrito [www.washoeschools.net](http://www.washoeschools.net) y vea en Department Tab en el lugar de SHARE o llama a la oficina de SHARE al 775-861-4476.

**S.H.A.R.E. 7<sup>TH</sup> GRADE LESSON PLANS**  
**LESSON 1 MEDIA INFLUENCES ON SEXUALITY**

**Student Learning Objectives**

The student will learn

1. What media is and how it effects values about sexuality
2. How media effects how they view themselves and relationships
3. Two or more ways to to rise above the influence of media

**Agenda**

1. Explain the relevance of this lesson to student's lives
2. Students will answer the questions about media prior to the PowerPoint.
3. Go over PowerPoints
4. Students will answer the questions about media after the PowerPoint.
5. Summarize the lesson

*Today we are going to talk about the media and its influence on how we view ourselves and dating relationships. How many of you watch T.V., read magazines, go to the movies, or watch the internet? These are all forms of media. Media is any form of mass communication. Some of you may remember SHARE going over media in 5<sup>th</sup> grade. Sexuality describes how we think, act and feel about being a male or a female. Sexuality has to do with how we act in relationships, how we show love and affection, how we feel about our bodies, and who we are attracted to.*

Before we begin, I would like you to answer the five questions on the first page of your SHARE workbook. You will notice there is a second page with the identical questions on the next page. We will discuss those at the end of the lesson.

Show 1<sup>st</sup> PowerPoint slide (from here on out referred to as pp). The answers to the questions are on slide 2 through 4. Review the lesson objective.

On 2<sup>nd</sup> through 4<sup>th</sup> pp go over answers to the terminology.

On 5<sup>th</sup> pp go over questions on the bottom of the page of Jessica Alba and the McDonald breakfast sandwiches. Add "What messages does this ad give women? What messages does this ad give men?"

On 6<sup>th</sup> pp ask students “What makes someone beautiful/sexy in the media? (ex’s tall, thin, beautiful, flawless) Then cover “how does the media portray what makes a man handsome/sexy?” Ask “is this attainable for all people” (of course not, even models are air-brushed and photo-shopped)

7<sup>th</sup> pp is a series of T/F questions set up on transitions.

8<sup>th</sup> through 10<sup>th</sup> pp ask “What messages does this ad give girls? Is it healthy or unhealthy? Why?” (the tennis player is the only healthy message where a woman does not need to be thin, tall, wearing make-up and can be strong etc.)

11<sup>th</sup> pp is a series of T/F questions set up on transitions

12<sup>th</sup> & 13<sup>th</sup> pp “What messages does this ad give to boys? Is it healthy or unhealthy? Why?”

14<sup>th</sup> pp “What % of men can achieve defined muscles (six pack)? Answer 10%, no matter how the other 90% try, they will never achieve that level of muscle definition.

15<sup>th</sup> pp is a series of T/F questions set up on transitions

16<sup>th</sup> to 24<sup>th</sup> pp brainstorm to identify positive and negative images portrayed. There are notes on the more ambiguous slides to assist teachers with the narratives.

25<sup>th</sup> to 29<sup>th</sup> pp are informative slides on diets, etc.

On Cinderella pp (30<sup>th</sup>) go over questions

Bachelorette pp (31<sup>st</sup>) go over questions

Slides 32-34, Ask, “How are the messages on these ads different and what language do they use to relate to youth?”

35<sup>th</sup> pp Ask “What is the difference between how men and women view ads?”

36<sup>th</sup> pp Summary – So what have we learned about how the media affects how we view what is beautiful/sexy/how we think about our roles as men/ how we think about our roles as women/ how we pick who to date?

Finish with brainstorming how we can rise above the influence of media. Then have students answer the five questions on page 2 of their SHARE workbook. Again, these are duplicates from the start of the lesson. Ask students if anyone would like to volunteer some changes they identified in how they view media as a result of this lesson.



**Media & Sexuality**

What is Media?  
What is Sexuality?  
What is Body Image?

Lesson Objective:  
Examine how media has helped shape your opinions and values about sexuality and body image.

UNFORGIVABLE  
BY INTRODUCING THE ALLURE OF JOHNNY DEPP TO HIS BODY

1

### Terminology

- What is media?
  - The means of communication to reach people:
    - Radio
    - Television
    - Newspapers
    - Magazines
    - Internet

2

### Terminology

- What is sexuality?
  - Sexuality is much more than body parts and sex.
  - Sexuality includes how we feel about our bodies. We call that "body image."
  - Sexuality includes our sexual experiences, thoughts, ideas, and fantasies.
  - Sexuality includes how we experience intimacy, touch, love, compassion, joy, and sorrow.

*"Sexuality is expressed in the way we speak, smile, stand, sit, dress, dance, laugh, and cry."* -  
http://www.srnp.org/for\_all\_parents/definition.html

3

### Terminology

- What is body image?
  - Body image is how you see yourself when you look in the mirror or when you picture yourself in your mind. It encompasses:
    - What you believe about your own appearance (including your memories, assumptions, and generalizations).
    - How you feel about your body, including your height, shape, and weight.
    - How you sense and control your body as you move. How you feel in your body, not just about your body.

https://www.nationaleatingdisorders.org/what-body-image

4



Why is Jessica Alba used in this ad?  
What message does this ad send to boys? What about to girls?

5



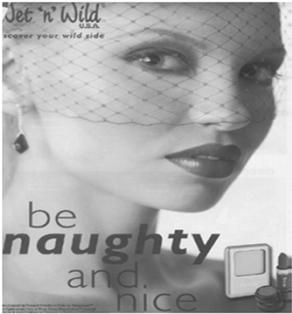
PEOPLE  
SEXIEST MAN ALIVE!  
HUGH JACKMAN  
PLUS: 129 SMOKIN' HOT GUYS

6

### True or False

- 91% of women who are unhappy with their bodies resort to dieting.
  - True
- 63% of women say the images of women in the media make them feel insecure.
  - False, it is actually 80%
- 26% of girls in 1<sup>st</sup> through 3<sup>rd</sup> grade want to be thinner.
  - False, it is actually 42%
- 81% of 10 year olds are afraid of being fat.
  - True
- 58% of college-aged girls feel pressured to be a certain weight.
  - True

<http://www.statisticbrain.com/body-image-statistics/>  
7



Teen Magazine

8



This Carl's Jr. ad was banned for being too sexy



10

### True or False

- 38% of teenage girls are, or think they should be, on a diet.
  - False, it is actually 53%
- 30% of teenage girls reported being teased about their weight.
  - True
- 15% of teenage boys reported being teased about their weight.
  - False, it is actually 25%
- 75% of 15-17 year old girls want to change at least one aspect of their physical appearance.
  - False, it is actually 90%

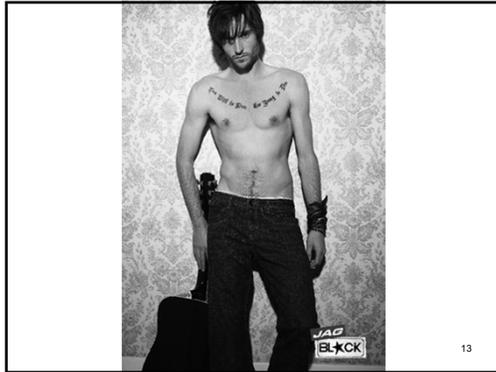
<http://www.statisticbrain.com/body-image-statistics/>  
11



Magazines LOVE to lie!

- How many of you know Photoshop?
- You too, can have these fake Abs ...just draw them in.
- Do you have acne? No worries---just erase them.
- Want different color eyes? Change them.....
- Etc., Etc., Etc.

12



LOSE UP TO 15 POUNDS  
IN JUST 8 SHORT WEEKS!

Boys see SO many images that emphasize being ultra masculine---having huge muscles, no emotions, being super powerful, and well paid.

### True or False

- 12% of teenage boys use unproven supplements and/or steroids.
  - True
- 25% of women would consider cosmetic surgery in the future.
  - False, it is actually 40%
- 25% of men would consider cosmetic surgery in the future.
  - False, it is actually 20%

<http://www.statisticbrain.com/body-image-statistics/>

What messages are being sent in these two images?

- Are they the same?
- Does the first one influence our view of the second?

Your life with instant replay. Shared instantly.

High in protein.  
Big on taste.  
Low in carbs!

Because extra pounds can't keep up on this lean & free safety.



19



20

SPARKLING IDEA FOR MOTHER'S DAY!

**Roll G-E Mobile Mail® into her home...  
Roll dishpan drudgery out of her life!**

General Electric's Big gift is the GE® Mobile Mail™. Let yourself be surprised when you open the door to your kitchen. You'll find a gift of pleasure inside for her and everyone else who loves to cook. General Electric's Mobile Mail™ is a gift of pleasure that's ready to roll. It's the perfect gift for Mother's Day. It's the perfect gift for the woman who makes the world a better place. It's the perfect gift for the woman who makes the world a better place. It's the perfect gift for the woman who makes the world a better place.

**GENERAL ELECTRIC**

21

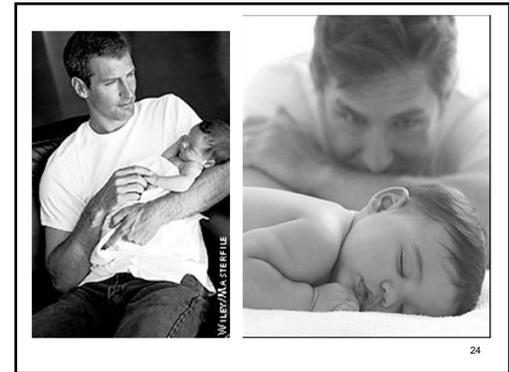


22

is gentle something you touch or something that touches you?

**Ariel Sensitive.**  
The new way to get it's gentle next to skin.  
With the gentlest fragrance formulation yet. [www.ariel.com](http://www.ariel.com)

23



24

### True or False

- 13% of girls age 15-17 acknowledge having an eating disorder.
  - True
- 5 million people in the U.S. have an eating disorder.
  - False, it is actually 8 million. 7 million women and 1 million men.
- The annual revenue for the weight loss industry is 5.4 billion dollars.
  - False, it is actually 55.4 billion dollars

http://www.statisticbrain.com/body-image-statistics/

25

### Diet & Weight Loss Statistics

- In 2012, Americans spent an estimated \$65 billion trying to lose weight.
  - \$19.5 billion for health clubs
- 50% of American adults are dieting.
- 80% of dieters try to lose weight on their own.
- 90-95% of dieters regain the weight they lost in 1 to 5 years.
- The best and only way to lose weight for good is to make small, gradual, and realistic changes to your exercise and eating habits over time.

http://www.fitnessforweightloss.com/diet-and-weight-loss-statistics/

26

### Problems with Dieting

- Over time, you may be more likely to gain weight.
- Dieting may make you feel:
  - Hungry or preoccupied with food
  - Distracted and tired
  - Sad and unmotivated
  - Cold and dizzy
  - Deprived of foods you enjoy (can lead to binge eating)
- Some forms of dieting (skipping meals, weight loss pills, laxatives, and vomiting) may lead to eating disorders.
- Teens are still growing and need the right amount of nutrients to be healthy.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2720872/

27

### Understanding Your Body Type

**The 3 Different Body Types**

The Science of Eating Well

<p><b>Ectomorph Traits</b> Small "delicate" frame/bone structure Flat chest Small shoulders Thin Lean muscle mass Finds it hard to gain weight &amp; muscle Fast metabolism</p>	<p><b>Mesomorph Traits</b> Athletic Generally hard body Well defined muscles Rectangular shaped body Strong Gains muscle easily Gains fat more easily than ectomorphs</p>	<p><b>Endomorph Traits</b> Soft round body Is generally short Stocky build Round physique Finds it hard to lose fat Slow metabolism Muscles not well defined</p>
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Instead of dieting, it is important to understand your body type so you can develop healthy eating habits and exercise practices for you.

**ONE SIZE DOES NOT FIT ALL!!!**

28

### What the Center for Disease Control Says about Nevada

- 11.4% of adolescents are obese.
- 14.6% of adolescents are overweight
- 41.2% of adolescents eat less than one serving of fruit per day
- 42.1% of adolescents eat less than one serving of vegetables per day
- 24% of adolescents are physically active daily.
- 29.3% of adolescents watch 3 or more hours of TV daily.

29

Boys, what is your opinion of marriage?

Girls, what is your opinion of marriage?

How does the media represent marriage for boys? For girls?

30

What has media taught you about dating, love, romance, sex?  
 Do you think your attitude towards these things is healthy?



31



I'm **SEXY** enough...  
to keep you waiting



**"NOT WHAT YOU HAD IN MIND FOR YOUR FIRST SET OF WHEELS, HUH?"**

You were probably getting a hot guy that would take you and your friends to parties. But you got pregnant and now you're pushing a stroller around while your friends are kicking it around you.

the Candies Foundation  
 Providing information about the devastating consequences of teen pregnancy  
 PAUSE



**"NOT REALLY THE WAY YOU PICTURED YOUR FIRST CRIB, HUH?"**

Having a baby can cost over \$10,000. A year, one night could cost you more than you think.



the Candies Foundation  
 Providing information about the devastating consequences of teen pregnancy  
 PAUSE

theCandiesFoundation.org

### At First Glance

MEN	WOMEN
<p>Chili's big mouth burgers for you and your date: \$15</p> <p><small>Getting a hot guy to tell her she has something on her face (pinkness)</small></p> 	<p>Chili's big mouth burgers for you and your date: \$15</p> <p><small>Getting a hot guy to tell her she has something on her face (pinkness)</small></p> 

35

**WHAT MESSAGES DOES MEDIA GIVE?**

- To girls?
- To Boys?
- About our roles?
- Who we should date?
- What makes a person valuable in society?

**HOW CAN WE RISE ABOVE THESE INFLUENCES?**

- We can ignore the media
- Focus more of personality than looks
- Don't tell others how to be
- We can make up our own minds

36

**S.H.A.R.E. 7<sup>TH</sup> GRADE LESSON PLANS**  
**LESSON 2 7<sup>TH</sup> GRADE PRENATAL DEVELOPMENT/TEEN PREGNANCY**

**Student Learning Objectives**

The student will learn;

1. The process of prenatal growth and development
2. The impact and risks of teen pregnancy
3. 3 ways teen parenting would change their lives
4. The responsibilities of sexually active
5. The responsibilities of being a parent

**Agenda**

1. Explain lesson's purpose
2. Watch video "Fetal Development: A Nine-Month Journey"
3. Go through PowerPoints
4. Fill out Teen Pregnancy page in student workbook
5. Summarize lesson

Today we will watch how a baby develops inside a woman's body. It is important to understand pregnancy and what impact pregnancy can have on a teenager. Think about how being pregnant or becoming a teen parent would affect you. What would you love, gain, feel, fear...etc? And consider what the child would love, gain, feel, etc.

Try to remember as much as you can during the video. I will be asking questions after to check for understanding.

Watch video "Fetal Development: A Nine-Month Journey"

Go through page on pre-natal development and understanding pregnancy pages verbally with students. Have students come up with as many answers as they can. Then brainstorm with students:

- The most important things a child deserves to be born having (may want to tell students to not include food, clothing, and shelter to get to more emotional answers)
- Reasons someone would want to become a parent

- The challenges that a parent deals with when raising children
- **(Write down answers then start PowerPoints)**
- Go over questions with students on last PowerPoint and have students fill out their “Teen Pregnancy” work-page

Remind students of community resources and how to contact them:

- Teen Health Mall and Hotline
- WCSD S.H.A.R.E. Website
- School Counselor

## 7<sup>th</sup> GRADE TEEN PREGNANCY



### TRUE OR FALSE



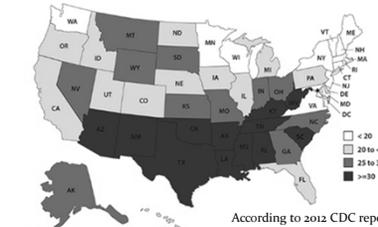
- A female can't get pregnant the first time she has sex.  
False. A female can get pregnant anytime she has sex, including the first time.
- Teens learn more about sex from the media than from their parents.  
True. Most teens say they want to get information about sex from their parents. In reality, teens say they get most of their information from media.
- The only 100% way to prevent pregnancy is to not have sex.  
True. Abstinence is the only 100% effective way to prevent pregnancy.
- Most teens are having sex.  
False. Just because you think "everybody is doing it" doesn't mean they are. Some are, some aren't, and some are lying.

- If a female has a baby as a teen, she will probably marry the father.  
False. Nearly 80% of teen fathers don't marry the mother of their baby.
- A female won't get pregnant if a condom is used most of the time.  
False. A condom must be used every single time a person has sex. Condoms are about 89-98% effective when used correctly every time. A sexually active teen who does not use contraception has an 85% chance of pregnancy within one year.
- Age difference doesn't matter in teen relationships.  
False. Teens who are in a relationship with a partner three or more years older, are less likely to use contraception. They are also more likely to report later, that they didn't really want to have sex.

## TEEN PREGNANCY AND BIRTHS

<p><b>Teen Births, Girls 15-19</b></p> <ul style="list-style-type: none"> <li>Nevada has the 14<sup>th</sup> highest birth rate in the U.S.</li> <li>2,448 teen births (2014)</li> <li>\$68 million spent on teen childbearing (2010)</li> <li>Teen birth rate 28.5 per 1,000 girls aged 15-19</li> <li>Decreased 62% from 1991</li> </ul>	<p><b>Teen Pregnancy, Girls 15-19</b></p> <ul style="list-style-type: none"> <li>Nevada has the 8<sup>th</sup> highest pregnancy rate in the U.S.</li> <li>5,270 number of teen pregnancies (2011)</li> <li>\$103 million spent on unplanned pregnancy</li> <li>Teen pregnancy rate 68 pregnancies per 1,000 girls</li> <li>Decreased 57% from 1988</li> </ul>
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### U.S. Teen Birth Rates



According to 2012 CDC report, U.S. has the highest teen pregnancy rate of all developed countries

### CONSEQUENCES OF TEEN PRGNANCY

- Only one out of three teen mothers will graduate high school and only 1 out of 5 will earn a college degree
- 52% of all mothers on welfare had their first child as a teenager.
- Nationally, teen childbearing cost taxpayers about \$9 billion a year.
- In Nevada, teen childbearing cost taxpayers about \$68 million a year.



Did you know that children born to teen mothers are...

- More likely to be born at a low birth weight causing infant death, blindness, deafness, and cerebral palsy
- More likely to suffer from learning problems
- More likely to enter the child welfare system
- More likely to experienced abuse and neglect
- Daughters are 22% more likely to become teen mothers
- Sons are 13% more likely to end up in prison

7

## THE COST OF HAVING A BABY

### Your Expenses

- Rent
- Utilities
- Food
- Clothes
- Transportation



### Baby's Expenses

- Child care
- Clothes
- Diapers
- Food
- Health care
- Baby care products
- Furniture
- Average cost to raise a child born in 2013 to age 18 according to CNN Money:
  - \$245,000

8

## Are you ready to be a teen parent?

How would your life change if you were a teen parent?

When do you think a person is ready to become a parent?

What should a teen consider before becoming sexually active?



9

**S.H.A.R.E. 7<sup>TH</sup> GRADE LESSON PLANS**  
**LESSON 3 SEXUAL RESPONSIBILITY**

**Student Learning Objectives**

The student will be able to:

1. Give the definition of abstinence
2. Give examples of establishing boundaries in a relationship
3. List reasons to practice abstinence
4. Know the steps to get out of a pressured situation

**Agenda**

1. Give students rationale for the lesson
2. Fill out establishing boundaries, and abstinence page in student workbook
3. Watch video “Real People: Teens Who Choose Abstinence”
4. Summarize lesson(s) using PowerPoint on Sexual Responsibility

Yesterday we talked about pregnancy and being a teen parent. We ended with talking about what you need to think about before you are sexually active. Being a teen parent is a lot of responsibility. One way to avoid pregnancy is to practice abstinence.

Just knowing what it is, may not be enough to put it into practice. To help you, we will learn to establish boundaries in a relationship.

What is a boundary and what does it mean to set your boundaries? A boundary is a DIVIDING LINE between you and anyone else, even a loved one. The line represents both physical and emotional limits others may not VIOLATE. To set your boundaries is to stop anyone, even your loved ones, from crossing the line with you. Boundaries can make you feel SAFE, make others feel safe around you and most importantly, boundaries let people know what your LIMITS are.

Please take out your workbooks and let’s go through the “Establishing Boundaries” page together.

Boundary skills include being able to say “no” in a pressured situation. One pressured situation may be a boyfriend or girlfriend pressuring you to be sexually

active before you are ready. While watching the video “Real People: Teens Who Choose Abstinence” fill out your workbook page on **Abstinence**.

Watch video “Real People: Teens Who Choose Abstinence” then go over answers on Abstinence work-page.

**Summary:** Ask students, “what was the most important thing they learned from the video?”

Review the PowerPoint “Sexual Responsibility” with the students.

- PowerPoint will reinforce healthy relationships and refusal skills

Remind students that abstinence can be a positive choice at any point in a person’s life, both for young people and adults. Choosing not to have sex by refusing can show maturity, self-confidence, and power over their lives.

Reinforce sexual decision-making as a matter of personal rights and power (boundaries). Everyone can:

- Choose abstinence until they are totally mature and ready.
- Choose abstinence on and off, throughout their lives, as circumstances change

## SEXUAL RESPONSIBILITY




## ABSTINENCE

Postponing or waiting for sexual intercourse until you grow up, fall in love, and form a long-term, faithful, loving relationship such as marriage.

According to the 2015 Youth Risk Behavior Survey the percentage of students who have had sex are as follows:

- 14 year olds - 13.1%
- 15 year olds - 23.0%
- 16 year olds - 45.3%
- 17 year olds - 53.8%
- 18 year olds - 66.9%



## Why are teens having sex?

- Pressure
- Curious
- Want to fit in/be cool
- Media influence
- Alcohol/drugs
- To keep a relationship
- To prove true love
- To feel grown up

- While the rates of students who have had sex seem high, think about the response to this question on the 2014 Youth Risk Behavior Survey suggests:

**Percentage of high school students who were currently sexually active:**

- Female- 29.2%
- Male- 30.6%
- Total- 29.8%

## Why do teens choose abstinence?

- Won't get STI's
- Won't get pregnant
- Religion
- Not ready emotionally
- Can focus on school, sports, and college
- Self respect
- No guilt
- Don't want a bad reputation



## Tips for sexual pressure

1. Say NO and don't give excuses.
  - Tell them how you feel.
  - Ask them why they are pressuring you.
2. Turn the tables.
3. Walk Away

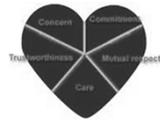
## Establishing Boundaries in a Relationship

Establishing boundaries in a relationship means telling the other person what you want and expect in your relationship, and what you *don't* want. Let's practice setting some boundaries.

1. I want to spend time with you and have fun together, but I don't want you to
2. I want you to respect my values and not
3. I want to be close to you. I don't mind kissing and hugging, but I don't want to
4. When we disagree on something, I want you to respect my opinion instead of
5. I want you to enjoy hanging out with my friends, but I don't want you to

## How could establishing boundaries help you in a relationship?

- Communication
- Having sex is no guarantee the relationship will last
- Sex can be mistaken for love
- After you've had sex with someone breaking up is twice as bad
- Trust
- Respect
- Less pressure
- Know the person really cares



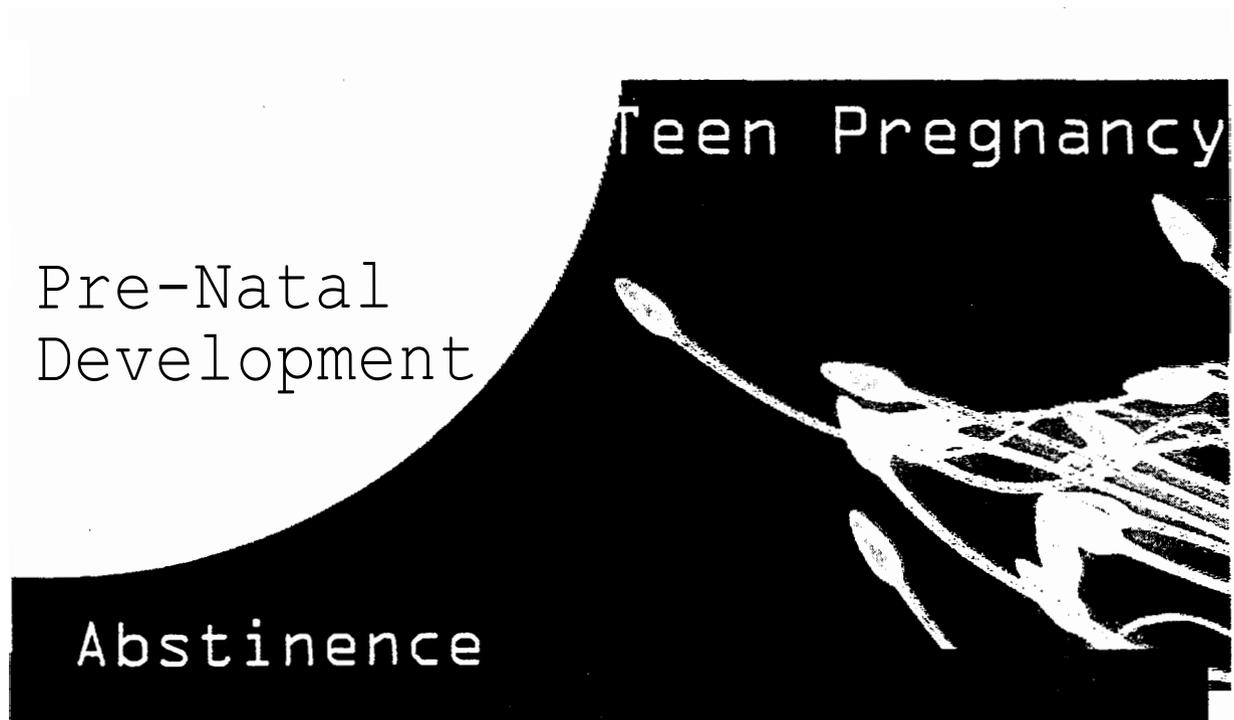
7

# 7<sup>TH</sup> GRADE

name \_\_\_\_\_

teacher \_\_\_\_\_ period \_\_\_\_\_

**S.H.A.R.E.** Sexuality, Health, and Responsibility Education  
Washoe County School District I Reno Nevada



## Helpful ResouKes

SHARE Teacher \_\_\_\_\_ @ \_\_\_\_\_

SHARE Website [www.washoeschools.net/Domain/483](http://www.washoeschools.net/Domain/483)

School Counselor - - - - -

### Media and Sexuality

1. How are women portrayed in the media?

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2. How are men portrayed in the media?

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3. How do you think the media influences teens?

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4. How does the media influence relationships?

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5. How can you resist negative media influences?

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# Pre-Natal Development

From our discussion and the video, "The Nine Month Journey" answer the following questions:



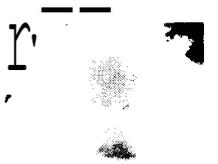
1. A new life is conceived when the male sex cell, a \_\_\_\_\_ fertilizes the female sex cell, an \_\_\_\_\_.

2. Which cell, the sperm or the egg, determines a baby's gender? \_\_\_\_\_.



3. The fertilized egg cell implants itself into the lining of the \_\_\_\_\_.

4. The embryo's heart begins to beat at \_\_\_\_\_ weeks. The organs are fully developed by \_\_\_\_\_ weeks.



5. How does a fetus get oxygen and nutrients inside the uterus? \_\_\_\_\_  
\_\_\_\_\_

6. The \_\_\_\_\_ filters out most viruses and bacteria from getting to the fetus. It does NOT filter out drugs and alcohol.



7. How many weeks is a full-term pregnancy? \_\_\_\_\_.

8. What is the safest position for a baby to be born? Feet or head first? \_\_\_\_\_

Why? \_\_\_\_\_

# Understanding Pregnancy

1. What are the first symptoms of pregnancy?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_



2. Identify 3 things a woman should do if she thinks she is pregnant:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_



3. Name 3 things a woman should NOT do if she thinks she is pregnant.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_



# Teen Pregnancy

1. How would your life change if you were a teen parent? Think about school, social life, family life, money and jobs.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

2. List three things that you believe EVERY baby deserves when it is born.

A. .- \_\_\_\_\_

B. .- \_\_\_\_\_

C. .- \_\_\_\_\_

3. When do you think a person is ready to be a good parent? Why? \_\_\_\_\_

4. Why is abstinence a healthy and responsible choice for you and your future? \_\_\_\_\_

5. What should a teen consider before becoming sexually active? \_\_\_\_\_

6. Who could I go to for help, support, and answers to my questions?

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# Establishing Boundaries

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Establishing boundaries in a relationship means telling the other person what you want and expect in your relationship, and *what you don't want*. Let's practice setting your boundaries.

<i>How could establishing boundaries in my relationships protect me?</i>	<i>How could it make the relationship stronger?</i>
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1. I want to spend time with you and have fun together, but I don't want you to \_\_\_\_\_
2. I want to be close to you. I like to kiss and hug, but I don't want to \_\_\_\_\_
3. I want you to respect my values and not \_\_\_\_\_
4. When we disagree on something, I want you to respect my opinion instead of \_\_\_\_\_
5. I want to be honest and open with you about my feelings, my likes and dislikes, but I don't want you to \_\_\_\_\_
6. I want you to enjoy hanging out with my friends, but I don't want you to \_\_\_\_\_

**I want you to respect who I am,  
and understand that I have the  
right to make my own decisions.**



A  
B  
S  
T  
I  
N  
E  
N  
C  
E

VIDEO: Real People: Teens Who Choose Abstinence



*Why Do Teens Choose  
To Have Sex*

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*Why Do Teens Choose to Wait  
(Abstinence)*

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**YOU HAVE THE RIGHT TO SAY, "NO"!**

# Refusal Skills

The following steps will help you get out of a pressured situation:

1. \_\_\_\_\_ -
2. \_\_\_\_\_ -
  - a. \_\_\_\_\_ -
  - b. \_\_\_\_\_ -
3. \_\_\_\_\_ -
5. \_\_\_\_\_ -

# Notes

# Notes

WASHOE COUNTY SCHOOL DISTRICT  
SEXUALITY, HEALTH AND RESPONSIBILITY  
EDUCATION (SHARE) PROGRAM

Parent Feedback Form  
for Parents of 7<sup>th</sup> Grade Students

Your feedback about the SHARE program is very important to us. The information you provide will make it possible for us to improve this program. Please answer all the questions below. Do not put your name on this form. This information is confidential and anonymous.

A. COMMUNICATION WITH YOUR CHILD ABOUT SHARE

1. Has your child communicated with you about the information he/she has learned in the SHARE program? (Choose ONE)

- Yes                       No (if NO, continue to question 2)

IF YES, which of the following have you talked with your child about since being in the SHARE program? (Check ALL that apply)

- Curfew (what time to be home at night)  
 Dating  
 Relationship stages/qualities  
 Puberty  
 Male reproductive system  
 Female reproductive system  
 The menstrual cycle  
 Sexual intercourse  
 How pregnancy occurs  
 Abstinence  
 Sexual transmitted infections (STIs)  
 HIV/AIDS  
 Methods of birth control  
 Peer pressure  
 Refusal skills  
 Decision-making/choices  
 Consequences  
 The goals he/she has set as a result of the SHARE program  
 Other:

2. Based upon your discussions with your child, how much do you believe your child learned from this program? (Choose ONE)

- My child learned a great deal.                       My child did not learn very much.  
 My child learned a few things.                       My child did not learn anything at all.  
 I am not sure since I have not discussed this with my child.

3. Which topic covered through the SHARE program did your child express the most interest in?

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4. Was there a topic that was covered through the SHARE program that your child seemed confused about? (Choose ONE)

Yes       No (continue to Section B)       I am not sure (continue to Section B)

Yes, which topic? \_\_\_\_\_

**B. GENERAL INFORMATION ABOUT YOUR CHILD**

1. Which school does your child attend? \_\_\_\_\_

For each of the following questions, choose ONE response.

2. Which of the following is correct?

My child attended all lessons of the SHARE program.  
 My child attended some of the lessons of the SHARE program.

3. Which grade is your child in?

7th Grade       8th Grade       9th Grade

4. How old is your child?

12       13       14       15       16       17

5. Which gender is your child?

Male       Female

6. Which best describes the race/ethnicity of your child?

Asian/Pacific Islander       Black, Not Hispanic  
 Hispanic       Native American/Alaskan Native  
 White, Not Hispanic